

Syllabus for CDS 310: Literacy Development
SPRING 2013: Tuesday 4:00-6:30pm

INSTRUCTOR: Beth Gall, M.S., CCC-SLP, NYSL
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Phone #: Cell: (585)705-7051 York School: (585) 243-3400 ext. 2048
OFFICE HOURS: Meeting times are available before and immediately after the end of class and by appointment.

TEXT: Phonemic Awareness: Playing With Sounds To Strengthen Beginning Reading Skills
Author: Jo Fitzpatrick

COURSE DESCRIPTION:

This course presents the basic principles of phonemic awareness, reading, listening, and writing. The role of the speech-language pathologist in the reading and writing process will also be discussed. An in-class presentation will be assigned to practice speaking and presentation style. Using the knowledge gained from this course, a student can introduce early intervention reading programs, can collaborate with special education teachers, and reading specialists and can help those who are language impaired learn to read, write, and listen.

COURSE PREREQUISITES:

Student

- Must be declared a major in the Department of Communicative Disorders and Sciences in the NYS certification tract.
- Must have completed CDSC 238, 240, 242, 243/244.
- Must drop this course if all prerequisites are not met.

LEARNING OUTCOMES:

At the completion of this course, students will be able to:

1. Define literacy and its components.
2. Explain how the development of oral language is related to literacy development.
3. Discuss the roles and responsibilities, as well as the necessary knowledge and skills, of speech-language pathologists who work with language-literacy impaired clients.
4. Summarize the Common Core Learning Standards for English Language Arts and Literacy.
5. Demonstrate appropriate professional speaking abilities
6. Demonstrate an understanding of Guided Reading.

7. Demonstrate an understanding of the importance of cultural variables and their influence on the development of reading and writing.
8. Demonstrate an understanding of Response To Intervention (RTI)
9. Summarize the assessment and intervention of phonological awareness using methods for evidence based practice.
10. Summarize the development of reading and intervention for reading disorders including selecting necessary materials, author studies and strategies for the client using methods for evidence based practice.
11. Summarize the development of writing and spelling and intervention for writing and spelling disorders including selecting necessary materials and strategies for the client using methods for evidence based practice.

Learning outcome 7 complies with ASHA Standard III.C.

Learning outcomes 1, 2, 5, 9, 10, 11 comply with ASHA Standard III.D.

Learning outcome 3 complies with ASHA Standard III.E.

Learning outcomes 4, 6, 8 comply with ASHA Standard III.G.

It is hoped that the material covered in this class will provide you with a learning experience that orients you to providing speech, language and hearing services in an effective, ethical, legal, and safe manner. Additionally, this course has been designated to ensure that students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certification of Clinical Competence in Speech-Language Pathology.

GUIDELINES FOR COURSE CONTENT:

By Topic:

Weekly Activities – Phonemic Awareness Songs and Rhymes

Definitions: literacy – listening - reading - writing - spelling

Role of the Speech-Language Pathologist

Phonological Awareness Assessment

Phonological Awareness

Supplemental computer and on-line programs to enhance literacy

Songs, Rhymes and Finger Plays

Reading

Response To Intervention (RTI)

Guided Reading

Written Language/Spelling

Author Studies

COURSE REQUIREMENTS:

Article critique/summary **Due date: February 12, 2012**

“Starfall” project **Due date: March 12, 2012**

Quizzes (3) **Due date: TBA**

Author Study **Due date: April 30, 2012**

ASSIGNMENT: Article Summary/Critique

The student will read an article on literacy. Please see me to check that your article qualifies. The student will write a 2-page typed and double spaced summary and critique. Summarize the central points in the reading, not a complete restatement of every point in the article, but a brief summary which demonstrates that the student has understood what the article’s central points are. Critically assess the contents of the reading. This is the substantive part of your article review. Which observations or conclusions in the article impress you the most and are the most significant to the study of Speech-Language Pathology and literacy. How does the article contribute/relate to the field of Speech-Language Pathology? Does the article offer new insights into its topic? Which observations or conclusions in the article do you question?

On the due date, students will be required to complete a 5-minute oral presentation about their article summary/critique to the class (specifically what did the student learn from the article / what did the student like and/or dislike from the article). Students will be formally graded on their presentation delivery. The speaker’s voice: use of language, volume, rate, use of pauses, vocal variety, pronouncing words clearly; nonverbal communication: personal appearance, bodily action, gestures and eye contact will be assessed. In addition, some weight will be given to organization of the presentation: introduction, body, conclusion and your use of connectives.

This assignment will constitute 10% of your grade.

Article Summaries are due February 12, 2013

ASSIGNMENT: Starfall.com Project

Students will work with a child between the preschool and 2nd grade levels for approximately a one hour time frame while exploring the website www.starfall.com. During the time period, take notes on the child's statements, actions and responses to the specific activity/activities chosen. The student will write a 2-3 page typed and double spaced summary of the 'case study'. Begin your paper with the specific facts then follow it up with the child's interactions/opinions. A few ideas include: Was the child engaged in the process? What did the child learn? Was the child able to manipulate the website's features independently? Utilize child's name (first name only) in addition to the child's age in your summary. Finally, add your interactions and opinions about Starfall.com. Questions to consider: Did you 'like' the website? What did you as a future Speech-Language Pathologist learn from this website in reference to literacy? Would you utilize this website with future clients? If so, when and how would you put the website to use?

