UNIVERSITY OF MARYLAND
Department of Counseling, Higher Education, and Special Education
EDSP 443 Language and Literacy Acquisition in Children with Disabilities
FALL 2015

Instructor: Lydia J. Carlis, PhD   **Class Time:** W 1:15 – 4:00 PM
Email: Lydia@eyemaginED.com   **Class Location:** Edu 2101
Office Location: N/A   **Office Hours:** by appointment

Course Description:

This course is designed to teach teacher candidates about language and literacy development in children with disabilities. Teacher candidates will learn how the language and literacy acquisition process differs for students with and without disabilities through the elementary school years, specifically in children with learning disabilities, attention deficit disorders, intellectual disabilities, autism spectrum disorders, emotional and behavioral disorders, sensory disabilities, neuromotor disabilities, and brain injury. Content will focus on (a) how language and communication disorders affect reading and writing development, (b) how language and communication disorders interact with culture, language diversity, and socioeconomic differences in home and school contexts, and (c) the role of instruction in supporting students with language and communication disorders as they develop speaking, listening, reading, and writing in preschool through elementary school. The major competencies addressed in this course appear in the table below. The format of the course will be lecture/discussion with videos, data analysis/interpretation, and hands-on activities so teacher candidates practice skills and apply knowledge gained from class. This course is intended for special education majors.

Required Textbook(s):

Kuder, S.J. (2012). Teaching students with language and communication disorders, 4th edition. New York, NY: Pearson.

Moats, L. C. (2010). Speech to Print: Language Essentials for Teachers. Baltimore, MD: Brookes.

Competencies	INTASC	CEC	MSDE	MTTS	COE CF	ASSGT
Participants will understand, describe, and recognize phases of the language and literacy and recognize that patterns of development vary for children with and without cognitive, linguistic, social, emotional, and physical disabilities.	1, 2	1	P1.0-P1.11	N/A	Subject Matter, Pedagogy, Learners	1,2,3,4,5

Participants will apply knowledge of language structure to understand reading and writing processes of children with and without disabilities.	1, 4	3	P2.0-P2.13	N/A	Subject Matter, Pedagogy, Learners	1,2,4
Participants will understand how to create inclusive learning environments that support individual and collaborative learning of children with and without disabilities from diverse cultures and communities in meeting high standards in language and literacy.	2, 3	2, 5	P2.0-P2.13	V, VI	Curriculum, Social and Cultural Contexts	1,2,4

InTASC = Interstate New Teacher Assessment and Support Consortium Core Standards
COE CF = UM College of Education Conceptual Framework
MSDE = Maryland State Department of Education
MTTS = Maryland Teacher Technology Standards
CEC = Council for Exceptional Children Initial Professional Content Standards (2012)

Assignment Overviews:

Specifics of assignments will be outlined in handouts available on ELMS (and in class as the assignment is reviewed). All assignments must be submitted at the start of each class on the day it is due. According to University policy, excused absences or submission of late assignments may include illness of self or a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of these reasons must supply appropriate written documentation of the cause ahead of time.

Extra credit assignments are not offered in this course and neither is resubmitting assignments. Please take care to complete the assigned tasks appropriately on the first submission.

Assignment #	Assignment	Maximum Points
1	Reading Responses	20
2	Homework	20
3	Mid-Term Examination	20
4	Case Study Analysis Report	20
5	Final Examination	20

Assignment Descriptions:

