

EEX 3101

Survey of Normal/Abnormal Language Development

DISCLAIMER STATEMENT

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

COURSE DESCRIPTION

This course is a survey of normal language and speech development, an overview of major communication disorders and supportive strategies for classroom teachers.

FACULTY INFORMATION:

Instructor Adrienne B. Hancock, PhD

No Office on Campus, but you may reach me by email, hancock.adrienne@spcollege.edu

Virtual Office Hours

Students may always email the instructor for help with individual problems. During the week, the instructor will check her e-mail regularly, and do her best to respond within 48 hours. If necessary we can add virtual hours.

Technical Assistance:

Help Desk Hours - Effective 1/18/2000

Monday through Thursday 7 A.M. to 11 P.M.

Friday 7 A.M. to 7 P.M.

Saturday 9 A.M. to 5 P.M.

Sunday 12 P.M. to 5 P.M.

Email: helpdesk@spjc.edu

Phone: (727) 341-HELP

MAJOR LEARNING OUTCOMES:

Course Objectives Stated in Performance Terms:

1. The student will demonstrate an understanding of the knowledge of the basic aspects of normal and abnormal communication by:

- a. identifying and applying the five components of language;
- b. identifying and applying the five basic processes associated with speech;
- c. describing stages of normal speech and language development;
- d. comparing cognition and speech and language;

2. The student will demonstrate an understanding of the knowledge of communication disorders sufficient to make professional judgments regarding referrals to speech-language pathologists and/or audiologists by:

- a. summarizing causes, symptoms, and varieties of communication differences and disorders;
- b. defining basic terms associated with communication and communication disorders;

3. The student will demonstrate an understanding of how to develop the classroom skills necessary to support children receiving speech-language services by;

- a. suggesting activities to enhance the communication development of children;
- b. analyzing the roles of a speech-language pathologist, an audiologist, and a classroom teacher working together to benefit a child with communication disorders;.

REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS:

Required Textbook:

Lue, M.S. (2001). A Survey of Communication Disorders for the Classroom Teacher. Boston: Allyn and Bacon.

Supplementary Readings and References

www.asha.org

www.speech-languagepathologist.org

COURSE REQUIREMENTS & EXPECTATIONS

Student Requirements:

Students of EEX 3101 should feel *somewhat* * comfortable performing the following tasks on the computer:

- launching and closing various applications-Microsoft Word, etc.
- downloading and saving files to folders created on the hard drive or disk
- sending, receiving, and opening attachments
- using the Internet to locate and save information

**Some computer proficiency will help you to feel more confident when you begin to work on the course projects.*

Some tutorials are available to assist you. **Students taking online courses should be highly motivated and well disciplined. Learning is not a spectator sport. You are required to think and work in an independent and scholarly manner during this course. YOU are responsible for your learning experience.**

Hardware and Software Requirements:

Students should have regular access to a computer that is connected to the Internet. If the computer has a modem, the modem's speed should be no less than 28.8 bps. Internet Explorer is the preferable browser to use to access course materials. Some parts of the course cannot be viewed properly with Netscape Navigator. EEX 3101 is housed in ANGEL, a program that enhances the online experience by providing extra "tools and features". Please be advised that students using earlier versions of AOL have experienced difficulty in reading ANGEL components.

In order to complete course projects, Microsoft Office 97 or higher is required. Within Microsoft Office, you should have access to Microsoft Word, Excel, and PowerPoint. You may use these applications to complete various projects in the course. If you do not have access to the Microsoft Office suite, you should go to one of the college's learning labs where the Microsoft Office suite is installed. **Do not** send files in other formats such as WordPerfect or Lotus spreadsheet files.

The instructor's office computer is not set up to open Macintosh (Apple) files; therefore, students are required to work on a PC (Windows) computer, using the previously described software.

ATTENDANCE & WITHDRAWAL POLICY:

Regular online class participation is essential for the successful completion of this course. **Students will be considered to be absent if they have not participated in weekly discussion boards and/or turned in assigned work by the due date.** Up to the date of the last day to withdraw, a student may be dropped due to lack of participation in assignments and/or discussion boards. After this last drop date, no "W" grade will be given except by the associate provost. **Any withdrawal after this date will earn a W/F grade. Due to the participatory nature of this course, attendance is essential.** If non participation weeks exceed the limit after the drop date, the instructor may give a failing grade, or lower the student's final grade or assign make up work to cover the content missed. The final decision is at the instructor's discretion.

