University of Utah
Department of Special Education

Teaching Spoken Language to Deaf and Hard of Hearing Children: Birth through School Age
SP ED 5540/6540
Course Syllabus
4 Credit Hours
Fall 2017

Instructor: Cheryl Winston
Dates: Aug. 24th – Dec. 7th (and final exam day Dec. 14)
Time: 4:35-8:05
Location: Conference Room 2292

Office: 1721 Campus Center Dr., SAEC 2267
Salt Lake City, UT 84112
Phone: 801-581-5923
801-230-9306
Office Hours: By Appointment
Email: Cheryl.Winston@utah.edu

Multi-University Consortium Teacher Preparation Program in Sensory Impairments
The first purpose of this course is to provide the participant with an understanding of the impact hearing loss has on communication and language development.

The second purpose of this course is to provide the participant with the ability to identify specific needs of individual deaf and hard of hearing students (ages 0-21), towards achieving linguistic and communicative competence.

The third purpose of this course is to provide the participant with the skills to translate student needs into developmentally appropriate IFSP/IEP goals, lesson plans and direct interventions. (This course includes components of CEC standards 6,7,8,9, and 10 in the areas of evidence based strategies to support communication skills, the communication features salient to cognitive, emotional and social development, the impact of early communication and the effects of sensory input on development of language and cognition, current theories of language development, communication between deaf individuals and primary caregivers, modeling and coaching others in instructional methods, administration of formal and informal language assessment including gathering and analyzing language samples, using assessment for programming, creating and maintaining records and the modification of instruction in response to ongoing data, the scope and sequence of special curricula, preparing lesson plans, selecting resources and designing materials, reflection on own practice to improve instruction, and engagement in professional activities.)

COURSE COMPETENCIES

Infants – Toddlers

1. Identify the basic aspects of human communication including the dimensions, features, and terminology of communication, speech and language.

2. Identify the acquisition of communication and language for infants and toddlers. Describe the impact of hearing loss on this acquisition.

3. Discuss current research supporting early intervention and the impact on language acquisition and development.

4. Discuss the role of audition and technology in the acquisition and development of spoken language.
5. Analyze language assessments for infants and toddlers with hearing impairment, including observation, play based assessment, parent interview and formalized assessment.

6. Identify the goals of early intervention for infants and toddlers who are D/hh. Write IFSP outcomes in the area of communication and language acquisition and development.

7. Identify intervention strategies for infants and toddlers in the areas of communication and language development. Develop activities to support goals and strategies.

Pre-Schoolers (3-5)

1. Describe major approaches historically and currently used to teach language.

2. Describe best practice in designing a preschool language program.

3. Identify language goals for preschool children with who are D/hh

4. Identify techniques for promoting communicative interaction in preschool.

5. Identify techniques for building vocabulary and facilitating specific language structures and syntax.

6. Identify strategies to promote language through thinking skills.

7. Analyze both formal and informal language assessment for preschoolers.

8. Write IEP goals and objectives based on assessment.

9. Develop lesson plans and activities to support IEP goals and objectives
Elementary and Secondary Students

1. Describe typical language development in young children and adolescents.

2. Analyze the relationship of language and cognition.

3. Demonstrate understanding of conversational competence.

4. Identify pragmatic and extended discourse goals and requisite semantic and syntactic structures.

5. Evaluate and implement established language curriculums.

6. Analyze both formal and informal language assessments for elementary and secondary students.

7. Identify language goals for elementary, junior high and high school students, in a variety of educational settings.

8. Develop strategies and activities to promote language goals for elementary, junior high school and high school students.

Class Meetings and Practicum

• Class will meet from 4:30 to 8:00 on Thursday evenings.

• Practicum hours associated with specific assignments will be assigned.

