

SYLLABUS

Language and Emergent Literacy in Children who are Deaf or Hard of Hearing COMD 6320

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Credit: 3 semester hours

COURSE DESCRIPTION

This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Professionals who provide services to children who are DHH should follow a diagnostic teaching approach, utilizing evidence-based practices. They should know when to implement a developmental model of service delivery and when to implement a remedial model of service delivery to ensure proficient acquisition of language and literacy skills.

Course Objectives:

1. To develop an understanding of typical language developmental patterns and its relationship to literacy proficiency.
2. To explore current neuroscience research in literacy development and recommended implementation in the classroom.
3. To develop an understanding of literacy theories and application to children who are DHH.
4. To develop an in-depth knowledge of the literacy research specific to children in the general education population as well as to children who are DHH.
5. To guide students in understanding the importance of using relevant experiences in the child's natural environment for language and literacy acquisition to be meaningful and in context.
6. To explore strategies for incorporating music in the early childhood curriculum and to recognize the positive impact an effective use of music can make in a young child's literacy development.
7. To understand the connection between spoken language and written language, and strategies to facilitate early written language skills in young children with hearing loss.
8. To understand the importance of each child's active participation in stories; to infer, to think, and to wonder.
9. To understand how to teach children metacognitive comprehension strategies to monitor their own reading experience.
10. To understand the importance of hearing aids, cochlear implants, and assistive listening devices for optimal auditory input relative to spoken language and literacy development.

Course Outcomes	CED Professional Standard
Students learn typical development patterns in language, cognition, and reading literacy	DH2K2 Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing. DH6K2 Importance of early intervention to language development. DH6K3 Effects of sensory input on the development of language and learning. DH6S5 Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.

Students learn instructional skills and strategies for promoting age-appropriate language and literacy skill development	<p>DHH1S3: Advocate for the provision of advanced language and communication skills for teachers, families, and individuals who are deaf and hard of hearing.</p> <p>DH2K1 Cognitive and language development of individuals who are deaf and hard of hearing.</p> <p>DH4K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.</p> <p>DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.</p> <p>DH4S4 Provide balance among explicit instruction, guided instruction, peer learning, and reflection.</p> <p>DH6S1 Apply strategies to facilitate cognitive and communicative development.</p> <p>DH7S3 Integrate language instruction into academic areas.</p> <p>DH7S4 Plan instruction to address academic content standards.</p> <p>DH7S5 Develop successful inclusion experiences. DH9S2 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.</p>
Students learn the importance of searching, critically analyzing, and implementing research-based best practices.	DHH3S1: Disseminate new advances and evidence-based practices.
Students learn the importance of effective collaboration with families and professional colleagues.	DHH6S1: Collaborate with stakeholders in developing and implementing equal access to programs in urban, urban-fringe, or rural settings.
Students learn appropriate methods of evaluating pre-literacy skills in young children.	DHH4K1: Policy and research implications that promote recommended practices in assessment and evaluation.

Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Doman 8	Education
Domain 9	Emergent Literacy

Optional Text Book:

Robertson, L. (2013). *Literacy and deafness: Listening and spoken language 2nd Ed.* San Diego, CA: Plural Publishing, Inc. ISBN-13: 978-1597565578 ISBN-10: 1597565571

COURSE SCHEDULE/TOPICS/READING ASSIGNMENTS

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit. I reserve the right to adjust assignments, due dates, point values, and other components associated with this class as deemed appropriate throughout the semester.

Units:	Topics:
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Unit 1	Syllabus review Introduction to National Reading Panel and other evidence-based resources
Unit 2	Schema / Learning Theories Reading strategies for infants and toddlers
Unit 3	Neuroscience and Theory of Mind The role of audition to language and emergent literacy
Unit 4	Phonemic Awareness and Auditory Perception in Children who are DHH Phonological Development
Unit 5	Phonemic Awareness – (cont) Vocabulary Development
Unit 6	Vocabulary Development – (cont) Incidental Learning for Children who are DHH
Unit 7	Connecting Reading to Writing
Unit 8	Reading Comprehension / Experience Books Breaking the 4 th Grade Reading Achievement Ceiling for Children who are DHH
Unit 9	Midterm Project
Unit 10	Effectively Using Children’s Literature to Promote Literacy Objectives
Unit 11	Reading Fluency / Dibels / Miscue Analysis
Unit 12	Music in the Curriculum
Unit 13	Literacy Across the Curriculum
Unit 14	Course Wrap-Up and Final Exam

COURSE REQUIREMENTS AND GRADING

Course content is divided into units. Each unit opens on Wednesday of each week and closes on Tuesday of the following week. Course requirements are described below:

- 1) **Weekly Guided Discussions:** Each student will contribute to guided discussions related to the unit/topic of the week. The guided discussions focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. **Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit.**

- 2) Unit Quizzes or Activities: Most units will contain a quiz or unit activity, as described in Canvas. Where specified, activities and quizzes are due by midnight on the Tuesday ending each week. Most quizzes are timed, therefore, **once you start the quiz, you must complete it within the timeframe specified in Canvas** - so please keep this in mind before opening the quiz. Details for unit activities or projects will be provided in Canvas.
- 3) Midterm Project and Final Exam: Details provided in Canvas.

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments typically will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Depending on circumstances, I may require a doctor's note to confirm medical explanations. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale (percentage) will be used:

95-100 = A	77-79 = C+
90-94 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

COURSE POLICIES

Utah State University Selected Policies and Procedures

http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with

and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Course Fees

Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.