On the due date, students will be required to complete a 5-minute oral presentation about their case study. Students will be formally graded on their presentation delivery. The speaker's voice: use of language, volume, rate, use of pauses, vocal variety, pronouncing words clearly; nonverbal communication: personal appearance, bodily action, gestures and eye contact will be assessed. In addition, some weight will be given to organization of the presentation: introduction, body, conclusion and your use of connectives.

This assignment will constitute 25% of your grade.

Starfall.com projects are due March 12, 2013

ASSIGNMENT: Author Study Project

Connecting with authors motivates students to read and write. Children's books help to develop early skills in language and literacy. Students need direct comprehension instruction in a variety of ways and using a variety of story books helps students to become better readers, make connections between texts and themselves, become aware of how comprehension strategies work, and use them.

Using favorite children's authors and books as the basis for learning enhances necessary speech and language skills. Students will choose one book from one of the authors listed below and create a variety of speech-language activities to promote literacy. Please see me after you have chosen your specific book.

Authors include:

Eric Carle	Audrey and Donald Wood
Lois Ehlert	Tom DiPaola
Jan Brett	Ezra Jack Keats
Dr. Seuss	Robert McCloskey
Stan and Jan Berenstain	Doreen Cronin
Arnold Lobel	Leo Lionni

Activities for each storybook should target the following skills: receptive and expressive vocabulary, concepts, answering questions, articulation, phonological awareness, and letter identification. Your activities must be presented in an organized and concise manner (e.g., 3-ring binder, folder, etc.). Presentation ideas may include, but are not limited to: Table of Contents, Activity Title with Targeted Skills identified, Specific materials needed, representation of craft and/or activity with detailed Methodology/Directions/Descriptions.

Students will be required to complete about a 20-30 minute presentation of the book along with 2 to 3 of the language literacy activities created for the class as if the students in CDS 310 were of the preschool, Kindergarten or first grade ages. You are the SLP so be creative and hands-on. Students will be formally graded on their presentation delivery. The speaker's voice: use of language, volume, rate, use of pauses, vocal variety, pronouncing words clearly; nonverbal communication: personal appearance, bodily action, gestures and eye contact will be assessed. In addition, some weight will be given to organization of the presentation: introduction, body, conclusion and your use of connectives.

This assignment will constitute 40% of your grade.

Author Study projects are due April 30, 2013

Class Participation: The class participation grade will be based on attendance and contribution to small group and general class discussions. Attendance is taken at the beginning of class; students who arrive late will be marked absent. Students with two or more unexcused absences during the semester will be penalized at least a full letter grade on their participation grade.

GRADE:

Your grade in this course will be computed as follows:

Component	Percentage
Class Participation	5%
Article Review	10%
Starfall Project	25%
Quiz	5%
Quiz	5%
Quiz	10%
Author Study	40%
	100%

Grading Scale: Course grades will be assigned on the following basis:

A = 4.0	C+ = 2.33
A- = 3.67	C = 2.0
B+ = 3.33	C- = 1.67
B = 3.0	D = 1.0
B- = 2.67	E = 0

FORMATIVE AND SUMMATIVE EXPERIENCES:

To enhance learning based on student input, this course contains both formative and summative experiences. Formative experiences will include a designated question period at the start of each

class to discuss information shared in previous classes. Students are encouraged to ask questions during class as well. Summative experiences will include the article summary/class presentation, Starfall.com project/presentation, and author study/presentation in addition to class participation and quizzes. These experiences, in conjunction with the content covered within this course, have been designed to ensure that the students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certificate of Clinical in Speech-Pathology.

PERSONAL CONDUCT

Students are expected to be attentive during class and respectful of each other's rights to engage in teaching/learning activities without distraction or interruption. Cell phones, iPods and other related forms of technology are to be turned off prior to class and remain off throughout the class period. Laptop use during class is permitted only for the purpose of taking or viewing electronic versions of handouts that are currently being discussed. Text messaging, web surfing, and emailing are strictly prohibited during class time. In the event that a student is expecting an urgent call due to a family emergency, they are to inform their instructor in advance. Students are to set their phones to 'vibrate' mode and take a seat near the door. If the phone should go off during class, they should unobtrusively step outside the classroom to take the call.

LATENESS:

Missed quizzes and assignments may be made up or turned in late by consultation with the instructor only if the student presents written notice from the Dean of Students or other official who can verify the nature of the student's absence.

LAST BUT NOT LEAST

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should consult with the Director in the Office of Disability Services (Dr. Tabitha Buggie–Hunt, Erwin106A Erwin, tbuggieh@geneseo.edu) and their individual instructor regarding any needed accommodations as early as possible in the semester.