Assignments

Assignments for each section (A-D) should be bound in a folder and turned in on the assigned due date

Section A – Early Intervention – 3 assignments

Points Possible 55 due date Oct. 5* 2 field visits

1. Assessment of the communication facilitating behaviors of caregivers and implications for intervention. (15 pts)
2. Written lesson plan and narrative developed to support identified communication strategies needed by parents and a specified communication outcome for the child using developmentally appropriate activities and the parent involvement method (20 pts)

3 Complete the outcome portion of the IFSP based on a case study of an infant/toddler. Outcomes should reflect communication/language needs (20 pts)
*due date may be subject to change

Section B – Preschool – 3 assignments

Points Possible 50   due date Nov 2*  4 field visits

1. Implementation of interactive activities designed to obtain a 50 utterance language sample with a preschool child, facilitating several discourse areas. (20 points)

2. Development of a written lesson plan and in class demonstration of the ability to target specific language objectives within a developmentally appropriate preschool activity using strategies discussed in class. (15 pts)

3. Develop and present a language lesson to a student or group of students in a preschool setting. Have your cooperating teacher complete a critique of your performance. (15pts)
*due date may be subject to change

Section C – Elementary and Secondary – 4 assignments

points possible 75   due date Dec 7*4 field visits

1. Analyze a language sample provided to you for use and form. Write a summary and implications for instruction. (30 pts)

2. Develop and present a language lesson to a student or group of students in an elementary setting. Have your cooperating teacher complete a critique of your performance. (15 pts)
*due date may be subject to change
3. Develop and present a language lesson to a student or group of students in a secondary setting. Have your cooperating teacher complete a critique of your performance. (15pts)

4. Demonstrate the ability to design and present a lesson in specific vocabulary development to the class. (15 pts)

Section D – Assessment-2 assignments

*Points possible – 20 to 30 due dates will be assigned in class*

1. prepare a demonstration of 2 assigned language assessments (20pts)
2. Graduate students will present one additional language assessment (10 pts.)

**Grading** - based on 200 points - undergraduate students

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**Grading** based on 210 points - graduate students

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Readings for class:


Selected References:


Curriculums:


Learn to Talk Around the Clock (2003). A.G. Bell

Cottage Acquisition Scales for Listening Language and Speech (1999). Sunshine Cottage
Topics

1 through 5

**Early Intervention**
Overview, dimensions of communication, impact of hearing loss on language learning

Early language development and natural facilitating behaviors of caregivers
Impact of hearing loss on interactive dynamic

The role of early intervention in early communication development, curriculum and strategies

Lesson Plan Design

Parent involvement method

Language assessment for infants and toddlers

Writing the IFSP/communication outcomes

6 through 9

**Preschool**

Overview of teaching methods

Components of a preschool language program

The role of play in the development of communication skills

Developing language through thinking skills

Assessment and language sampling

Writing language development goals/ the IEP

Building vocabulary and facilitating language structures

Lesson Plan Design

10 through 15

**Elementary and Secondary**

Language assessment

Analyzing and Facilitating Use

Conversational Skills and Conversational Competence

Analyzing and facilitating semantic development (content)

Analyzing and facilitating form

Writing IEP language goals and objectives

Integrating language into content area instruction
Class Policies:

Any student requiring special accommodations should inform the instructor at the beginning of the semester.

Due to the nature of this course, attendance is critical. Should a student be absent, he or she is responsible for the content, work, and learning. Arrangements should be made with the instructor to determine the best procedure for obtaining the evening’s content. Class content cannot be adequately made up through readings or the class power points.

Assignments dates are given when the complete written assignment is handed out in class. Each assignment is dependent upon the material learned in class. No assignment will be given until the instructor has determined that enough content has been presented, such that the students are prepared to be successful. Therefore, assignment dates are not listed on the syllabus. Late assignments will not be accepted or awarded credit, unless prior arrangements have been made with the instructor.

University Policies

1. The Americans with Disabilities Act.
   The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

3. Preferred first name
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

4. **The student code of conduct and academic misconduct**

The entire Student Code for the University of Utah can be found at [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)

The portion of the student code related to academic dishonesty is as follows:

- “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

5. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

6. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

7. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

8. “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or
selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

9. “Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

5. Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, Cross cultural differences, etc., can interfere with a student’s ability to succeed the University of Utah. For helpful resources contact the Center for Student Wellness.
www.wellness.utah.edu or 801-581-7776.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced either in class or email, or posted on Canvas under Announcements.