**Required Text:**

**Purpose:**
The purpose of this course is to compare and evaluate the typical and atypical development of children, ages 0-3, using a holistic approach. We will consider research-based theories and practice related to development, assessment, and intervention for communication and swallowing.

**Course Objectives/Learning Outcomes:**
1. Describe and discuss models and theories of language development (Standard III-C, III-D)(Chapter 5 and Added lecture materials following Chapter 1)
2. Research models of development, assessment, and intervention. Critically review of research, and participate in discussion with other peers regarding the current literature. (standard III-C, III-D)(Presentation & Class Activity)
3. Sequence stages of normal development in young children. (Standard III-C) (Chapter 2)(Chapter 5)
4. Demonstrate understanding of the influence of biological and environmental risk factors on the development of infants and toddlers. (Standard III-C) (Chapter 1)
5. Recognize child development within the context of family and culture (Standards III-C, III-D)(Chapter 2 & Guest Lecture)
6. Describe and discriminate assessment techniques for infants and toddlers. (Standard III-D)(Chapter 3)
7. Describe and discriminate different communication disorders in the infant and toddler population. (Standard III-C) (Chapter 3)
8. Apply and evaluate different evidence-based strategies for intervention with communication disorders in the infant and toddler population (Standard III-D)(Chapter 4)
9. Specify the roles of caregivers and related professionals in the development of infants and toddlers as well as assessment and intervention for communication disorders. (Standard III-C)(Chapter 2)(Chapter 5)
10. Locate the purpose and procedures related to participation in the Early Intervention system for infants and toddlers. (Chapter 3; Chapter 5; Additional In-Class Activity)
11. Identify appropriate diagnostic procedures and intervention techniques for pediatric dysphagia and behavioral feeding issues. (Swallowing/Feeding lecture materials,)
12. Increase knowledge and comfort with developmentally appropriate feeding practices for infants and Toddlers (Feeding lecture materials)

Methods/strategies of instruction: Lecture, discussion, video, class presentation, readings, review of the literature, classroom application activities. Students will be asked to complete in-class activities, homework assignments, quizzes, a research paper, and class presentations.

Course Requirements:

1. **Exams**: There will be **4 exams, each worth 100 points**. Exams will cover chapters and readings assigned with primary focus on lecture materials presented in class. Date of each exam is listed on syllabus. Change of time of an exam can be adjusted by the instructor due to classroom needs. If a student gets less than 80% on any exam, a remediation plan for the material on the exam will be completed in order to ensure competency with the material. Remediation plans will be mutually agreed upon by the student and instructor.

2. **Powerpoint development and presentation**: This is the final exam for the course. Each student will individually create a power point presentation focused on a topic related to Birth to Three. A list of possible topics will be provided to the class. First come, first serve for topic selection. Additional topic ideas are possible and should be discussed with the instructor. The powerpoint should include a discussion of relevant literature on the topic of choice, pertinent clinical implications, and future research possibilities. Please see the rubric for grading. Each student will then present this presentation to a group of no less than 3 other people outside of class time. The presentation should be no less than 45 minutes in length. The student will provide feedback forms to the audience and include those with the submission of the final powerpoint. **This project is worth 100 points. If the project is turned in AFTER the final date/time, the highest grade possible is 70 points.**

3. **Peer Writing/Reading Groups**: Small groups will be assigned to facilitate discussion on a topic related to each student’s final project and to assist in completion of that project. Groups will meet 3 times during the semester. The meetings are listed on the course schedule. Each meeting with have an assigned focus including: 1. Strategies to gather research and identify objectives 2. Technology issues and 3. What to include and what to leave out. Meetings will last no longer than 30 minutes. Each member of the group will complete a personal reflection following the group meetings. Each reflection is worth **10 points and is due the class following the group meeting. Late assignments will receive a two point deduction in value. If a member misses the group meeting, he/she cannot turn in a reflection for that meeting.**

4. **Syndrome Day and Development Day**: 20 participation points will be allotted for student participation on one of these two days. Students will sign up for which day they want points for with ½ the students assigned to each day. Students alone or in pairs, will provide written and verbal information regarding either a specific syndrome or an area of early development. Points will be earned by providing accurate information on the assigned day.
5. **Extra Credit:** There will be 5 points of extra credit provided for an in-class activity during a single class period this semester. The class period will not be announced in advance and no make-up extra credit will be provided. **Attendance** is not required, but is expected. There will be information presented in lecture/class activity that will not be in the text, but which students are expected to know.

6. The instructor requires that students be respectful of both the instructor and each other during class. This includes not taking cell phone calls during class or participating in other disruptive behavior. Students should use language that is respectful of others in all aspects. Discussions will be used often in class and all students are encouraged to participate, to express opinions, and ask questions. Students should expect the instructor to be punctual, prepared, and responsive. If students have any concerns regarding the instructor or student behavior, please schedule a meeting with the instructor at your earliest convenience.

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<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>100 points</td>
<td>90-100% = A</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100 points</td>
<td>80-90% = B</td>
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<tr>
<td>Exam #3</td>
<td>100 points</td>
<td>70-80% = C</td>
</tr>
<tr>
<td>Exam #4</td>
<td>100 points</td>
<td>60-69% = D</td>
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<tr>
<td>Peer Review</td>
<td>10 points</td>
<td>less than 60% = F</td>
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<tr>
<td>Personal Reflections</td>
<td>30 points</td>
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<tr>
<td>Participation Points</td>
<td>20 points</td>
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<tr>
<td>Literature Review Paper</td>
<td>100 points</td>
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<td><strong>Total</strong></td>
<td><strong>550 points</strong></td>
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Notes:

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the Catalog on human subjects and the Student Conduct Code (especially regarding Acts of Academic Dishonesty).

2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738)

3. The instructor reserves the right to change or modify course when deemed appropriate and/or necessary. If changes are substantial the students will be provided with updates via hard copy.

4. **Emergency Procedures:**
   
a. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and 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 BERT’s website at [www.siuc.edu/emergency/bert.html](http://www.siuc.edu/emergency/bert.html), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu), and in the Emergency Response Guidelines pamphlet.
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.

**SIUC Teacher Education Conceptual Framework:**

This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:

The student demonstrates **professionalism:**

1. Dependability and reliability
2. Honesty, trustworthiness, ethics
3. Enthusiasm, love of learning and commitment to the profession

The student values human **diversity:**

1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals
2. Shows respect for, and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
3. Strives for best practices to address diverse learning needs and abilities of all individuals
4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
5. Collaborates with diverse peers, professional colleagues, staff and families

The candidate engages in **professional development:**

1. Engages in ongoing acquisition of knowledge
2. Engages in development of research-based practices
3. Assesses own performance and reflects on needed improvements