Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SEGC 6050
Language and Learning Disabilities
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS *(subject to change)*

Kuder, J. (2008). Teaching students with language and communication disabilities (3rd ed.). Boston: Pearson

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Upon completion of this course, students will:
1)   demonstrate an understanding of the theoretical bases of language development (InTASC S1, S2)
2)   demonstrate an understanding of the cognitive and perceptual bases of early language development (InTASC S1, S2, S6)
3)   discuss the semantic, pragmatic and syntactic components of language (InTASC S1, S2, S4);
4)   identify characteristics of students with language/communication differences and disorders, including students who come from diverse cultural backgrounds (InTASC S1, S2, S3, S6; $DL_{2.1, 2.2, 2.3}$);
5)   assess the language learning environment in the classroom and link to student needs (InTASC S3, S6, S7; $AL_{1.3, 2.2}$)
6)   identify classroom interventions to support the language, communication and literacy skills of students, including the use of assistive technology (InTASC S1, S2, S3, S 7, S8, S9; $TL_{1.3, 2.1, 2.2, 2.3}$)
7)   observes and discusses impact of cultural characteristics and norms on language development and learning (InTASC S 1, S2, S; $DL_{2.1, 2.2, 2.3}$, $FL_{1.1}$)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (example assignments)

1. <u>Research article summaries</u>: Summarize two research articles that focus on language/communication interventions for students with disabilities
2. <u>Discussion questions</u>: Post responses to assigned weekly discussion questions. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure.

3. <u>Quizzes</u>: Students will complete online open-book quizzes covering designated chapters in the textbook.
4. <u>Intervention Proposal</u>: Develop a proposal for an intervention plan including the designated communication form, content, and teaching strategy. Detailed instructions will be provided for successful completion of this assignment. **TL$_{2a}$ *This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty***
5. <u>Field Experience with English Language Learners</u>: Students will complete a field experience to increase their knowledge of working with English Language Learners who have identified disabilities. Detailed instructions will be provided for successful completion of this assignment.
   DL$_{2a}$ *This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty*

COURSE EVALUATION

Assignments	Points
Article Summaries	
Discussion Boards	
Quizzes	
Intervention Proposal ***This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*TL$_{2a}$**	**100**
Field Experience **This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*DL$_{2a}$**	**100**

Grading Scale:
93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY

Students are expected to follow the syllabus regarding online discussions and submissions. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. **Our class week will run from Tuesday night at 5:00 P.M. through the following Monday until 11:45 P.M.** The required logins must be made during

the time frame of our class week in order to meet weekly attendance requirement. Students will be expected to **login at least twice during each week of class**. The University policy regarding absences will be followed**;** i.e., **absences for 6 or more class sessions will put a student at risk for failing the course.** (CO 1-7)

Late submissions of assignments within less than three days from their due date will result in a 10% reduction of the total points earned for the assignment. **Submissions later than three days from the due date <u>will not</u> be accepted** and **thus <u>will not earn any points.</u>**
Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must submit assignments in the timeframe designated for specific assignments. **Assignments have designated locations and times for submission and will not be accepted via email. Refer to Course Schedule/Calendar for assignment due dates.**

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be

able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.