Department of Early Childhood, Elementary and Special Education
Introduction to Corrective Speech (face-to-face)
EDSP 320-001
Fall 2011

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Course Description: EDSP 320. Introduction to Corrective Speech. (3-0-3); I, II, III.
Introductory course in speech correction for classroom teacher. Crosslisted with CMSP 320.

Required Field Experience Hours: 2 Level 1

"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.

Conceptual Framework Outcomes (CFOs):

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 (SLOs):

By the end of this course, the candidate will be able to:
1. Demonstrate a basic understanding of articulation (speech sound) development, production, and disorders.
2. Demonstrate a basic understanding of language development, language components, and disorders.
3. Demonstrate a basic understanding of voice and fluency disorders, and techniques for managing them in the classroom.
4. Demonstrate a working and applied knowledge of phonemic awareness skills.
5. Develop activities to promote emergent literacy.
6. Demonstrate understanding of appropriate observation techniques and referral submission.
7. Demonstrate awareness of assistive technology and ability to choose appropriate communication targets.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: P-5 LBD Course: EDSP 320					
Aligned with → Assessment (point values) ↓	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	Council for Exceptional Children [CEC] Initial Content Standards	NCATE
Reading Guides/Quizzes 100 pts	1.Demonstrates Applied Content Knowledge 7. Reflects and Evaluates Teaching and Learning	CCR Reading 1,2,3,7,8,9 CCR Writing 4,6,10 CCR Language 2, 6	1. Diversity 2. Assessment 3. Closing the Gap 4. Technology	1. Foundations 2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies 6. Language 8. Assessment 9. Professional and Ethical Practice	1. Candidate Knowledge, Skills, and Dispositions 4. Diversity
Phonological Awareness: Participation / Lead Oral Phonemic Awareness Activity 50 pts CFO: 1, 3, 4 SLO: 1, 4	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 4. Implements and Manages Instruction 5. Assesses and Communicates Learning Results	**K.RFS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)**	Diversity Literacy Closing the Gap	4. Instructional Strategies 6. Language 7. Instructional Planning 8. Assessment 10. Collaboration	1, 4
Emergent Literacy: Story Grammar 50 pts CFO: 1, 4 SLO: 2, 5	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction	**CCR Reading 2,3,5**	Diversity Literacy Closing the Gap	2. Development and Characteristics of Learning 6. Language 7. Instructional Planning	1, 4
Language Activity: Semantic Web 50 pts CFO: 1, 3, 4 SLO: 2	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction	**CCR Speaking and Listening 2,4,5** **CCR Language 3, 4, 5**	Diversity Literacy Closing the Gap	4. Instructional Strategies 6. Language 7. Instructional Planning	1, 4
Assistive Technology: Development of Communication Board / Overlay 50 pts CFO: 1, 4 SLO: 2, 7	1. Demonstrates Applied Content Knowledge 2. Designs and Plans Instruction 6. Demonstrates Implementation of Technology	**CCR Language 3** **CCR Speaking and Listening 1**	Diversity Literacy Closing the Gap	3.Individual Learning Differences 5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning	1, 4
Exam 1 100 pts CFO: 1, 4 SLO: 1, 2, 3, 4, 5, 7	1. Demonstrates Applied Content Knowledge	**N/A**	Diversity Literacy Closing the Gap	2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Environments and	1, 4

				Social Interactions 6. Language 7. Instructional Planning	
Exam 2 **100 pts** CFO: 1, 4 SLO: 1, 2 ,3 ,4 ,5 7	1. Demonstrates Applied Content Knowledge	**N/A**	Diversity Literacy Closing the Gap	2. Development and Characteristics of Learning 3. Individual Learning Differences 4. Instructional Strategies5. Learning Environments and Social Interactions 6. Language 7. Instructional Planning	1, 4
Field Experience: **100 pts** SLO: 1, 2, 3, 4, 5 CFO: 1, 2, 3, 6	1. Demonstrates Applied Content Knowledge	**N/A**	Diversity Literacy Closing the Gap	3. Individual Learning Differences 5. Learning environments and Social Interactions 6. Language 8. Assessment 10. Collaboration	1, 4

