CDS 328: Communication Disorders and the Classroom Teacher
Spring 2017 Course Syllabus

Course Instructor: Maria Claudia Franca, Ph.D., CCC-SLP
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Office Hours: Mondays and Wednesdays from 8:00-11:00 a.m. Appointments are advised.
Class meeting days, times, and location: Wednesday from 2:00-4:50 p.m. All class meetings will be held in Communications Building 1007.

Course Description: An overview of communication disorders in the school aged child for the special education teacher. Students will be provided with information about the causes, diagnosis and treatment of children with common speech, language, and hearing disorders. This course will also provide information on collaboration and integration of speech and language services into the school curriculum. Criterion for referral for speech-language services will also be addressed.

Course Objectives:
Upon successful completion of this course, students should have reviewed/acquired knowledge about:
1. Components of communication.
3. Distinction between language differences and language disorders.
4. Strategies for enhancing communication skills that may be employed by the classroom teacher when working in regular, special, and inclusive settings.
5. Various types of assessment and treatment of speech-language services.
6. Roles and responsibilities of the school-based speech-language pathologist (SLP).
7. Collaboration between classroom teachers and SLPS in educational settings.

Methods/strategies of instruction to be used to teach the course: This instructor relies primarily on the following methods and strategies when teaching, in order to supplement the student readings: lecture, handouts of lecture notes, handouts of graphics and additional material not found in the textbook, video/audio recordings, and audio-only recordings. Students are encouraged to attend all classes and to read all assigned materials. Students will present projects in class, and are be expected to engage in small and large group discussions in class.

Required Text:

Supplemental Materials:

Course Outline – Tentative Schedule

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic</th>
<th>Text Chapter</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>January 25</td>
<td>Basic concepts in speech-language pathology Inclusion/Academic Success</td>
<td>1, 12</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>February 1</td>
<td>Normal aspects of communication</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>February 8</td>
<td>ISHA – no class</td>
<td>3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>February 15</td>
<td>Language/Phonological Aspects Culturally and linguistically diverse students. Difference vs. disorder</td>
<td>7</td>
<td></td>
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<tr>
<td>6</td>
<td>February 22</td>
<td>EXAM I Collaborative Scenarios I</td>
<td>Exam I Ch. 1-7; 12</td>
<td></td>
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<tr>
<td>6</td>
<td>March 1</td>
<td>Fluency Disorders</td>
<td>8</td>
<td></td>
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<tr>
<td>6</td>
<td>March 8</td>
<td>Voice Disorders</td>
<td>9</td>
<td></td>
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<tr>
<td>7</td>
<td>March 15</td>
<td>Spring break – no class</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>March 22</td>
<td>Collaborative Scenarios II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 29</td>
<td>Hearing disorders</td>
<td>10</td>
<td></td>
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<tr>
<td>10</td>
<td>April 5</td>
<td>Craniofacial Syndromes</td>
<td>11</td>
<td></td>
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<tr>
<td>11</td>
<td>April 12</td>
<td>Neurological Impairments</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>April 19</td>
<td>AAC</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>April 26</td>
<td>Advocacy Project Due - Project Discussion</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>May 3</td>
<td>Advocacy Project - Project Discussion</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>May 8</td>
<td>Final Examination (Exam 2) 2:45-4:45 p.m.</td>
<td></td>
<td>Comprehensive/cumulative</td>
</tr>
</tbody>
</table>

Notes:

