Course Prefix/Number: EEX 4141

Course Title: Survey of Normal / Abnormal Language and Speech Development

Course Credit Hours: 3 semester hours

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Prerequisite/Co-Requisites: None. This course is designed to be a foundation level course and should be one of the first courses taken in the Special Education – Teacher Education Program.

Course Description:
This course is designed to help teachers (ESE and regular education) better understand the nature of speech and language development and common problems that students may experience during their developing years. Characteristics of common speech & language problems and interventions for classroom teachers are highlighted.

Purpose of Course: The Empowered Person and Professional Making a Difference is theme of the Professional Education Unit conceptual framework. This theme focuses learning experiences on activities that permit the candidate to examine what he/she does and to take an active role in the instructional process. The subject matter, class activities, and skill development of this course were selected to assist your personal growth in one or more of the following Empowered Person and Professional Making a Difference characteristics: a) critical thinker, b) lifelong learner, c) counselor/mentor, d) decision maker, e) problem solver, and f) ethical/moral professional.

The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of educators. Florida's Uniform Core Curricula outline the knowledge, skills, and dispositions that candidates require to be successful in Florida's educational system.

To monitor your progress in this teacher preparation program, Key Assignments are required. Key Assignments are specific learning activities that directly relate to the course and program learning outcomes. A passing grade (70% or higher) is required on each of the student learning outcomes identified on the assignment in order to receive a grade for the course and advance in the teacher education program. (Specific details are provided in your Teacher Education Handbook.)

Program Student Learning Outcomes:

1.2 Content: Identify the cognitive, linguistic, emotional and physical needs of special education student and match them appropriately to instructional plans.
1.4 Content: Implement a variety of strategies to motivate and help special education students acquire knowledge and skills needed to succeed in life.

1.6 Content: Design and establish effective learning environments that are conducive to high achievement of special education students.

2.2 Critical Thinker: Develop a repertoire of realistic projects and problem solving activities that will enable special education students to improve their life skills and creative thinking abilities.

3.3 Communications: Establishes high expectations for special education students and communicates these expectations to colleagues, families, and students.

6.1 Diversity: Practice and teach strategies of tolerance and acceptance related to individual and cultural differences.

Course Student Learning Outcomes:

Students will:

1. Define and describe the basic components of language, speech and communication.
2. Outline the progression of normal language development.
3. List common language characteristics of individuals with various types of disabilities.
4. Apply specific language interventions in simulated cases.
5. Report on Augmentative/Alternative Communication Systems
6. Discuss instructional issues related to linguistic diversity.