LATE ASSIGNMENTS

Policy regarding late assignments: Assignments are due at **Midnight on Wednesday and/or Saturday** of the week stated on the syllabus. It is imperative that you complete each assignment by the due date shown below. *Be sure to look ahead to plan for major projects and tests.* This will ensure that you will be able to meet the completion deadline by the end of the semester. **Due to the interactive nature of this course, no late postings will be accepted for weekly discussion board assignments.** For all other assignments, one letter grade will be deducted for work turned in late; any assignment over one week late will earn a zero. A student who has submitted an assignment on time, but it was not accepted for various reasons, will be given an additional two days to make the corrections in order to receive full credit.

In extraordinary circumstances, speak to your instructor prior to the due date. Excuses due to extreme medical circumstances must be supported by appropriate documentation from medical professionals; i.e.: written statements with signatures, dates and contact phone numbers. Students can check on the status of their progress by viewing their on-line "gradebook" within ANGEL (in the "TOOLS" tab).

In the event of a St. Petersburg College closing, the course content that would have been covered during that time will be covered by alternate means identified by instructor. It is the student's responsibility during college-wide closings to check the St. Petersburg College home page for closing and reopening information. Then, the student should access Angel, when possible, for each course that he/she is enrolled in for specific information and assignments. Make up assignments may include online research, additional assignments, extended class time, or alternate meeting dates, assigned at the discretion of the instructor.

REQUIRED ASSESSMENTS:

5 Points: Personal Introduction: Students will introduce themselves via the discussion board by the first **Wednesday** at midnight. See the discussion board in the CONTENT tab online for instructions on posting.

55 Points: Chapter Postings: Earn up to **5 points per discussion board** (11 opportunities) by posting your answers to questions on the discussion boards in the Weekly folders under CONTENT on the class' ANGEL website. **Chapter postings are due on Wednesday at midnight.**

55 Points: Responses to Chapter Postings: Students are expected to *read every posting* and *post at least one response* in each discussion board. Students should respond thoughtfully (i.e., more than just "I totally agree!") to earn up to **5 points per discussion board** (11 opportunities). Responses may be simply reactions to a statement, questions for clarification or to further discussion, or similar comments. Responses may be to initial postings or to other responses (i.e., you may respond to a another student's response). All responses are due **Saturday** at midnight.

25 Points: Video Discussion Postings: Earn up to **5 points per video** by responding to questions regarding online video observation on discussion boards in the Weekly CONTENT area. In the weekly folder, one link will be to the video with a brief case description and another link will be to the video's discussion board. All video postings are due **Saturday** at midnight.

20 Points: Vocabulary List: A list of vocabulary words is posted on the course web site. All words on this list are to be defined and studied for Test 2. ***Add this list to your resource guide with disorder reports for future reference.

90 Points: Assigned Disorder Report: Each student will be assigned to research a specific disorder/disease. Your assigned topic may be found in the Week 6 folder along with a template/sample report. You will compile one page of information in bulleted format on that disorder. Submit your report to the designated "Drop Box" in Week 6's folder. After the instructor reviews the report, she will post it online (location to be determined) for everyone to see/use. Print everyone's report and compile a notebook for future reference as teachers (and for use in Test 2).

100 Points: Test 1: Online test over chapters 1-4, 7 and 12 (time limit imposed).

50 Points: Test 2: Online test which will be open resource. Students are encouraged to print, organize and be familiar with fellow classmate's disorder reports and to have completed vocabulary lists before attempting this test.

100 Points: Final Exam: Online exam which addresses any and all course related material (time limit imposed).

500 = TOTAL POINTS POSSIBLE

These assignments must be mastered in order to pass the class. If an assignment does not receive a grade of C or above, the instructor will work with the student to improve the understanding of the concept and performance of the assignment. The assignment must be corrected and resubmitted and cannot receive a grade higher than a C.

Class Participation:

Class participation is expected and encouraged. Participation is defined as reading the text, preparing and posting quality discussions of each chapter's content, as well as video observations, and posting both questions and/or responses to other student's postings.

GRADING SCALE**Grading Policy:**

You will be expected to complete various assignments and online tests. These activities will be accepted for credit, providing they meet the criteria for the assignment and are completed in a manner consistent with the standards expected of a student in upper level courses.