1. The instructor expect students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Bulletin/Graduate Catalog. Students may wish to review specifically the information in the Bulletin on human subjects and the Student Conduct Code (especially Acts of Academic Dishonesty).
2. Students who believe they have an impairment/disability that necessitates academic adjustments or services should inform the instructor, or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).
3. This syllabus is subject to change. Substantial changes will be printed or made available to students in class and/or D2L.
4. If you need assistance with writing skills you can contact the SIUC Writing Centers. Their email address is write@siu.edu, their website address is www.siu.edu/~write
5. Emergency Procedures:
   Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study ad work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu/disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Course Requirements:
1. Completion of examinations that will occur during the course.
2. Complete required projects.
3. Complete any in-class (non-graded) activities. Some of the in-class activities may require the text. Failure to complete these may result in a decrease in grade.
4. Bring the textbook to each class.
5. Regarding writing assignments:
   a. All written work submitted must be typed using a standard font, and double-spaced. Written work is graded for quality of content as well as written structure (spelling, grammar, syntax, punctuation, etc.).
   b. Do not use contractions in academic writing (unless you are quoting from someone who used them). Instead, write out both words that form a contraction.
   c. Be sure to read your submissions before submitting them; do not just run a spelling checker. There are many words that may be spelled correctly but are not correct in the written context. Check especially capitalizations. Some words that should not be capitalized that often are include: kindergarten, first grade, elementary, middle school, mom, dad, doctor, special education, speech and language pathologist, names of diseases or disorders not named after a person such as autism, mental retardation, syndrome (as in Down syndrome), spastic cerebral palsy, and traumatic brain injury. Note, however, that acronyms based on non-capitalized terms are capitalized; therefore, the term traumatic brain injury is abbreviated as TBI and speech and language pathologist is abbreviated as SLP. Some words that should be capitalized that often are not include: Internet, names of diseases or disorders when they are named after a person such as Reinke (in Reinke's edema), names of computer programs, and names of companies (such as Pentax).
   d. When you write numbers use this guide: If the number begins a sentence always write it out in text form. However, if the number occurs within a sentence then only write it out in text if the number is greater than ten.
   e. Use language that is neutral with regard to the experience of clients. For example, we do not write that “Anita suffers from Tourette’s syndrome” but rather “Anita has Tourette’s syndrome. Likewise, we do not write that “Lavon is bound to his wheel chair” but rather that “Lavon uses an wheel chair.”
   f. Use ‘person-first’ language when describing persons with disabilities. This is the practice of stating the word “person” before identifying their disorder. Examples of person-first language include (a) “a person with a laryngectomy” rather than “the laryngectomee,” (b) “a person with a disorder” rather than “a handicapped person,” and “the child with cerebral palsy,” instead of “the cerebral palsied child.” It may seem frivolous and wordy to use person-first language, but it shows your sensitivity to the power of language (including the use of language by those with power to marginalize others) and your desire to empower persons with disabilities rather than to marginalize them.
   g. Be careful in your use of words that can be combined to form a single word. Just because they can be combined does not mean that it is correct to do so. For example: in the sentence, “We plan to let Dylan be apart of show and tell” the word apart is incorrect. The sentence should have been written as, “We plan to let Dylan be a part of show and tell.”
   h. As a professional you will often be expected to communicate in writing. Your ability to write reflects not only on you as a single professional, but on your entire profession.

Summary of grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 x 100 = 100</td>
<td>.90-.1.00 = A</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>.80-.89 = B</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>80</td>
<td>.70-.79 = C</td>
</tr>
<tr>
<td>Attendance</td>
<td>20</td>
<td>.60-.69 = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>less than .60 = F</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td></td>
</tr>
</tbody>
</table>

Exams:

There will be 2 exams each worth 100 points each (see schedule). **No make-up exams** will be administered.
**Collaborative Scenarios**

Students are encouraged to work together in groups of 2-3 members of this class

Students will design and present a dynamic portrait of a selected disorder in class. Oral presentation will be supplemented by a handout for peers. Each of the speech-language related topics included in the course outline will be focused. The presentation should emphasize collaborative and inclusive scenarios with focus in communication improvement. Topics must be submitted for pre-approval. The purpose of pre-approval is twofold: (1) to ensure that a selected topic matches criteria and (2) to ensure that each presentation has selected a unique topic, so learning opportunities are augmented for all.

Grading of the presentation will be based on inclusion of the elements outlined below (10 points each):

a. Overview of disorder.
b. Signs and symptoms that may be identified by the classroom teacher.
c. Impact on academic success.
d. Referrals within and outside school settings.
e. Typical assessment procedures.
f. Typical management/intervention approaches.
g. Collaboration between SLP and teacher in strategies to support classroom and social activities.
h. Caregiver education.
i. Handout organization and clarity.

**Advocacy Plan**

You are encouraged to work together in groups of 2-3 members of this class

Create an (hypothetical) advocacy plan for a student or students with complex communication needs in educational settings. The main goal of advocacy/community education is to change the knowledge or attitudes of persons, **NOT** to teach intervention procedures. The activities may be of any type. Develop a plan that includes the following headings, and submit a report including a minimum of two and a maximum of four complete double-spaced pages (20 points each):

1. Rationale – a detailed description of your justification for the plan.
2. Goals – what you hope to achieve.
4. Results – if you were to implement the plan, what would you expect to occur?

**Perfect Attendance (20 points)**

Class attendance and meaningful participation in the class are essential, and an indication of professional character. Chronic lateness and unpreparedness is impolite as well as evidence of lack of readiness for professional practice. Students with no absences (excluded signed letter-headed documented excuse absences) and are present during the entire class period, will earn 20 points. The instructor will take attendance at the beginning of each class either using a sign in sheet (available during a limited period at the beginning of each class) and/or by calling each student’s name at random times. Additionally, students are encouraged to turn off cell phones during the class period. Computers and tablets should be applied solely for class purposes.

As a Saluki, I pledge to advance learning. I will practice personal and academic integrity. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.

Students are encouraged to examine the SIUC Student Conduct Code thoroughly at the following website:
http://policies.siu.edu/_common/documents/StudentConductCode.pdf