Course Alignments by Assessments, Outcomes, and Standards

<table>
<thead>
<tr>
<th>Project Name and Assessment Tool</th>
<th>Conceptual Framework Outcomes (Characteristics)</th>
<th>Cours e SLOs</th>
<th>NCATE Standards</th>
<th>FEAPs</th>
<th>Subject Area Competencies and Skills</th>
<th>ESOL Performance Standards</th>
<th>Reading Endorsement Competencies &amp; Indicators</th>
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<tbody>
<tr>
<td>Article Reviews</td>
<td>Critical Thinker, Life Long Learner</td>
<td>4, 5, 6, 8</td>
<td>1b</td>
<td>1.1, 1.4, 1.9, 2.3</td>
<td>61.5.3</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>AAC Systems Evaluation</td>
<td>Critical Thinker, Life Long Learner, Decision Maker</td>
<td>7</td>
<td>1b</td>
<td>1.1, 1.4, 12.5</td>
<td>61.5.4</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Tests/Quizzes</td>
<td>Critical Thinker</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
<td>1b</td>
<td>2.10, 5.3, 5.4, 7.5, 7.7, 61.1.5</td>
<td>61.2.6</td>
<td>61.5.1-4</td>
<td>N/A</td>
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</tbody>
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**Topics Covered & Tentative Schedule***:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings Due</th>
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<tr>
<td>Week #1</td>
<td>Welcome &amp; Introduction to Speech &amp; Language</td>
<td>- Read Course Material&lt;br&gt;- Profile Update&lt;br&gt;- Meet Your Group Discussion&lt;br&gt;- Email Etiquette Assignment</td>
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<tr>
<td>08-27-12 to 09-02-12</td>
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<td>Week #2</td>
<td>Definitions</td>
<td>- Threaded Discussion #2&lt;br&gt;- Dropbox #2 (Definitions)</td>
<td>Kuder, Chapter 1</td>
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<tr>
<td>09-03-12 to 09-09-12</td>
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<tr>
<td>Week #3</td>
<td>Elements of Language</td>
<td>- Threaded Discussion (Elements of Language)&lt;br&gt;- DB#3: Elements of Language</td>
<td>Kuder, Chapter 2</td>
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<td>09-10-12 to 09-16-12</td>
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<tr>
<td>Week #4</td>
<td>Early Development</td>
<td>- 1&lt;sup&gt;st&lt;/sup&gt; Article Review - Due 09-23-12&lt;br&gt;- TD#4: Motherese&lt;br&gt;- DB#4: Motherese</td>
<td>Kuder, Chapter 5</td>
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<tr>
<td>09-17-12 to 09-23-12</td>
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<td>Week #5</td>
<td>Later Language Development &amp; Stuttering</td>
<td>- Prepare for Exam #1</td>
<td>Kuder, Chapter 6</td>
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<td>09-24-12 to 09-30-12</td>
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<tr>
<td>Week #6</td>
<td>Learning Disabilities</td>
<td>- Exam #1 – Completed by 10-07-12&lt;br&gt;- TD #5: Learning Disabilities</td>
<td>Kuder, Chapter 7</td>
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<tr>
<td>10-01-12 to 10-07-12</td>
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<tr>
<td>Week #7</td>
<td>Intellectual Disabilities</td>
<td>- Karen or Danny Discussion</td>
<td>Kuder, Chapter 8</td>
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<td>10-08-12 to 10-14-12</td>
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<tr>
<td>Week #8</td>
<td>Augmentative / Alternative Communication Devices</td>
<td>- AAC Evaluation – Due 10-21-12</td>
<td>Kuder, 15</td>
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<td>10-15-12 to 10-21-12</td>
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<tr>
<td>Week #9</td>
<td>Sensory Disabilities</td>
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<td>Kuder, Chapter 11</td>
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<tr>
<td>10-22-12 to 10-28-12</td>
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<tr>
<td>Week #10</td>
<td>Emotional and Behavioral Disorders</td>
<td>- TD#: 10 – Emotional / Behavioral Disabilities</td>
<td>Kuder, Chapter 10</td>
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<tr>
<td>10-29-12 to 11-04-12</td>
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<tr>
<td>Week #11</td>
<td>Physical Impairments &amp; Traumatic Brain Injury</td>
<td>- 2&lt;sup&gt;nd&lt;/sup&gt; Article Review – Due 11-11-12&lt;br&gt;- Week 10 PI Discussion (optional)</td>
<td>Kuder, Chapter 12&lt;br&gt;MOVE Article</td>
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<td>11-05-12 to 11-11-12</td>
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<td>Week #12</td>
<td>Language Intervention</td>
<td>- TD#11: Language Interventions&lt;br&gt;- DB#11: Intervention</td>
<td>Kuder, Chapter 14</td>
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<td>11-12-12 to 11-18-12</td>
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<td>Week #13</td>
<td>Turkey Break – No new content. Please use this time to catch up on any missed assignments.</td>
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<td>11-19-12 to 11-25-12</td>
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<tr>
<td>Week #14</td>
<td>Autism Spectrum Disorders</td>
<td>- TD: Autism Intervention</td>
<td>Kuder, Chapter 9</td>
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<td>11-26-12 to 12-02-12</td>
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<td>Week #15</td>
<td>Linguistic Diversity</td>
<td>- Class Forum Discussion&lt;br&gt;- DB# 8&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Exam – Completed by 12-09-12</td>
<td>Kuder, Chapter 16</td>
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<tr>
<td>12-03-12 to 12-09-12</td>
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* - Course Schedule is subject to change. The instructor will do her best to notify you in a timely manner of
any changes.


Web Sites and Tutorial:
www.asha.org/ (American Speech-Language-Hearing Association)
www.cec.sped.org (Council for Exceptional Children)
www.nichcy.org (Nat'l Information Center for Children & Youth w/ Disabilities)
www.aten.ocps.k12.fl.us/ (Assistive Technology Educational Network)
www.move-international.org/ (Mobility Opportunities Via Education)
www.irc.org (Internet Resources for Special Children)
www.escambia.k12.fl.us/adminoff/ese/ese.htm (Escambia Co. ESE)
www.firn.edu/doe/menu/sss.htm (Sunshine State Standards)
www.ed.gov/offices/OSERS/ (Offices of Special Education & Rehabilitative Services)
www.closingthegap.com (Computer Technology in Special Education and Rehabilitation.)

Grading/Evaluation System:
Course Requirements:
1. Read assigned chapters BEFORE class discussion.
2. Complete all assignments during the week they are assigned.
3. Participate in all class discussions and activities.
4. Complete and turn in two article reviews (described below).
5. Complete and turn in AAC evaluation assignment.
6. Take all examinations at scheduled times. (Make-up exams will be scheduled for after the final exam.)

Course Grade Determination:
90 - 93% = A-, 94 - 100% = A
80 - 83% = B-, 84 - 86% = B, 87 - 89% = B+
70 - 73% = C-, 74 - 76% = C, 77 - 79% = C+
60 - 69% = D

Incompletes (I) will not be given except under very extreme circumstances. Please see college catalog for rules about Incompletes and course withdrawals.

Description of Student Evaluation and Assignments:
There will only be two major assignments within this course in addition to the 2 exams. The assignments are in the form of Article Reviews and AAC Evaluations. These will be discussed below.

Article Reviews
This assignment is designed to help you become more familiar with special education journals and current research related to speech and language characteristics and intervention for students with special needs. First, browse the ESE professional (PEER REVIEWED) journals (articles from other sources such as journals from other fields or commercial magazines or web sites, even if they look very professional will not be accepted). Secondly, for each review, identify a relevant article that is directly related to speech and language and is of interest to you. Third, write a review of the article, fully explaining the author's thesis and proposed techniques, and describing your reactions to the article. Finally, turn in the typed review along with a copy of the article. The review should have three pages: First page is the title page with this course information and your name and date, the second page will be a concise, detailed summary of the article, the third page will be
a concise, thoughtful reflection of your learning and insights from the article. Check the schedule for the due dates. **Remember, it is one article per review, two reviews are required in this course.** If you have questions please ask.

**Evaluation of Augmentative/Alternative Communication (AAC) Devices**
You are required to search internet sites to locate AAC systems that could be used with students who have speech and/or language disabilities. Create a document that contains the completed evaluation form (this will be provided), links to the site that you have found, and a two page review. The two page review will contain one full page description (your words) of the system and at least one full page reaction to the system. Your reactions might include concerns about the claims made by the commercial manufacturer, ideas as to who this product would be beneficial for, and how you think this product could be used in your classroom. Check the schedule for the due date.

**References/Bibliography:** Refer to end of document.

**Special Technology Utilized by Students:**
Each UWF Student is expected to:

- Activate a UWF ArgoNet email account
- Access email two to three times weekly
- Have basic word processing knowledge
- Purchase and activate a TK20 Account

**Plagiarism Policy:** [(Word Format)](#) | [(PDF Format)](#) | [(RTF Format)](#)

**Student Handbook:** [(PDF Format)](#)

**Statement of the University Policy on Academic Conduct:** The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at [http://www.uwf.edu/judicialaffairs](http://www.uwf.edu/judicialaffairs).

**Expectations for Academic Conduct/Plagiarism Policy:** As members of the University of West Florida, we commit ourselves to honesty. As we strive for excellence in performance, integrity - personal and institutional - is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community.

**Assistance:** The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

**UWF TurnItIn notice:** UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in
existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.

2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

**Syllabus Notice of Change:** Although this syllabus is intended for multiple audiences and incorporates the minimum course criteria, the content of this syllabus may change based on individual instructor’s specifications. Any modifications to this syllabus will be announced during the first week of the semester.
References/Bibliography:


