Disorders of Language & Literacy: School-Age and Adolescent  
ASLS 684 (3 credits) Fall 2015  
Online  
Instructors: Kim Murza, PhD, CCC-SLP & Robyn Ziolkowski, PhD, CCC-SLP  
University of Northern Colorado  
College of Natural and Health Sciences  
School of Human Sciences  
Audiology and Speech-Language Sciences Program

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
</table>
| **Office Hours**    | Dr. Murza: Tues. 11:00-12:30 and Wed. 9:30-11:00 and by appointment  
Dr. Ziolkowski: Mon. 12:30-1:30 and Thur. 11:00-12:00 and by appointment  |
| **Office Location** | Dr. Murza: Gunter 1510  
Dr. Ziolkowski: Gunter 1430  |
| **Contacting the Instructor** | kim.murza@unco.edu  office: 970-351-1084  
robyn.ziolkowski@unco.edu  office: 970-351-1201  |
|                     | *Please contact Dr. Murza with all course-related concerns and questions in the first half of the semester and Dr. Ziolkowski during the second half. Please allow at least 48 hours for the instructors to respond to your email request. We will not respond to email over the weekend, therefore an email sent after 5:00 on Friday will not be answered until Monday morning. Please look over your syllabus to find the answer to your questions prior to contacting the instructor.  |
|                     | You are always welcome to stop our offices, or call during our office hours to speak with us. We welcome the opportunity to get to know you. If our office hours are not convenient for you, please email for an appointment. We are in our offices much more frequently than the posted hours. We are here to help you succeed.  |

*Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens*  
~President Clinton
**Course Description**

In-depth study of impairments of oral language, reading, and written expression in school-age children and adolescents. Explores typical development, models of impairment, assessment and treatment.

**Course Purpose**

“Language is the blood of the soul into which thoughts run and out of which they grow.” Oliver Wendell Holmes.

The purpose of this course is to help you understand the social, emotional, academic, and vocational ramifications of language disorders on the lives of school-age children, adolescents, and adults. As a future speech-language pathologist, this course will assist you in developing the knowledge and skills necessary to serve as a productive collaborator in delivering appropriate language services in a variety of settings.

**Course Objectives**

Following successful completion of this course, students will be able to:

1. Apply knowledge of language disorders in children, adolescents, and adults to analyze the language underpinnings affecting the social, emotional, academic and vocational lives of clients.
2. Utilize an evidence-based decision-making process to design and implement effective intervention.
3. Critique commonly used assessment tools for children, adolescents, and adults with language disorders.
4. Explain best practices for collaboration with others on behalf of individuals with language disorders.
5. Apply knowledge of language intervention and assessment within the community.

**Prerequisite Knowledge and Skills**

A firm understanding of the components of language and typical language development across the age span is required. Knowledge of the evidence-based decision-making process and a firm grasp of research methodology for use as a critical consumer of research are also required. A command of the English language is a necessity. The expectation at the graduate level especially for future speech-language pathologists is excellence in spoken and written language.

**Required Texts:**


Highly Recommended Text:

Selected readings/videos will be posted as pdf files or links in Blackboard.

