COURSE SYLLABUS

COURSE TITLE: Supporting Students with Language and Communication Needs in the Classroom

COURSE CODE:	EPSE 510	**TERM:**	Spring and Summer 2014
COURSE CREDITS:	3	**DELIVERY:**	Online
COURSE SECTION:	W01	**START DATE:**	May 7, 2014

Course Description

Language and communication development and disorders will be studied with emphasis on the impact they have on students' academic, social, emotional and cognitive development. The teacher's role, including classroom identification and assistance for students having language and communication disorders, will be addressed. Classroom and instruction modifications will be presented.

Prerequisite(s): EPSE 390 and 414

Course Objectives

By the end of this course, students should be able to:

1. Appreciate the critical role that communication skills play in student academic and social development.

2. Explore and identify the relationships between communication and academic/social success.

3. Articulate the components of oral and written language and gene rally describe how they develop throughout the school years.

4. Recognize the significance that cultural differences can have on communication characteristics.

5. Be aware of the various forms and characteristics of communication disorders that may be present in the school age population.

6. Be aware of communication characteristics that may be present in students who exhibit other exceptionalities.

7. Identify and explore classroom-based intervention strategies that can be used in attempting to meet the needs of students with communication disorders.

8. Explore ways that educators can form collaborative partnerships with ancillary staff and parents, in order to better meet the needs of students with communication delays, differences and disorders.

Course Overview

This course is designed to provide you with an opportunity to explore and learn about the nature of communication, its disorders, and its impact on students' social, emotional, and cognitive development. Although it is necessary to present theoretical background on how communication develops and the breakdowns that can occur, the primary emphasis will be on strategic application of supports for students with diverse communication needs. The goal is to better equip you in identifying students who are exhibiting communication delays, disorders or differences; articulating what problem areas there appear to be; and working within a collaborative team to support these students across the grades.

In addition to learning about various types of communication disorders and how they manifest themselves academically and socially, it is important for you to understand the connection between oral language skills and written language development. To this end, this course will introduce you to the important role that phonological awareness can play in the development of students' literacy achievements and will address ways to promote these skills across a wide age spectrum.

This course is organized around eight central topics. These are:

1. The Role of Communication Skills in Education.
2. Language Classification Systems.
3. The Role of Oral Language Skills in Literacy Development.
4. Development of Discourse.
5. Language From a Multicultural and Multilinguistic Perspective.
6. Speech and Language Disorders.
7. Interventions for Communication Disorders.
8. Collaboration and Intervention.

Your Instructor

Tanya Préfontaine-Becker

Contact Information

Course Email: Use Blackboard Mail Tool

External Email: epse510@hotmail.com

Office Hours

To speak with Tanya directly, please email her to arrange a mutually convenient time to discuss the course.

Profile

Tanya has obtained a B.Ed. in French from the University of Regina and a Masters of Educational Psychology and Special Education from the University of Saskatchewan. She has experience teaching in a variety of grade levels and was an elementary special education teacher in French immersion for over ten years. She is currently teaching a grade nine co-taught English class in addition to working as part of the learning assistance (special education) team at the high school level.

Required Resources

Textbook and DVD

Robert E. Owens, Jr., Allyn & Bacon (2011). *Language Development: An Introduction*. ISBN: 978-0-13-258252-0

Your Child has PDD/Autism DVD. ISBN: 40000066752

A note about video resources: One of the goals of the EPSE program is to provide resource material to teachers that they can use for parent education and teacher in-services. Videos that students are required to purchase in this class are for your classroom library and can be reproduced for dissemination to parents, TA's and other teachers.

Within the themes, you will find on-line links to all of the other required readings.

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources

Saskatchewan Education. (1999). *Teaching students with autism: A guide for educators*. Regina, SK: Author.

Saskatchewan Learning. (2004). *Planning for students with fetal alcohol spectrum disorder: A guide for educators*. Regina, SK: Author.