1. **Reading Responses:** Throughout the semester (refer to course outline), teacher candidates will be provided with one topic for discussion from assigned readings for class. They will respond to their topic by drafting a presentation plan to teach the topic to their peers. These questions are intended to help teacher candidates think deeply about content introduced in the course. Each student will have the opportunity to facilitate a 20-25-minute class discussion on one of the questions in the syllabus for the week. There are two parts to the process: (1) Development of a presentation plan and (2) implementation of the plan. The presentation plan is key to a successful discussion. It counts for 10 points of your total of 20 points. The remainder will come from your actual presentation.
2. **Video Observation Report/Homework:** Teacher candidates will be assigned two homework assignments comprised of exercises found in their textbook (Kuder, 2012). They will be expected to complete these homework assignments and turn them in for a grade. The grade will equal the percent of items on the homework completed correctly for a maximum of 20 points.
3. **Mid-Term Examination:** The mid-term examination will be two parts, each worth 10 points, for a maximum of 20 points.
    a. **Part 1.** Teacher candidates will be asked multiple choice and open-ended questions about language and literacy topics covered in class, handouts, and readings. Content on the mid-term will come from the textbook as well as class lectures and handouts.
    b. **Part 2.** Select and view a movie that depicts a child with disabilities. What is the disability portrayed in the movie? Based on what you have learned so far in class about characteristics of language and literacy development for children with disabilities, what is realistic and unrealistic about the movie's depiction of this disability category? What did the movie portray that let you know the child/ren had a disability? Would you recommend this movie to the teacher or parent of a child with this disability? If so, how might you introduce this? Teacher candidates will submit their movie selection for approval by Class 5 (9.30.2015).
4. **Case Study Analysis Report to include** observing children's language/literacy development. During your field visits for Dr. Sarah Mallory's course [EDSP 451/652], conduct two 10-minute child observations of a single child with disabilities. For each observation, observe the child's play, communication (verbal and nonverbal), and child-child, and/or child-adult interactions. Final analysis report will include (a) observation scripting for both 10-minute observations, (b) formal observation reports for both 10-minute observations, and (c) formal analysis report of child's age, grade, disability classification, language and literacy development and how his or her language and literacy development may be affected by the student's disability. Teacher candidates will also be expected to report on how learning or home environments should be structured to best support the student. Teacher candidates will be expected to reference their textbooks in their report.
5. **Examination #2:** The second examination will be two parts, each worth 10 points, for a maximum of 20 points.
    a. **Part 1.** Teacher candidates will be asked multiple choice and open-ended questions about language and literacy topics covered in class. The exam will be

cumulative. Content on the exam will come from the textbook as well as class lectures and handouts. Responses will be scored for a maximum of 20 points.

b. **Part 2.** Re-watch the movie you selected for the midterm exam. Using your midterm report and the additional knowledge you have gained through subsequent classes, create a presentation plan or workshop outline for a 60-minute presentation that incorporates important movie scenes and your analysis.

Course Outline:

Course lectures will be uploaded to Canvas one hour before each week's class.

Week	Topic	Chapters Due	Assignments Due
1, 9.2.2015	Course Overview		
2, 9.9.2015	The importance of language to literacy; The elements of language; Predictors (intrinsic and extrinsic) of language and literacy development Standards Met: INTASC 1,2; CEC 1	Kuder chs 1-2 Moats ch 1	
3, 9.16.2015	Language and literacy development in children with and without disabilities; Characteristics of typical and atypical language development; Contributions of neuroscience to understanding language and literacy development Standards Met: INTASC 1,2; CEC 1	Kuder chs 3-6	
4, 9.23.2015	Phonetics, phonology, orthography, morphology Standards Met: INTASC 1,4; CEC 3 CCSS Standards Addressed: **Foundational Skill (example from second grade)** CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Moats chs 2-5	Homework 1
5, 9.30.2015	Morphology, syntax, semantics & pragmatics Standards Met: INTASC 1,4; CEC 3 CCSS Standards Addressed: **Foundational Skill (example from third grade)** CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Moats chs 5-7	Homework 2
6, 10.7.2015 (NO CLASS)	MIDTERM ASSIGNMENT		
7, 10.14.2015	Print knowledge, letter knowledge, & word recognition, vocabulary, fluency, &	Moats chs 8	

	comprehension Standards Met: INTASC 1,4; CEC 3 CCSS Standards Addressed: **<u>Foundational Skills</u> (example from Kindergarten)** **Print Concepts** CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print. **Word & Letter Identification** CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. **<u>Anchor Standards</u>** **Comprehension:** *Key Ideas and Details* CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. *Craft and Structure* CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. *Integration of Knowledge and Ideas* CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including		