### Evaluation Procedures*

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| **Pretest**  
Complete a pre-test on the foundational concepts for the course. If you don’t earn 100% you will need to re-do the test until you reach 100%. Your first score will be counted in the gradebook. | 10 possible points |
| **Question/Answer Discussion**  
You will ask a question about an assigned reading/video and reply to a peer’s question for these assignments. Please see Blackboard for more specific information. | 10 possible points for each of the 2 discussions for a total of 20 possible points |
| **Quizzes**  
You will complete several timed quizzes (10 minute time limit for 5 multiple choice/true false questions) on required readings/videos. | 10 possible points for each of the 8 quizzes for a total of 80 possible points |
| **Blackboard Collaborate Q&A**  
You will attend five Blackboard collaborate sessions with the instructor during the dates listed on the calendar (always 6-7pm Mountain Time Zone). If you are unable to attend you will need to complete a summary paper based on the recorded session to avoid losing points. See Blackboard for details. | 5 points each for attendance and at least 1 question/comment for a total of 25 points |
| **Intervention Research Paper (potential Matrix item in Inquiry or Integrated 94%+)**  
Find three recent professional (peer-reviewed) journal articles (2000 or later) reporting on a research study about a particular language-focused intervention. Using the CATE form (Dollaghan, 2007) integrate the research findings to determine a clinical bottom line for the intervention approach. (6-8 double-spaced pages not including the reference list or title page). Rubric provided on Blackboard. **You must choose an intervention approach that has not already been chosen by a peer. We’ll use the class discussion board to post our approaches.**  
Create a one-page clinician friendly handout of your findings. Be creative! You will disseminate to your peers for their future use. Rubric provided on Blackboard | 100 possible points |
| **Peer Review of Intervention Research Paper**  
Provide an overall evaluation and line-by-line comments of your peer’s work as described on the Peer Review Guidelines document. Rubric provided on Blackboard. | 10 possible points |
Paired Language Activity
Develop a language activity using the template provided that is aligned with your assigned Common Core State Standard. Directions provided on Blackboard.

25 possible points

ORI & Writing Assessment Project (potential Matrix item in Clinical Competence & Intra/Interpersonal Skills or Integrated items a-e average to 94%+)
1. Generate a language/literacy profile for a school-age client with a language disorder. Submit the following documents based on your findings:
   a. Language/Literacy Interview Protocol
   b. Evaluation Plan
   c. Diagnostic Teaching Session Plan
   d. Evaluation Report
   e. Intervention Plan
   f. Case Study Project Reflection

*See Blackboard for templates and detailed instructions for the project.

10 possible points

Case Study Treatment Planning Assignment
Develop a treatment plan for a group of individuals with language disorders. Directions provided on Blackboard.

50 possible points

Final Exam
You will have 2 hours to complete 5 essay-type questions. See additional information on Blackboard

100 possible points

Total Possible Points
550

*See assignment tab for full assignment description, requirements, and grading information. APA Edition 6 format required. Also, please note how assignments are to be submitted.

Additional Policies

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>The following scale will be used to determine final letter grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.99</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Due dates and participation
Unless otherwise stated, assignments are due in Blackboard by 11:59pm Mountain Time Zone on the due date.
Also note:
- Failure to submit your Almost Final Draft (by the deadline) for review by your peer results in -10 points off of your Article Review.
- Failure to complete your Peer Review by the deadline also results in 0 points awarded for these assignments.
- If you do not submit an assignment on time you will lose 20% points per day late. If you do not take the quizzes or final exam during the period each is open you will receive a zero. If you submit a quiz or final exam after the time has expired you will lose 20% of the total possible points. If you take longer than 15 minutes to submit your quiz you will receive a zero.

An excused absence will be granted only for medical reasons or for a death in the immediate family. Proper written documentation of such circumstances will be required to avoid grade deductions. It is the responsibility of the student to provide the instructor with proper documentation in writing within 48 hours of the absence in order for consideration.

**Time Commitment**

For face-to-face 3 credit courses, you are expected to spend 3 hours in class and an additional 6 hours each week outside of class for readings and assignments. For a fully online course, please expect to spend 9 hours per week on this course. It is likely that you will spend more time than this in some weeks and less in others. Please plan accordingly.

**Blackboard**

Blackboard is an online course management system (accessed through https://unco.Blackboard.com) which will be used in this course.

**Blackboard Support:**
*General support for students experiencing technical difficulties relating to Blackboard can be obtained from the Technical Service Center at 970-351-4357 (i.e., password and log in problems and the UNC network status)*
*Student Support Resources: [http://www.unco.edu/Blackboard/student.html](http://www.unco.edu/Blackboard/student.html) provides tutorials and step-by-step directions for everything you need to complete this course.*

If you experience technical difficulties during a timed quiz or exam you should call tech support IMMEDIATELY. You will need to provide documentation of the issue in order for the instructor to make any accommodations. It is the responsibility of the student to make sure your internet connection is adequate enough to complete timed quizzes/exams.