Saskatchewan Learning. (2004). *Teaching students with reading difficulties and disabilities: A guide for educators*. Regina, SK: Author. (Text for EPSE 520)

Saskatchewan Professional Development Unit. (1996). Creating an inclusive classroom: *Integrating students with special needs*. Saskatoon, SK. Saskatchewan Teacher's Federation. (Text for EPSE 500)

Additional Resources

Alberta Learning. (2000). *A handbook for aboriginal parents of children with special needs*. Edmonton, AB: Author.

Allor, J. (2002). The relationships of phonemic awareness and rapid naming to reading development. *Learning Disabilities Quarterly*, 25, 47-57.

Bloom, L. & Lahey, M. (1978). *Language development and language disorders*. New York: John Wiley & Sons.

Butler, K. (1999). From oracy to literacy: Changing clinical perceptions. *Topics in Language Disorders*, 20(1), 14-32.

Chard, D. & Dickson, S. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in school and clinic*, 34(S), 261-270.

Donahue, M. (1994). Differences in classroom styles of students with learning disabilities. In Ripich, D. & Creaghead, N. (Eds.), *School discourse problems: School-age children series* (2nd Ed.). San Diego, CA: Singular Publishing Group.

Elliott, B. (1996). *A resource manual for teaching phonemic awareness skills in the early grades*. Saskatoon, SK: Author.

MacArthur, C. (2000). New tools for writing: Assistive technology for students with writing difficulties. *Topics in Language Disorders*, 20(4), 85-100.

Moats, L. & Lyon, G. (1996). Wanted: Teachers with knowledge of language. *Topics in Language Disorders*, 16(2), 73-86.

Owens, R. (1992). *Language disorders: A functional approach to assessment and intervention*. Toronto, ON: Allyn & Bacon.

Paul, R. (1995). *Language disorders from infancy through adolescents: Assessment and intervention*. St. Louis, Missouri: Mosby.

Plante, E. & Beeson, P. (1999). *Communication and communication disorders: A clinical introduction*. Needham Heights, MA: Allyn and Bacon.

Saskatchewan Education. (2001). *Creating opportunities for students with intellectual or multiple disabilities*. Regina, SK: Author.

Saskatchewan Instructional Development and Research Unit & Saskatchewan Professional Development Unit. (1996). *Diversity in the classroom series-number seven: Creating an inclusive classroom: Integrating students with special needs*. Saskatoon, SK: Author.

Sigafoos, J., Arthur-Kelly, M. & Butterfield, N. (2006). *Enhancing everyday communication for children with disabilities*. Baltimore, MD: Paul Brookes Publishing Co.

Sillman, E. & Wilkinson, L. (2004). *Language and literacy learning in schools*. New York, NY: The Guilford Press.

van Kleek, A. & Schuele, M. (1987). Precursors to literacy: Normal development. *Topics in Language Disorders*, 7(2), 13-31.

Wallach, G. & Miller, L. (1995). *Language intervention and academic success*. Newton, MA: Butterworth-Heinemann.

Warr-Leeper, G. (2001). A review of early intervention programs and effectiveness research for environmentally disadvantaged children. *Journal of Speech Language Pathology and Audiology*, 25(2), 89-102.

Wolf Heller, K., Alberto, P. Forney, P. & Schwartzman, M. (1996). *Understanding physical, sensory, and health impairments*. Pacific Grove, CA: Brooks Cole Publishing Co.

Online Resources

Bookmark these links for future reference. Bolded organizations are specific to this course.

USA

American Speech-Language Hearing Association (ASHA)	http://www.asha.org/default.htm
Centre for Applied Special Technology (CAST)	http://www.cast.org/
Centre for Special Education Finance (CSEF)	http://csef.air.org/
National Centre to Improve Practice in Special Education	http://www2.edc.org/NCIP/
Office of Special Education Programs (OSEP)	http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr
Regional Education Laboratories	http://www.temple.edu/LSS/other_resources.htm
Special Education Resources on the Internet	http://www.seriweb.com/
Universal Declaration of Linguistic Rights (UN)	http://www.linguistic-declaration.org/index-gb.htm

CANADA

Canadian Association of Speech-Language Pathologists and Audiologists	http://www.caslpa.ca/english/index.asp
Canadian Abilities Foundation	http://www.enablelink.org/
Disability Weblinks Canada	http://www.disabilityweblinks.ca/pls/dwl/dl.home
Special Needs Opportunities Window	http://snow.utoronto.ca/
Universal Instructional Design	http://www.tss.uoguelph.ca/uid/

SASKATCHEWAN

Autism Treatment Services of Saskatchewan	http://www.autism-atss.com/
Learning Disabilities Association of Saskatchewan	http://www.ldas.org/
Saskatchewan Abilities Council	http://www.abilitiescouncil.sk.ca/
Saskatchewan Association of Speech	http://www.saslpa.ca/

Language Pathologists and Audiologists

Saskatchewan Deaf and Hard of Hearing Service   http://www.sdhhs.com/

Ministry of Education   http://www.sasked.gov.sk.ca/

Saskatchewan School Trustees Association   http://www.ssta.sk.ca/

Saskatchewan Teachers' Federation   http://www.stf.sk.ca/

Course Schedule

Note: The course schedule is a guideline to working through the course material. Please check the course calendar for a more specific timeline and evaluation due dates.

Week	Theme	Readings	Evaluation Due Date
1	Theme 1: The Role of Communication Skills in Education	*Language Development: An Introduction*, Chapter 1 **[Textbook]** Bashir, A. & Scavuzzo, A. (1992). Children with Language Disorders: Natural History and Academic Success. *Journal of Learning Disabilities*, 25(1), 53-65. **[PDF in Blackboard]**	
2	Theme 2: Language Classification Systems	*Language Development: An Introduction*, Chapter 4 **[Textbook]** **DVD** – Language Development	Assignment 1: Personal Biography Due - Please check course calendar for date
3			
4	Theme 3: The Role of Oral Language Skills	*Language Development: An Introduction*, Chapter 3, 4, 8, 9 **[Textbook]** Griffith, P. & Olson, M.W. (2000). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45(7), 516-523. **[PDF in Blackboard]** Kamhi, A.B. & Catts, H.W. (1986). *Reading Disabilities and the Speech-Language Pathologist, pp. 101-118.* **[PDF in Blackboard]** Snowling, J. & Hayiou-Thomas, M.E. (2006, April/June). The Dyslexia Spectrum: Continuities between Reading, Speech, and Language	Assignment 2: Staff Presentation (Group Assignment) Due - Please check course calendar for date

Week	Theme	Readings	Evaluation Due Date
		Impairments. *Topics in Language Disorders: Dyslexia in the Current Context*, 26(2), 110-126. **[PDF in Blackboard]** Yopp, H.K. & Yopp, R.H. (2000, October). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-143. **[PDF in Blackboard]** Yopp, H.K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 516-524. **[PDF in Blackboard]** **Video** – Phonemics Awareness Activities in Media Library	
5	Theme 4: Development of Discours	*Language Development: An Introduction*, Chapters 5, 10, 11 **[Textbook]** A Model for Collaborative Service Delivery for Students With Language-Learning Disorders in the Public Schools [Relevant Paper]. Available online at http://www.asha.org/policy/RP1991-00123.htm **Video** – Primary Narrative Language Activity	Assignment 3: Language and Math Due - Please check course calendar for date
6			
7	Theme 5: Language From a Multicultural and Multilinguistic Perspective	*Language Development: An Introduction*, Chapters 7, 12 **[Textbook]** Sergiovanni, T. (1996, Winter). Building Community in Schools. Harvard Educational Review **[PDF in Blackboard]** Boske, C. (2007). The awakening: The multicultural attitudes and actions of chief executive school offices. The International Journal of Education Management, 21(6), 491-503. **[PDF in Blackboard]** **Audio Clips** – Listen to the principles; Listen to the speech pathologist; listen to the classroom teacher.	Assignment 4: Term Paper Due – Please check course calendar for date
8			
9	Theme 6: Speech and Language Disorders	Klin, A. & Volkmar, F.R. (1995). *Asperger Syndrome: Some Guidelines for Assessment, Diagnosis, and Intervention*, (pp. 1-10). Available online at https://www.margaretkay.com/uploads/asdiagnosis.pdf Williams, K. (1995, June). Understanding the	Assignment 5: Group Scenario Due – Please check course

