Professional Education Unit
Department of Early Childhood, Elementary and Special Education

Language Arts for Exceptional Children
EDSP 353-200, 202, 203, 204 Ginger Hall 403B
Spring 2010

Denise Lacy, Assistant Professor
Office: A401A Ginger Hall
Office Hours:
Tuesday 11:00-12:00, 2:00-3:00, Wednesday 2:00-3:00, Thursday 2:00-3:00, 4:00-6:00
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Course Description: This course is designed to prepare the teacher of exceptional students in curriculum development and specialized procedures for teaching language arts, including reading, spelling, handwriting, language, and written composition.
Prerequisites: Admission to TEP, EDEM 330, EDSP 367

Required Textbooks:
Palloway, Edward A., Miller, Lynda, and Smith, Tom, E.C. (2004). Language instruction for students with disabilities. Denver, Colorado: Love Publishing.
National Reading Panel Summary Report
http://www.nationalreadingpanel.org/Publications/summary.htm

Required Field Experience Hours: 10

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Attendance Policy:

This course is an independent study. Class meeting times and formats will vary. Attendance is required and will be evaluated based on the student's willingness to schedule times to meet and the student's responsible behavior in meeting the obligations of scheduled meetings.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Conceptual Framework Outcomes (CFO's):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3) Demonstrate professional dispositions
4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1. Understanding of language and literacy development
2. Characteristics of learners with language related academic problems
3. Curriculum development in language, reading, spelling, handwriting, and written composition
4. A variety of formal and informal literacy-related assessment
5. How to make meaningful language arts modifications and adaptations for a variety of learners

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: P-5 LBD Course: EDSP 353 Language Arts for Exceptional Children					
Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**Council for Exceptional Children [CEC] Initial Content Standards**	**NCATE**
Phonology Assignment CFOs 1, 2, 4 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 4. Implements and Manages Instruction 5. Assesses and Communicates Learning Results	**AE 1.2 – 1.4, 1.12,**	2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning 8. Assessment 10. Collaboration	1,2,3,4
Morphology Assignment CFOs 1, 2, 3, 4, 5 SLOs 1, 2, 4	1. Demonstrates Applied Content Knowledge 3. Creates and Maintains Learning Climate 7. Reflects and Evaluates Teaching and Learning	**AE 1.2 – 1.4, 1.10, 1.11**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 6. Language 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice	1,2,3,4
Syntax Assignment CFOs 1, 2, 4 SLOs 1, 2, 3	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction	**AE 1.2-1.4, 1.16**	1. Diversity 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning	1,4
Semantic Assignment	1. Demonstrates Applied Content Knowledge	**AE 1.2-1.4, 1.10, 1.11**	1. Diversity 3. Closing the Gap	1. Foundations 2. Development and Characteristics	1,4

CFOs 1, 3 SLOs 1, 2, 3, 5	2. Designs and Plans Instruction 3. Creates and Maintains Learning Climate 4. Implements and Manages Instruction			of Learning 3. Individual Learning Differences 4. Instructional Strategies 6. Language 7. Instructional Planning	
Pragmatics Assignment CFOs 1, 2 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 7. Reflects and Evaluates Teaching and Learning	**AE 1.1-1.4, 1.10, 1.11**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning	1,2,4
Narrative Assignment CFOs 1 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 7. Reflects and Evaluates Teaching and Learning	**AE 1.1-1.4, 1.10, 1.11**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 6. Language 7. Instructional Planning 8. Assessment	1,2
Reading Reflections CFOs 1, 4 SLOs 1, 2, 5	1. Demonstrates Applied Content Knowledge 6. Implementation of Technology 7. Reflects and Evaluates Teaching and Learning	**AE 1.1, 1.2, 1.11**	1. Diversity 2. Assessment 3. Closing the Gap 4. Technology	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 6. Language 7. Instructional Planning 9. Professional and Ethical Practice	1,4
Quizzes CFOs 1, 4 SLOs 1, 2, 5	1. Demonstrates Applied Content Knowledge 7. Reflects and Evaluates Teaching and Learning	**N/A**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning 8. Assessment 9. Professional and	1,4

				Ethical Practice	
Midterm CFOs 1, 4 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 7. Reflects and Evaluates Teaching and Learning	**N/A**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice	1,4
Final Presentation CFOs 1, 3, 4 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 3. Creates and Maintains Learning Climate 4. Implements and Manages Instruction 6. Demonstrates Implementation of Technology 7. Reflects and Evaluates Teaching and Learning	**AE 1.1, 1.10, 1.11, 1.12, 1.16**	1. Diversity 2. Assessment 3. Closing the Gap 4. Technology	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning 8. Assessment	1,2,4
Field Experience: Observation CFOs 3, 5 SLOs 1, 2, 3, 4, 5	7. Reflects and Evaluates Teaching and Learning	**N/A**	1. Diversity 2. Assessment 3. Closing the Gap	3. Individual Learning Differences 5. Learning Environments and Social Interactions 8. Assessment 9. Professional and Ethical Practice 10. Collaboration	1,2,3,4
Field Experience: Modification report CFOs 3, 5 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 3. Creates and Maintains Learning Climate 4. Implements and Manages Instruction 5. Assesses and Communicates	**N/A**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional	1,2,3,4

	Learning Results 7. Reflects and Evaluates Teaching and Learning			Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration	
Field Experience: Assessment Report CFOs 3, 5 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 5. Assesses and Communicates Learning Results 7. Reflects and Evaluates Teaching and Learning	**N/A**	1. Diversity 2. Assessment 3. Closing the Gap	1. Foundations 3. Individual Learning Differences 8. Assessment 9. Professional and Ethical Practice 10. Collaboration	1,3,4
Field Experience: Lesson Plans CFOs 3, 5 SLOs 1, 2, 3, 4, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 3. Creates and Maintains Learning Climate 4. Implements and Manages Instruction 5. Assesses and Communicates Learning Results 6. Demonstrates Implementation of Technology 7. Reflects and Evaluates Teaching and Learning		1. Diversity 2. Assessment 3. Closing the Gap 4. Technology	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration	1,2,3,4

<u>Grading Scale</u>:

Of points possible:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% & below = E

Total points possible: 800 points
Distributed as outlined below

Assignment/Assessment Descriptions:

Program: Early Childhood, Elementary and Special Education **EDSP 353-200, 202, 203, 204 Language Arts for Students with Disabilities**	
Assessment (point value)	**Description**
Phonology Assignment 50 pts	Students will participate in phonemic awareness activities, generate phonemic awareness exercises and demonstrate ability to lead others in oral / auditory phonemic awareness drills.
Morphology Assignment 50 pts	Students will complete a language sample and calculate Mean Length of Utterance, to demonstrate an awareness of morphological development and the correspondence to language stages.
Syntax Assignment 50 pts	Students will generate activities for instructing grammatical elements in classrooms and share strategies with classmates.
Semantic Assignment 50 pts	Students will conduct a class, demonstrating the application of graphic organizers for vocabulary development.
Pragmatics Assignment 50 pts	Students will develop a social story, demonstrating competence in evaluating situations for social and language appropriateness, and implementing effective differential strategies for dealing with pragmatic difficulties.
Narrative Assignment 50 pts	Students will demonstrate the application of story grammars to children's literature as a strategy for understanding, assessing, and developing narrative skills in children.
Reading reflections 140 pts	Students will read additional assignments to expose them to current literature and research on class topics. They will read and review articles in two- page, double-spaced, typed reports.
Quizzes over reading 50 pts	Students will be given formative assessments on class readings to ensure appropriate exposure to materials and check for incremental learning.
Midterm 100 pts	Students will be evaluated on their understanding of materials, information, and concepts covered to this point.
Final Presentation 100 pts	Students will conduct a powerpoint presentation outlining and demonstrating a language arts teaching strategy. Powerpoints will be submitted to Blackboard to be reviewed by classmates. This will provide access to comprehensive coverage of multiple strategies for use in classrooms.
Field Experience 110 pts	Ten hours of field experience is required for completion of this class. Hours should be completed with students who have difficulty with an area of language arts, format of least restrictive

	environment is flexible. Assignments include an observation of instruction and environment, a written description of assessments used in the classroom, and a written description of modifications used to allow students with disabilities to access the general education curriculum.

Course Calendar:

EDSP 353-200, 202, 203, 204, 205
Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
1/12 Tues	**Introduction: Syllabus Field Experience requirements**		
1/14 Thurs	Intro to Language, Speech and Communication	Chpt. 1	
1/19 Tues	Lang Dev: infant through adolesc.	Chpt 2	
1/21 Thurs	Lang Dev: infant through adolesc.		*Phonology Assignment Due*
1/22 Fri2		***Blackboard***	***Reflection***
1/26 Tues	Cultural Diversity and Lang. Difference	Chpt. 3	
1/28 Thurs	Cultural Diversity and Lang. Difference		*Syntax Assignment Due*
2/2 Tues	Lang assess: preschool	Chpt. 4	
2/4 Thurs	Lang assess: preschool		*Morphology Assignment Due*
2/5 Fri2		***Blackboard***	***Reflection***
2/9 Tues	Emergent Literacy	Assigned Readings	
2/11 Thurs	Emergent Literacy		*Narrative Assignment Due*
2/ 16 Tues	Lang assess: school	Chpt. 5	
2/18 Thurs	Lang assess: school		
2/19 Fri2		***Blackboard***	***Reflection***
2/23 Tues	Lang. Assess: adolesc.	Chpt. 6	
2/25 Thurs	Lang. Assess: adolesc		
3/2 Tues			*Midterm*
3/4 Thurs	Reading Concepts and Assessment	Chpt.7	
3/5 Fri2		***Blackboard***	***Reflection***
3/9 Tues	Reading Instruction	Chpt. 8	
3/11 Thurs	Reading Instruction		*Semantic Assignment Due*
3/16-3/18	Spring Break		
3/23 Tues	Handwriting	Chpt 9 Assigned readings	
3/25 Thurs	Handwriting		*Strategy Demonstration Ppts*

3/26 Fri2		***Blackboard***	***Reflection***
3/30 Tues	Spelling Assessment and Instruction	Chpt. 10 Assigned Readings	
4/1 Thurs	Spelling Assessment and Instruction		*Strategy Demonstration Ppts.*
4/6 Tues	Written Expression	Chpt. 11	
4/8 Thurs	Written Expression		*Strategy Demonstration Ppts.*
4/9 Fri2		***Blackboard***	***Reflection***
4/13 Tues	Adolescents and Language Disability	Chpt. 12	
4/15 Thurs	Adolescents and Language Disability		*Pragmatic Assignment Due*
4/20 Tues	Augmentative Comm	Assigned Readings	
4/22 Thurs	Augmentative Comm		
4/23 Fri 2		***Blackboard***	***Reflection***
4/27 Tues	Final Presentations		*Field Experience Assignments Due*
4/29 Thurs	Final Presentations		