**Rules/Protocols of Communication for Blackboard**

1. **SUBJECT LINE:** Make sure your last name and topic of assignment is listed in the subject line of all postings. If you are posting as a group, please use all last names. Here is an example: Murza_KWL. In some cases, the professor may ask you to post with your group number. Here is an example: Group 1_KWL.

   Please use the same naming convention when naming the documents you
are submitting. All submitted documents should end in .doc or .docx.

2. Before posting an assignment, discussion, or other forum within Blackboard, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area. You will lose points at the discretion of the instructor for errors in spelling, grammar and/or punctuation.

3. No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course.

| Academic Integrity | All members of the UNC community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity of our academic climate. University policies and guidelines will be followed regarding academic integrity. For additional information, please see the Dean of Student’s website, student code of conduct [http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity](http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity) Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will receive a failing grade for the test or assignment. Students have the right to appeal and may do so by following the procedures described in the Academic Appeals policy. |
| SafeAssign | In this course, we will be employing SafeAssign software as a tool for identifying plagiarism. SafeAssign is useful in helping to determine whether or not a writer is relying too heavily upon sources and whether a writer has given appropriate credit to an author or source. Students agree by taking this course that all required papers will be reviewed by SafeAssign and acknowledge that the papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism |
| Accommodations for the Differently-abled | Students who believe they may need accommodations in this class are encouraged to contact the Disabilities Student Support Center (970)351-2289 and the instructor as soon as possible to ensure that such accommodations are implemented in a timely fashion. |
### Anticipated Course Schedule

*Alignment to course objectives indicated with superscript of objective number.
*Bolded items are topics presented by students in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Class Outcomes</th>
<th>Readings/Materials</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Course Overview & Requirements, Prior Knowledge Check, Language Disorder and Definitions, Reciprocity and Language Disorders | 1. Discuss foundational knowledge as it relates to language \(^1\)  
2. Explain the various definitions related to language problems (e.g., language disorder, language impairment, language learning disabilities) \(^1\)  
3. Explain reciprocity issues in language disorders \(^1\) | Paul: Chapters 1 & Chapter 5 pp 137-151 (should be a review from 682)  
Snowling & Hayiou-Thomas, 2006 | First attempt at pre-test due August 27\(^{th}\). If you don’t earn 100% you will need to resubmit within 24 hours of your initial submission \(^1\).  
Post your topic for your research paper that no one else has claimed to the discussion board. Due August 30\(^{th}\) \(^2\) |
| Week 2 | Theoretical Framework for considering language and literacy development and disorders, Societal Context of Literacy, School Literacy Demands | 1. Explain the different theoretical frameworks for understanding language and literacy development and disorders \(^1\)  
2. Explain how the shift to Common Core State Standards is impacting how students are learning in the classroom \(^1\)  
3. Evaluate the SLP’s role as it relates to the Common Core State Standards \(^1\) | Stone & Learned, 2014  
ASHA Roles and Responsibilities, 2001 | Quiz 1: Stone & Learned, 2014 due September 6\(^{th}\) \(^1\) |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>September 7th – 13th</th>
<th><strong>Topic</strong></th>
<th><strong>Class Outcomes</strong></th>
<th><strong>Readings/ Materials</strong></th>
<th><strong>Activities/ Assignments</strong></th>
</tr>
</thead>
</table>
|         | School Literacy Demands Principles of Assessment | 1. Discuss the literacy demands of the classroom<sup>1</sup>  
2. Explain the purposes of language assessments (e.g., identifying language disorders, measuring progress)<sup>3</sup>  
3. Identify specific language and related sensory and cognitive demands in assessment instruments and procedures<sup>3</sup>  
4. Describe sociocultural considerations in language assessment<sup>3</sup> | Ehren, Murza, & Malani, 2012  
Paul Chapters 11 and 13  
Paul Chapter 2 (should be a review from 682)  
Scheffner Hammer, 2014 ASHA presentation | Quiz 2: Scheffner Hammer, 2014 ASHA presentation due September 13<sup>th</sup>  
Blackboard Collaborate Q&A from September 17<sup>th</sup> 6-7pm |