Week	Theme	Readings	Evaluation Due Date
		Student with Asperger Syndrome" Guidelines for Teachers. Focus on Autistic Behaviour, 10(2), 1-8. **[PDF in Blackboard]**	calendar for date
10	Theme 7: Interventions for Communication Disorders	*Language Development: An Introduction*, Chapter 6 **[Textbook]** Fucilla, R. (2005, Spring). Post-Crisis intervention for Individuals with Autism Spectrum Disorder. Reclaiming Children and Youth 14(1), 44-51. **[PDF in Blackboard]**	
11	Theme 8: Collaboration and Intervention	Cook, L. & Friend, M. (1991, Summer). Principles for the Practice of Collaboration in Schools. Preventing School Failure, 35(4), 6-10. **[PDF in Blackboard]**	
12	Final Exam Posted		Aug 9, 2014
13	Final Exam Due		Aug 16, 2014

Note: If for any reason the Course Syllabus Reading List does not match the Module Reading List, the Course Syllabus shall be taken as correct.

Grading Scheme

Assignment	Marks
Personal Biography	2%
Staff Presentation	10%
Language and Math	13%
Group Scenario	15%
Term Paper	30%
Final Exam	30%
Total	**100%**

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/current/academics/grades/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://policies.usask.ca/documents/LearningCharter.pdf

Evaluation Components

CCDE Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at http://www.ccde.usask.ca/writing

Assignment 1: Personal Biography

Value: 2% of final grade

Due Date: See Course Calendar

Description: Post your personal biography and a picture of yourself (to personalize your information) under the **Welcome** topic in the Discussion Forum. Be sure to include: educational and work experience and information pertaining to your knowledge and experience with communication development and disorders.

Uploading a Picture to Blackboard

Why am I Required to Do This?

There are three reasons that this has been made a requirement for this course:

1. Students with communication difficulties frequently need more visual information than other students. Computers are one way of increasing your ability to provide them with images, so you need to develop skills in this area.
2. Your instructor wants a sense of who you are visually, as well as in words.
3. Other students may need to have a sense of who you are visually as well as in words.

How do I Obtain the Picture?

There are several ways to obtain a picture for use in Blackboard including the following:

1. Have someone take a picture using a digital camera.
2. Use a scanner to reproduce a picture that you already have.
3. Talk to a store that produces photos and ask to have a photo converted to a digital format.

What is a Format?

When you want to use an image online there are two ways of saving that image.

1. .jpeg which is used with photographs.
2. .gif which is used with drawings.

Most image programs on cameras and scanners have a **Save for the Web** option which will reduce the image to a file size useable online (**under 60kb**). If you have too large an image (+1 Mb), people won't be able to see it. You can check the image's file size by looking in the details section of the file where you save images. Ask someone to show you this feature, if you have never used it.

How do I Upload an Image to Blackboard

You add an image as an attachment in the same way that you add word processing files, or if you feel confident you can use the text editor to place the image in the body of your thread.

Assignment 2: Staff Presentation

Value: 10% of final grade

Due Date: See Course Calendar

Description: As a school staff member, you have been asked to do a short presentation on the importance of early communication development to school functioning and performance. In your assigned group, dialogue with each other about what should be presented and summarize the results in three to four pages (written in paragraph form).

Email the group assignment to the instructor by the due date.

Remember that you have the option of doing this assignment individually but need to notify your group members and the instructor of your intentions. All those who work as a group must submit a group rubric within three days following the assignment due date. See **Group Assignment Criteria** within the course for more information on the process, product and rubrics for this assignment.

Assignment 3: Language and Math

Value: 13% of final grade

Due Date: See Course Calendar

Description: Do you believe that there is a significant relationship between language and math understanding and performance? Please explain and provide examples to support your thinking in a one to two page response. Post under the *Discussion Forum > Language and Math* topic by the due date indicated.

Assignment 4: Term Paper

Value: 30% of final grade

Due Date: See Course Calendar

Description: Choose option A or B and write approximately a 10-12 page double-spaced typed essay (must not be less than 8 pages nor exceed 15). It should be done in APA format. It is often helpful to use headings within your paper to assist in clarity and organization. Do not forget to cite references when using someone's statements, ideas, suggestions or activities.

Option A

Select a special population for which co-existing communication difficulties are common and include (examples are autism, attention deficit hyperactivity disorder, fetal alcohol syndrome):

- the nature of the condition

- common communication characteristics

- implications of the communication difficulties socially, emotionally and academically

- communication strategies for teachers that will support inclusion within a regular class setting

Option B

Focus on an individual student case (fictitious or real) and include (remember to keep names fictitious if you choose to focus on a real student):

- a case history-age, grade, presenting concerns, previous school experiences, past interventions

- description of how communication difficulties are impacting on the student socially, emotionally and academically

- strategies that will assist the student in succeeding at school; Feel free to collaborate with your instructor on your paper topic and content

Marks		Explanation
15	Content	Does the paper cover all of the required areas? Does the analysis and synthesis display depth of knowledge? Does it include both theoretical and practical information?
10	Cohesion	Does the organization of the written language facilitate understanding for the reader? In other words, is it easy to follow? Does it flow well in terms of word usage and sentence types? Does the paper have introductory and concluding paragraphs?
5	Mechanics	Are spelling, punctuation and grammatical use correct?

Assignment 5: Group Scenario

Value: 15% of final grade

Due Date: See Course Calendar

Description: You must complete the **Group Scenario** assignment by the due date indicated. Please check the assignment section of this course for needed details. As a group decide how roles will be assigned (depending on the size of the groups, some members may need to take more than one role). Have fun! I hope that you are challenged by this assignment in ways that will nurture you as a special educator. See the **Language and Communications Scenario** in Theme 5 of your online course materials for more information about this assignment and see **Group Assignment Criteria** within the course for more information on the process and product of group assignments.

Final Exam

Value: 30% of final grade

Due Date: See Course Schedule

Description: Take Home Exam. The exam will be posted a week in advance of the due date, and you will be provided with guidelines regarding the length of your responses.

The final exam will consist of the following:

a. A question pertaining to a fundamental issue related to communication development.

b. A case study that you will analyze and respond to in practical ways (there will be several samples provided of which you will select one).

Answers are to be submitted to the course instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the content area of this website. Consult the course calendar to find out the exact due dates for the assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper.

Carefully read the instructions below so that you know what we expect in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.

2. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.

3. Proofread your assignments to ensure proper mechanics, APA style is required for all citations including personal correspondence. Please look in the Student Help section, if you require information on improving your writing.

4. Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct

5. .If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.

6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in case it gets misplaced.

Submitting Assignments

All assignments and the exam will be submitted to the instructor via Blackboard Mail Tool.

All assignments should be created as word processing documents (.doc) because you can check spelling and grammar and because you will have a copy of the assignment if anything goes wrong. Please do not use spaces or special characters or spaces within your file names.

Once you are happy with the result, use the method described in the list of learning activities. Always check due dates in your Blackboard calendar. You can send assignments early, but some instructors will not accept assignments after a specified date.

Additional Information

Netiquette

It is important that you adhere to the following rules of online discussions, known as "netiquette."

E-mail Management

- Check your e-mail regularly.
- Delete unwanted messages.
- Keep messages in your mailbox to a minimum.
- If you send an email message to the instructor, you can expect a response within 48 hours.

E-mail and Discussion Style

- Use a descriptive subject line.
- If you use the reply function to respond to an e-mail, change the subject heading if you change subjects.
- Use the Cafe for personal messages not related to assignments.
- Avoid typing messages with capital letters only since this is considered to be a "Flame" or angry message.
- Avoid typing messages with lower case letters only.
- When quoting another person, edit out whatever isn't directly applicable to your reply.
- Always sign your e-mail.

Hints

- Compose messages off-line if possible and use paste to insert the content.
- Save messages composed off-line as text documents before submitting a message.
- Use the same standards of quality and manners online that are expected in the classroom.
- Take pride in how your writing appears to others.

- Keep messages short and to the point.

- Respect other people's privacy.

- Be forgiving of other people's mistakes.

- Write as if all mail were public

Tone

- Remember that some readers may be international; be sensitive in any cross-cultural comments.

- Avoid sarcasm.

- Do not overuse jargon.

- Discussion or chat room messages can be easily misinterpreted because people can't read your nonverbal clues; they can't see if you are smiling or angry, nor can they hear the tones in your voice. **Emoticons** were created to overcome part of this problem. You can also use acronyms, to help express feelings. For example, when someone writes something funny, you could respond with "LOL" (laugh out loud). Abbreviations are also helpful for people who do not type quickly.

- Avoid using capital letters. This is the equivalent of shouting at the reader. To emphasize a word, use bolding or **asterisks** to set the word off from the rest of the text.

Avoid Flames - Flames are violent, written expressions of disapproval

- Calm down before responding to what you consider to be "offensive" messages.

- Read a message twice before jumping to conclusions about the intent.

- Before sending anything, ask yourself, "Would I say that to a person's face?"

- If you made a rude or uncalled for comment, apologize immediately. Be considerate.

- Read any messages that you send twice to make sure that your comments do not promote flaming.

- Respect e-mail confidentiality.

- Quote or rephrase a person's comments when responding to them.

Final Check

- Do a final reread of your message before you send any e-mail messages.

- Think twice before you send a message. Once you hit the send button, you can't take back what is written.

- Check the discussion list daily. Messages can build up quickly if you don't go through them on an ongoing basis.

If you are interested in finding more information on this topic, the Internet has lots of information. Type "Netiquette" into a search engine and you will find a large number of sites.

Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see http://www.students.usask.ca/disability/ or contact DSS at 306-966-7273 or dss@usask.ca

Integrity Defined (from the Office of the University Secretary)

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct.* More information is available at http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf

Theme Objectives

Theme 1: The Role of Communication Skills in Education

1. Appreciate and articulate the significance of communication skills in educational settings.
2. Explain the role that communication skills play in academic and cognitive development.
3. Explain the role that communication skills play in social and emotional development.

Theme 2: Language Classification Systems

1. Delineate reasons why educators need to have at least a cursory understanding of typical communication development.
2. Identify and explain the broad categories by which language and its disorders may be classified.
3. Articulate the general sequential nature by which language develops orally throughout the school years.
4. Define what a learning disability is and the interconnectedness that co-exists with language problems.

Theme 3: The Role of Oral Language Skills

1. Describe how written language skills develop throughout the school years.
2. Articulate the role that oral language skills play in literacy development.
3. Define phonological awareness and provide specific activity examples.

Theme 4: Development of Discourse

1. Identify the types of discourse utilized in educational settings.
2. Describe the changes apparent in the development of discourse throughout the school years.

3. Describe strategies for the development of discourse skills.

Theme 5: Language From a Multicultural and Multilinguistic Perspective

1. Explain the significance of cultural/linguistic factors on communicative development.

2. Delineate between a language difference and a language delay/disorder.

3. Articulate important considerations when assessing, teaching and communicating with those learning English as a second language or dialect.

Theme 6: Speech and Language Disorders

1. List and describe the various types of language disorders.

2. List and describe the various types of speech disorders.

3. Be familiar with the communication characteristics commonly seen in students with other high and low incidence disabilities.

Theme 7: Interventions for Communication Disorders

1. Describe a variety of intervention strategies for oral language disorders, written language disorders and disorders of speech.

2. Describe common intervention strategies for students with other known high and low incidence disabilities.

Theme 8: Collaboration and Intervention

1. Explain various service delivery options that might exist for speech and/or language intervention.

2. Describe the importance of collaboration with all stakeholders, in the intervention for students with communication disorders.

Acknowledgements

Instructional Design and Course Development