Grading Scale:

The grading scale for the College of Education is:

100-90 (500 -448 points) A

89-83 (447 - 413 points) B

82-75 (412 -373 points) C

74-68 (372 - 338 points) D (May repeat Course)

67 and below (337 and less) F (Repeat Course)

ACADEMIC INTEGRITY

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information (6Hx23-4.33)

Cheating – The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take-home test or homework when not specifically permitted by the instructor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

Plagiarism – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement, submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Disposition Statement: Because teaching is a profession that requires teacher candidates to demonstrate moral, ethical and intellectual integrity, the College of Education addresses these professional conduct issues with candidates throughout the program of study. To promote teacher candidates' awareness of and reflection about professional conduct, candidates may be asked to meet with their instructor and advisor during the semester. Teacher candidates will find additional information about the Disposition Process on the COE Student Commons.

ALTERNATE INSTRUCTION/LEARNING SUPPORT CENTERS

Students who need help with either study skills or writing skills are encouraged to initiate contact with or will be referred to the learning labs on each campus.

AMERICANS WITH DISABILITY ACT (ADA) STATEMENT

A student who has a disability that might affect his/her performance in this course should consult with the instructor after consulting with the St. Petersburg College Office of Services for Students with Disabilities at Tarpon Springs 712-5789, Clearwater 791-2628, or St. Pete/Gibbs 341-4758 in confidence, as soon as possible.

Course Suggestions:

- Periodically check your ANGEL **announcements, e-mail, calendar, and grades** for current updates, deadlines, and progress reports.
- Try to avoid taking the shortest way through an assignment. If you have doubts about how much information you should include in an answer, read other responses that have been posted and aim for the middle and/or higher ground.
- **Do not send partially completed parts of an assignment.** Once it is in the drop box, it will be graded.
- Avoid copying the answer directly from the text. **Answers should be well written in your own words and free from spelling and grammatical errors.**
- Read your project requirements carefully as you may be asked to list, explain, summarize, analyze, or describe in your answer.
- Check off each part of every assignment as you complete it. This will help you to know how much you have done.

COURSE CALENDAR:

*** More detailed assignment descriptions are in the **LESSONS** area on **ANGEL** course website and will be described on the course announcement page each week***

	<u>Week</u>	Assignment	Due at MIDNIGHT on...
1		Personal introduction	Wednesday, August 22 nd
2	Overview	Chapter 1: Chapter Postings Chapter 1: Responses to Posts	Wednesday, August 29 nd Saturday, September 1 st
3	Collaboration	Chapter 12: Chapter Postings Chapter 12: Responses to Posts	Wednesday, September 5 th Saturday, September 8 th
4	Speech Processes	Chapter 2: Chapter Postings Chapter 2: Responses to Posts	Wednesday, September 12 th Saturday, September 15 th
5	Phonology and Articulation	Chapter 7: Chapter Postings Chapter 7: Responses to Posts	Wednesday, September 19 th Saturday, September 22 nd
6	Early Development	Chapter 3: Chapter Postings Chapter 3: Responses to Posts VOCABULARY LIST DUE	Wednesday, September 26 th Saturday, September 29 th Saturday, September 29th
7	School-Age	Chapter 4: Chapter Postings Chapter 4: Responses to Posts	Wednesday, October 3 rd Saturday, October 6 th
8	Mild disabilities	TEST 1 over above chapters Chapter 6: Chapter Postings Chapter 6: Responses to Posts	Saturday, October 13th Wednesday, October 10th Saturday, October 13 th
9	Special Populations	Chapter 10: Chapter Postings Chapter 10: Responses to Posts Discussion board: Autism video	Wednesday, October 17 th Saturday, October 20 th Saturday, October 20 th
10	Cultural Diversity	Chapter 5: Chapter Posting Chapter 5: Response to Posts DISORDER REPORT DUE	Wednesday, October 24 th Saturday, October 27th Saturday, October 27th
11	Voice and Fluency	Chapter 8 Discussion board: Voice Academy Discussion board: Stuttering video	Saturday, November 3 rd Saturday, November 3 rd
12	Hearing	Chapter 9: Chapter Posting Chapter 9: Response to Posts Discussion board: Hearing video	Wednesday, November 7 th Saturday, November 10 th Saturday, November 10 th
13	(instructor at ASHA convention)	TEST 2 (open book: vocabulary and disorders)	Saturday, November 17th
14	AAC	Chapter 11: Chapter Posting Chapter 11: Response to Posts Discussion board: Cerebral Palsy video	Wednesday, November 28th Saturday, November 28 th Saturday, December 1st
		FINAL EXAM	Thursday, December 6th