| Week 4  | September 14th – 20th | Administration of the QRI, FCP-R, CASS, Yale in Vivo Protocol, and TASIT-R | 1. Describe the rationale for using the QRI over other reading measures<sup>3</sup>  
2. Discuss the areas of literacy that the QRI assesses<sup>3</sup>  
3. Describe the purposes of the Functional Communicate Profile<sup>3</sup>  
4. Provide a rationale for using pragmatic language performance measures<sup>3</sup>  
5. Determine language strengths, differences, and weaknesses from observation and assessment<sup>3</sup> | Sections 1-12 of the QRI (86 pages plan ahead!)  
Introductions of FCP-R, and TASIT-R manuals  
Ratto et al., 2011  
Simmons et al., 2014 | Language/Literacy Interview Protocol due September 20<sup>th</sup>  
Quiz 3: QRI sections 1-12 due September 20<sup>th</sup>  
Almost final draft of intervention research paper Due September 16<sup>th</sup> to the discussion board.  
Peer review of intervention research paper submitted in assignments tab on Blackboard and also submitted to Discussion Board. Due September 20<sup>th</sup> |
<table>
<thead>
<tr>
<th>Week 5</th>
<th>September 21st – 27th</th>
<th>Topic</th>
<th>Class Outcomes</th>
<th>Readings/ Materials</th>
<th>Activities/ Assignments</th>
</tr>
</thead>
</table>
|         | Diagnostic Teaching Principles of Intervention, Types of Intervention, EBP Process, & Working across the four processes (LSRW) | 1. Discuss the purpose of using diagnostic teaching to guide your treatment plan 2  
2. State important principles of intervention 2  
3. Differentiate knowledge, skills and strategies in intervention 2  
4. Describe types of intervention approaches 2  
5. Employ evidence-based practice decision-making in selecting intervention approaches 2  
6. Analyze the relationships among listening, speaking, reading, and writing processes in intervention 2 | Paul Chapter 3  
Ehren, 2008  
Cirrin & Gillam, 2008 | Evaluation Plan due September 27th 1,3,5  
Final intervention research paper and handout. Both submitted on Blackboard and handout also submitted to Discussion Board. Due September 27th 2 |
| Week 6  | September 28th – October 4th | Backward Design and Developing a Treatment Plan: Writing Appropriate Goals  
Goal Setting & Goal Analysis | 1. Write language goals appropriate to specific ages and needs 2  
2. Articulate the rationale for selection of a goal 2  
3. Break language goals down into component parts 2 | Paired Language Activity  
Homework and Peer Evaluation(s) due October 4th 1,2,5  
Blackboard Collaborate Q&A from September 29th 6-7pm |
| Week 7  | October 5th – October 11th | Language Sampling Analysis  
Contextualized Skill Framework | 1. Explain how to analyze clause structures to determine language skill level in children and adolescents 3  
2. Discuss the concept of a contextualized skill framework approach to intervention 2 | Ukrainetz chapter 1  
Question/Answer Discussion 1(question due October 7th, answer due October 11th 3) 1,2,5 |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Topic</th>
<th>Class Outcomes</th>
<th>Readings/Materials</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| October 12th – 18th | Intervention: Metacognition primer Phonology & Morphology | 1. Describe what constitutes a learning strategies approach.  
2. Identify morphological language and literacy intervention techniques for a variety of disorder types, ages, and conditions  
Paul Chapter 12: focus on *Advanced Morphology* pp 498-499  
Wolter, 2013 ASHA presentation  
Masterson, 2014 ASHA presentation  
Roth, 2014 ASHA presentation | Quiz 4: Wolter, 2013 ASHA presentation 1,2 due October 18th                                                                 |                                                                                                                                                                                                             |
| Week 9  | Intervention: Syntax & Semantics                 | 1. Discuss the features that have been identified for effective syntax intervention in both spoken and written language.  
2. Identify semantic language and literacy intervention techniques for a variety of disorder types, ages, and conditions  
Paul pp. 499-501 & 604-606  
Paul pp. 491-498 & 599-604  
German, 2014 ASHA presentation  
Scheule, 2014 ASHA presentation  
Singer, 2013 ASHA presentation | Quiz 5: Schuele, 2014 ASHA presentation 1,2 due October 25th  