	visually and quantitatively, as well as in words.[1] CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Vocabulary:** CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
8, 10.21.2015 (Julie Washington, Guest Lecturer)	Language and Literacy Development in Students with Language Delays, Learning Disabilities, & Attention Deficit Disorders	Kuder ch 7	
9, 10.28.2015	Language and Literacy Development in Students with Intellectual Disabilities and Autism Spectrum Disorders Standards Met: INTASC 1, 2, 3; CEC 1, 2, 5	Kuder chs 8, 9	
10, 11.4.2015	Language and Literacy Development in Students with Emotional and Behavioral Disabilities, Sensory Disabilities, Neuromotor Disabilities, and Brain Injury Standards Met: INTASC 1, 2, 3; CEC 1, 2, 5	Kuder chs 10-12	Case Study Observation Report
11,	Assessing & Enhancing Language and	Kuder chs 13-	

11.11.2015	Literacy Development of Children with Disabilities Standards Met: INTASC 1, 2, 3; CEC 1, 2, 5	14	
12, 11.18.2015	Augmentative and Alternative Communication for Language and Literacy Development Standards Met: INTASC 1, 2, 3; CEC 1, 2, 5	Kuder ch 15	
13, 11.25.2015 (NO CLASS)	Language, Culture, and English Learners and Language and Literacy Disabilities Standards Met: INTASC 1, 2, 3; CEC 1, 2, 5	Kuder ch 16	Ch. 16 Review Questions due 4 pm
14, 12.2.2015	Course Review		
15, 12.9.2015 (NO CLASS)	EXAMINATION #2		

Schedule of Discussion Leaders

#	Week	Student's Name	Presentation Prompt
1	9.9	Rachel Young	(Kuder, Ch. 1) What are key similarities and differences between speech, language, and communication? Create and teach a mnemonic device to help your peers remember at least five key takeaways.
2	9.9	Elisheva Birnbaum	(Moats, Ch. 1) What are the seven research-supported principles of effective teaching of reading, spelling, and writing? Select two (2) of these principles to demonstrate to the class during your presentation.
3	9.16	Hannah Wilmers	(Kuder, Ch. 3) Contrast Piaget's view of language and cognition with that of Vygotsky (Review Question 4, p. 41)
4	9.16	Kristen Bright	(Kuder, Ch. 4) What are key similarities and differences between the six theories of language acquisition highlighted in Chapter 4? Create a song or poem to help your peers remember the six theory names.
5	9.16	Lauren Williams	(Kuder, Ch. 6) Using the Review Questions (p. 97) and/or Suggested Activities (p. 97-98), help your peers understand important aspects of language and literacy development during school years.
6	9.23	Grace Dell	(Moats, Ch. 3) What is phonology, and what is "systematic variation in speech sound production"? Why is it important to understand these systematic variations?
7	9.23	Kerrie Wagner	(Moats, Ch. 5) What is morphology? Explain "individual differences in using derivational morphology", and the principles of good morphology instruction.
8	9.30	Katherine Donegan	(Moats, Ch. 6) What are "sentence expansion, transformation, combination, and analysis" strategies that might help students at different age groups?
9	9.30	Colby Vergalito	(Moats, Ch. 7) What are principles of effective vocabulary instruction? Please provide an illustrative example (modeling) using a page from a children's trade book during

			your presentation.
10	10.14	Anneliese Girson	(Kuder, Ch. 1-6) Summarize one or two main takeaways from each of our previously read chapters. How does something you've learned in this text relate to learning in any of your other courses this semester?
11	10.14	Solome Tesemma	(Moats, Ch. 1-7) Summarize one or two main takeaways from each of our previously read chapters. How does something you've learned in this text relate to learning in any of your other courses this semester?
12	10.14	Hannah Griffith	(Moats, Ch. 8) Explain the three "stages" or "levels" of readers, and highlight three specific teaching strategies found effective at each stage. Select one strategy from each stage to demonstrate for the class.
13	10.21	Gabriela Sotomayor	(Kuder, Ch. 7) Identify and compare the major language difficulties experienced by many students with learning disabilities and those with attention deficit hyperactivity disorders.
14	10.21	Katherine Hein	(Kuder, Ch. 7) Highlight the various effective instructional approaches outlined in the chapter (pp. 117-127). Analyze skill level needed to implement the different strategies, and model one strategy during your presentation.
15	10.28	Hannah Silverman	(Kuder, Ch. 8) Using the Review Questions (p. 162) and/or Suggested Activities (p. 163), help your peers understand important aspects of language and literacy development during school years.
16	10.28	Azalia Hernandez	(Kuder, Ch. 9) Using the Review Questions (p. 197) and/or Suggested Activities (p. 198), help your peers understand important aspects of language and literacy development during school years.
17	11.4	Jessica Seidleck	(Kuder, Ch. 10) Explain the relationship between emotional and behavioral disorders, language impairments, and literacy. What are challenges and advances in the assessment and instruction of language and communication in individuals with emotional and behavioral disorders?
18	11.4	Renuka Hiranandani	(Kuder, Ch. 11-12) What are key characteristics of language development for students with sensory (Ch. 11) and nueromotor disabilities or brain injury (Ch. 12)? Highlight the most promising intervention techniques for each type of disability.
19	11.11	Madison Scepura	(Kuder, Ch. 13) Using the Review Questions (p. 313) and/or Suggested Activities (p. 314), help your peers understand important aspects of language assessments.
20	11.11	Danielle Hoppel	(Kuder, Ch. 14) Using the Review Questions (p. 345) and/or Suggested Activities (p. 345), help your peers understand important ways to enhance language and communication (pay special attention to Response to Intervention).
21	11.18	Rachael Salmon	(Kuder, Ch. 15) Define augmentative and alternative communication.
22	11.18	Elizabeth Kang	(Kuder, Ch. 15) Share low-tech and high-tech examples of

			augmentative and alternative communication devices from society and in schools. What are advantages and limitations of each example?
23	11.18	Maira Rizwan	(Kuder, Ch. 15) Using the Review Questions (p. 371) and/or Suggested Activities (p. 371), help your peers understand important features of using augmentative and alternative communication to promote learning for all students.
24	12.2	Hyun Kim	(Kuder) Top 10! What are the top 10 most useful ideas, strategies, or topics you encountered in this textbook, and why?
25	12.2	Kelsey Osborne	(Moats) Top 10! What are the top 10 most useful ideas, strategies, or topics you encountered in this textbook, and why?
26	12.2	Andrew Lo	(Class Notes) Top 10! What are the top 10 most useful ideas, strategies, or topics you encountered in class notes that were beyond what was found in the course texts, and why? Class notes can be lecture notes or presentation plans from your classmates.

Notes:

Before presenting during your week, complete a presentation plan (using the template that will be uploaded to Canvas) and ***submit it to Canvas electronically no later than 11AM on your assigned presentation date.*** Some questions may require research and reading beyond what is assigned. If you complete it by Monday evening of the week preceding your class, I will provide you with feedback by Tuesday midday that you can incorporate into your presentation.

Course and University Policies:

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Writing: Because communication is a central skill of effective educators, you will be held to high standards in your writing. You are expected to follow the professional writing

standards and citation format of the American Psychological Association (APA) Sixth Edition. Please number pages, put your name on the cover page or first page, and use APA for references, 1-inch margins, and 12 point font for all assignments. For more on APA formatting go to http://www.apastyle.org/

Accommodations for students with disabilities: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Student support services: Help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS) in the Counseling Center, 2201 Shoemaker Bldg., 301-314-7693, www.inform.umd.edu

College of Education Foundational Competencies: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies. (08/03/05; updated 8/18/11)

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Grading Policy: In this class, assignments are opportunities for you to consolidate your learning and to demonstrate your understanding on topics discussed in class. Grades will be based on the quality of the content and writing of the work you submit. Attendance will be reflected in the grade for participation. The following grading scale will be used in this class:

100-97=A+	96-93=A	90-92=A-	Excellent work
89-87=B+	86-83=B	80-82=B-	Good work
79-77=C+	76-73=C	70-72=C-	Mediocre work
69-67=D+	66-63=D	60-62=D-	Inadequate work
Below 60=F			Unacceptable work

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the

possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes. If students have questions regarding the expectations of an assignment, they must meet with the course instructor well in advance of the due date.