

Eastern Illinois University
REVISED COURSE PROPOSAL

CGS Agenda Item: 11-07
Effective: Fall 2011

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 4820
2. **Title (may not exceed 30 characters, including spaces):** Language and Literacy
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-0-2
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2012
7. **Course description (not to exceed four lines):** Course content will cover the oral to written language connection and the role of the speech-language pathologist in facilitating development of literacy skills. Assessment and intervention techniques will be covered.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Admission to the major, CDS 3100, 3200, 3700; or permission of the chair.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: CDS
Majors only
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: NA
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students enrolled in this course will

1. Describe characteristics and etiologies of normal and disordered oral and written developmental language
2. Summarize normal literacy development and expectations in preschool, early school years and later school years.

3. Summarize the relationship between literacy development and speech-language skills and the role of the speech-language pathologist.
4. Explain the knowledge and skills related to the assessment of oral and written developmental language disorders
5. Explain knowledge and skills related to the prevention and intervention of oral and written developmental language disorders

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge 1, 2, 3**
- **Effective critical thinking and problem solving 4, 5**
- **Effective oral and written communication 3, 4, 5**
- **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exams (3)	Reading/Writing Sample Analysis Papers (1)	Presentation (1)	Article Reviews (3)	Assessment Project (1)
Describe characteristics and etiologies of normal and disordered oral and written communication	X	X			X
Summarize normal literacy development and expectations in preschool, early school and later school years	X	X			X
Summarize the relationship between literacy development and speech-language skills and the role of the speech-language pathologist	X	X		X	X
Explain the knowledge and skills related to the assessment of oral and written developmental language skills	X		X		X
Explain the knowledge and skills related to the prevention and intervention of oral and written developmental language disorders	X		X	X	X

3. Explain how the instructor will determine students' grades for the course:

Exams	50%	A	90%
Sample Analysis	10%	B	80%
Presentation	10%	C	70%
Article Reviews	15%	D	60%
Assessment Project	15%	F	below 59%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled via Elluminate and the discussion function of WebCT to supplement lecture material. The instructor will maintain office hours on campus as well as virtual office hours during which time students can access the instructor through the chat function of WebCT and email.

b. Describe how the integrity of student work will be assured:

Integrity of the student's work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The Who's online function will also be used to allow students to access peers in the course.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives;

In addition to the above objectives, the graduate student will be required to :

1. Apply theory and knowledge of communication and literacy skills for the development of a classroom-based literacy unit.
2. Summarize the scientific evidence of the prevention/intervention goals for the literacy unit.

b. projects that require application and analysis of the course content;

In addition to above listed projects 1) a classroom-based literacy unit 2) a reference list for scientific evidence.

c. separate methods of evaluation for undergraduate and graduate students.

Graduate student points will be distributed in the following manner:

Exams	50%	A	92%
Sample Analysis	5%	B	84%
Article Reviews	10%	C	76%
Assessment Project	10%	D	68%
Evidence	5%	F	67% and below
Literacy Unit/Presentation	20%		

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) NA

PART III: OUTLINE OF THE COURSE

2-0-2 course, 30 fifty minute class periods over 15 weeks

Week 1	Language based reading disabilities and the speech-language pathologist Reading: Chapter 1 –Language Based Reading Disabilities
Week 2-3	Transitioning from oral to written language Developmental Progression of written language Reading: Chapter 2 – The Language Continuum
Week 4 -5	Domains and Stages Subtypes/Classification of reading difficulties Reading: Chapter 3 – Developmental Reading Disabilities

van Kleeck, A. (1998). Preliteracy domains and stages: Laying the foundation for beginning reading. *Journal of Children's Communication Development*, 20, 33-51.

Exam 1

- Week 6 Assessment/Prevention – Preschool-Early School
Reading: Justice, L.M. (2006). Evidence-based practice, response to intervention, and the prevention of reading disorders. *Language, Speech, and Hearing Services in Schools*, 37, 284-297.
- Week 7-8 Assessment/Intervention Phonological Processor
Reading: Chapter 4 pages 120-149
Chapter 5 pages 181-230
- Week 9 Assessment/Intervention Orthographic Processor
Reading: Chapter 4 pages 149-153
Chapter 5 pages 233-250

Exam 2

- Week 10-11 Assessment/Intervention Meaning Processor
Reading: Chapter 4 pages 153-160
Chapter 5 pages 251-269
- Week 11-12 Assessment/Intervention Context Processor
Reading: Chapter 4 pages 160-177
Chapter 5 pages 269-283
- Week 13 Literacy intervention in children with severe disabilities
Reading: Kaderavek, J. N. & Rabidoux, P. (2004). Interactive to independent literacy: A model for designing literacy goals for children with atypical communication. *Reading and Writing Quarterly*, 20, 237-260
- Week 14-15 Presentations
- Week 16 **Final**

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. This is an updated version of the current course that exists in the CDS curriculum, adding the technology component.
- b. A section of the course will be technology delivered for those students who are a part of proposed CDS Cohort for speech-language pathologists. The cohort is being developed to address the shortage of speech-language pathologists

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course contains advanced content and is intended for students with a background in normal and disordered language skills. The prerequisites include CDS 3100, 3200, 3700, admission to the major, or permission of the chair. Traditional graduate students may take this course as an elective, whereas members of the cohort will be required to complete the course as part of their graduate program to meet special topics requirements.

3. If the course is similar to an existing course or courses, justify its development and offering.

NA

4. Impact on Program(s):

- a. This is a required course for undergraduate CDS majors.

- b. This is an approved elective for the traditional CDS graduate program and a required course for the CDS graduate cohort program.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Lynn Calvert, or other qualified faculty
- 2. Additional costs to students:** There are no additional costs for this course.
- 3. Text and supplementary materials to be used (Include publication dates):**

Goldsworthy, C.L. (2003). *Developmental reading disabilities: A language based treatment approach*. Canada: Delmar Learning.

Justice, L.M. (2006). Evidence-based practice, presponse to intervention, and the prevention of reading disorders. *Language, Speech, and Hearing Services in Schools*, 37, 284-297.

van Kleeck, A. (1998). Preliteracy domains and stages: Laying the foundation for beginning reading. *Journal of Children's Communication Development*, 20, 33-51.

Kaderavek, J. N. & Rabidoux, P. (2004). Interactive to independent literacy: A model for designing literacy goals for children with atypical communication. *Reading and Writing Quarterly*, 20, 237-260

PART VI: COMMUNITY COLLEGE TRANSFER

Community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: November 10, 2010

Date approved by the college curriculum committee: January 14, 2011

Date approved by CAA: CGS: