

COMD 6360 Preschool Curriculum: Language and Cognition for Listening and Spoken Language

Instructor: Renee Polanco Lucero, PhD, LSLS Cert. AVEd
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Day/Time: Online asynchronous **Credit:** 3 semester hours

COURSE DESCRIPTION:

This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal oriented lesson plans for optimal service delivery. Students will evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.

COURSE OBJECTIVES:

- 1 To demonstrate the ability to develop an effective and comprehensive lesson plan, utilizing common core standards, making data driven decisions as individually appropriate for each child in the class.
- 2 To identify and explore various preschool curriculum programs, discussing apparent strengths and weaknesses, and evaluate associated empirical support.
- 3 To explore theories of cognitive development and potential implications for children who are deaf or hard of hearing.
- 4 To understand and recognize typical cognitive development across the early childhood development years.
- 5 Explore strategies for supporting the cognitive growth and development of children who are deaf or hard of hearing to be commensurate with same-aged hearing peers and for successful mainstream educational placement.
- 6 To guide students in understanding the importance of using relevant experiences in the child’s natural environment for learning and problem-solving opportunities that are essential to facilitating cognitive thinking skills.
- 7 To understand the importance of developing skills for “thinking” not for just acquiring knowledge.
- 8 To develop skills and strategies for improving the cognitive and auditory memory skills of children who are deaf or hard of hearing.

Course Outcomes	CED Professional Standard
Students learn typical development patterns in language, cognition, and academic achievement	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	DHH1S3: Advocate for the provision of advanced language and

skills and strategies for promoting age-appropriate cognition and language development	<p>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.</p> <p>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 cognition and academic performance in young children.	DHH4K1: Policy and research implications that promote recommended practices in assessment and evaluation.

Listening and Spoken Language Specialist (LSLS) Domains

There are 9 LSLS Domains. While we will cover each domain to some degree, we will spend the most time on the following domains:

	Listening and Spoken Language Domains Covered
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	Education

COURSE SCHEDULE:

Course material is divided into 6 units, with each unit spanning 2-3 weeks. The first week of each unit will be devoted to readings, observations, and/or a specified activity. The second week (and third week, where applicable) of each unit will be primarily devoted to class interaction and discussion, along with a unit quiz or activity. New units always open on WEDNESDAYS, unless otherwise specified. I prefer the 'Wednesday to Wednesday' format rather than 'Monday to Monday' because I've found that it better facilitates class discussions without forcing everyone to read all final postings over the weekend.

NOTE: To optimize your comprehension and implementation of course material, there will be TWO instances during the semester in which we will arrange for a synchronous, real-time

discussion. Dates for these discussions will be announced on Canvas.

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.

NOTE: Assignments and due dates posted at the beginning of the semester are considered tentative. Actual assignments and due dates within each unit will be added or adjusted as the semester progresses according to the individual needs of each class.

Required Course Text

White, E., & Voss, J. (2015). Small talk: Bringing listening and spoken language to your young child with hearing loss. St. Louis, MO: Central Institute for the Deaf.

Additional Readings

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

****Required chapters/readings will be listed within the corresponding modules.***

COURSE REQUIREMENTS:

- 1) Unit Activities/Discussions/Quizzes. Unit activities, discussions, and quizzes will be described in detail specific to each unit.
- 2) Synchronous, real-time discussions. We will hold at least two real-time discussions to facilitate comprehension of course material. Students will be graded on their attendance and participation in these discussions. See Canvas for details.
- 3) Lesson Plan Development Project. A comprehensive project involving lesson plan development, including a demonstrated understanding of core standards and data-driven individualized instruction, is a major focus of this class.
- 4) Preschool Curriculum Project. Students will be assigned a preschool curriculum to explore and evaluate, including development of a written document and video presentation.
- 5) Final Exam. A comprehensive final exam is required, as described in Canvas.

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

93-100 = A	90-92 = A-
87-89 = B+	83-86 = B
80-82 = B-	77-79 = C+
73-76 = C	70-72 = C
60-69 = D	< 60 = F

General Course Outline. *I reserve the right to adjust course content as deemed appropriate. Please refer to Canvas for announcements and course updates.*

Getting Started	1/9-1/10	Read syllabus
Unit 1	1/11-1/24	Introduction of Preschool Core Standards Developmentally appropriate practice Theories of development / Vygotsky The learning environment
Unit 2	1/25-2/7	Planning learning activities/developing a schedule

		Unit Planning Lesson Plans Selecting, implementing, evaluating a theme Play-based learning Curriculum programs
Unit 3	2/8-2/21	Lesson Plans – critical evaluations
Unit 4	2/22-3/28	Lesson Plans – Critical evaluations of effective implementation of Core Standards across the curriculum
Unit 5	3/29-4/11	Assessment and data collection Behavior management – emotions, sharing, turn-taking Social interactions Working with parents **Preschool Curriculum Project Due
Unit 6	4/12-4/25	Discovery and learning centers Discovering mathematics Discovering science Discovering creativity, music, and the arts
Couse Wrap-up and Final Exam	4/26-5/2	Healthy children: nutrition, development, safety Sensory issues Final Exam due by 11:59 a.m. on May 2, 2016

University + Course Policies

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 \(links to an external site\)](#) further defines academic freedom and professional responsibilities.

Attend Class

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your

future as a professional.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Lucero know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Dr. Lucero when difficulties arise during the semester so that she can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

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.

Inform Dr. Lucero of Any Accommodations Needed

If anyone has special needs or disabilities, please contact the [Disability Resource Center \(DRC\)](#). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

Disability Resource Center (DRC) is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability related resources for current students:

- [DRC Student Handbook \(Links to an external site.\)](#)

- [Deaf and Hard of Hearing Student Handbook \(Links to an external site.\)](#)
- [Disability Related Scholarships \(Links to an external site.\)](#)
- [Campus Resources \(Links to an external site.\)](#)
- [Documentation Guidelines \(Links to an external site.\)](#)
- [Online Resources for Students with Disabilities \(Links to an external site.\)](#)

Grievance Process

If you have a complaint or concern regarding this course, please speak with Dr. Lucero first. If your complaint cannot be handled by Dr. Lucero, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances \(Links to an external site.\)](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion

from the University. The University's Student Code states academic dishonesty includes, but is not limited to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Dr. Lucero does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism is unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Dr. Lucero. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; <http://apastyle.apa.org/>)!

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 \(links to an external site.\)](#): 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.

Important Note: Please know that Dr. Lucero does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Dr. Lucero suspects academic dishonesty, she will report that student without question.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL**

TAKE PRECEDENCE.