Blackboard Collaborate Q&A from October 22nd 6-7pm                                                                 |                                                                                                                                                                                                             |
| October 19th – 25th |                                                                 |                                                                                                                                                                                                                         |                                                                                                                                                                                                             |                                                                                                                                 |
| Week 10 | Intervention: Pragmatics Considerations for Students with Significant Disabilities | 1. Identify pragmatic language and literacy intervention techniques for a variety of disorder types, ages, and conditions  
Paul Chapters 12 & 14 (focus on pragmatics sections)  
Sturm, 2013 ASHA presentation  
Sturm, 2014 ASHA presentation |                                                                                                                                                                                                             |                                                                                                                                                                                                             |
| Week 11 | November 2nd – 8th | Intervention: Reading Comprehension | 1. Identify reading comprehension intervention techniques for a variety of disorder types, ages, and conditions. | Gillam, 2014 ASHA presentation  
Nippold, 2014 ASHA presentation  
Murza, 2014 ASHA presentation  
Malani, 2014 ASHA presentation (optional) | Quiz 6: Nippold, 2014 ASHA presentation  
1,2 due November 8th |
|---|---|---|---|---|---|
| Week 12 | November 9th – 15th | Student Engagement | 1. Discuss the role motivation plays in reading and writing achievement. | Whitmire, 2013 ASHA presentation  
Noel, 2013 ASHA presentation  
SLI_Guidelines | Quiz 7: Whitmire, 2013 ASHA presentation  
1,2 due November 15th  
Blackboard Collaborate Q&A from November 12th  
6-7pm  
QRI & Writing Assessment  
Project Diagnostic Teaching  
Session Plan, Evaluation Report, Intervention Plan and Project Reflection due November 15th  
1,2,3,5 |
| Week 13 | November 16th – 22nd | Service Delivery | 1. Explain the issues surrounding RtI at the secondary level.  
2. Discuss the issues surrounding service delivery in elementary, middle and high schools. | Graner, et al. 2005  
Justice, 2006  
Flynn, 2013 ASHA presentation  
Blosser, 2014 ASHA presentation  
ASHA Roles doc. | Quiz 8: Blosser, 2014 ASHA presentation  
1,4 due November 22nd |
| Week 14 | November 23<sup>rd</sup> – 29<sup>th</sup> | **SLP Roles/Responsibilities & Collaboration**<br>Schoolwide Literacy | 1. Explain SLP’s roles and responsibilities in relationship to others<sup>4</sup><br>2. Explain collaboration with teachers, parents, and other service providers to promote generalization of language and literacy goals<sup>4</sup><br>3. Explain the principles of effective collaboration<sup>4</sup><br>4. Describe the challenges and opportunities that exist for schoolwide literacy at the secondary level. <sup>4</sup> | Ehren, 2000 Reed, 2013 ASHA presentation Ehren, 2014 ASHA presentation | Question/Answer Discussion 2 (question due November 25<sup>th</sup> and answer due November 29<sup>th</sup>)<sup>4</sup> Case Study Treatment Planning Assignment due November 29<sup>th</sup> <sup>1,2,4</sup> |
| Week 15 | November 30<sup>th</sup> – December 6<sup>th</sup> | **Other Management Issues**<br>Scale-Up | 1. Discuss the roles of families and teachers in delivering intervention<sup>4</sup> 2. Describe the individualized education program (IEP) components and processes<sup>4</sup> 3. Evaluate the specific problems with scale-up at the elementary and secondary level with literacy practices<sup>4</sup> | IEP Guide (focus on pages 1-15) | Blackboard Collaborate Q&A from December 3<sup>rd</sup> 6-7pm |
| Week 16 | December 7<sup>th</sup> - 11<sup>th</sup> | **Final Exam open all day December 7<sup>th</sup>** | | | Final exam<sup>1,2,3,4</sup> |

*Aspects of this syllabus may be modified at the discretion of the instructor. Changes will be posted in Blackboard as needed.*