Assignment/Assessment Descriptions:

Program: Early Childhood, Elementary and Special Education **EDSP 320: Introduction to Speech Correction**	
Assessment (point value)	**Description**
Reading Guides and Quizzes 100 pts.	Students will be expected to complete a reading guide on each of the assigned readings. Quizzes will be generated from these reading guides as a formative assessment to ensure material is read and understood.
Phonological Awareness Activity: 50 pts	Students will learn identification and manipulation of phonemes and demonstrate competency in leading a group in phonemic awareness activities. Will develop activity to incorporate phonemic
Emergent Literacy Activity: 50 pts	Students will demonstrate knowledge of story elements by completing 5 story grammars on children's literature. Will develop activities collaboratively to incorporate story elements into early literacy instruction, focusing on appropriate strategies for emergent literacy.
Language/Vocabulary Activity: 50 pts	Students will develop and complete visual / graphic organizers appropriate for teaching vocabulary / semantic skills to young children. Will develop vocabulary activities for classroom application.
Assistive Technology Activity: 50 pts	Students will demonstrate skills in choosing appropriate communication targets for augmentative communication devices, based on a child's needs and activities. Will develop a communication board for a specific classroom activity.
(Referral) Communication Observations: (4) 40 pts (total)	Conduct an observation on child (in person or on video) and describe communication behaviors in the areas of articulation, language, voice, and speech fluency.
(Referral) Teacher Interviews: (4) 40	Based on observations of children, students will complete parent/teacher interviews rating behaviors of children in the areas

pts (total)	of articulation (speech sound disorders), language, voice and speech fluency.
Referrals: (4) 20 pts (total)	Based on observation of children, students will complete a referral for a communication evaluation in the areas of articulation (speech sound production), language, voice, and fluency of speech.
Midterm: 100 points	Demonstrate content knowledge from text and lecture.
Final: 100 points	Demonstrate content knowledge from text and lecture.

Total possible points: 600

Grading Scale:

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

Required Textbooks:

SPEECH, LANGUAGE, + HEARING DISORDERS
Author: HALL, OYER & HAAS
ISBN: 9780205318902
Edition: 3RD 01

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation: Mastery of content will be measured by the completion of assignments and examinations. All assignments are expected to be posted on Blackboard by midnight of the date they are due. Assignments will not be accepted in hard copy form or through email unless specified directly. Assignments and point values are described above.

Attendance Policy

Attendance is required and expected. Points will be awarded periodically for participation in in-class assignments and quizzes. If an absence is unavoidable, is the responsibility of the student to determine what was missed and if it may be completed. The instructor will only discuss make-up assignments for absences that have documentation to prove they meet the 'excused' criteria established by the University. Please review MSU policy regarding excused absences:

http://www.moreheadstate.edu/files/units/daa/uar/UAR%20131.01%20-%20Excused%20Abscenses%20%2007-01-10.pdf?n=4289

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

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/

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

Course Calendar

EDSP 320-001
Fall 2011 Tentative Daily Schedule

Date	Topic	Readings	Activities / Assignments Due
Week 1 8/22	Intro to Speech, language and hearing Response to Intervention	Chpt. 1	Review Syllabus Introduce components of speech and language
Week 2 8/29	Articulation and Phonological Disorders	Chpt.2	Communication Observation Parent/Teacher Interview Referral
Week 3 9/5	No Class		
Week 4 9/12	Phonological Awareness	Assigned	Lead P.A. Activity
Week 5 9/19	Language Disabilities	Chpt. 3	Communication Observation Parent/Teacher Interview Referral *Reading Guide Check-in
Week 6 9/26	Language Disabilities		Semantics/ Vocabulary Activity
Week 7 10/03	Emergent Literacy	Assigned	Emergent Literacy Activity
Week 8 10/10	Midterm Evaluation		
Week 9 10/17	Stuttering	Chpt. 4	Communication Observation Parent/teacher Interview Referral
Week 10 10/24	Voice Disorders	Chpt 5	Communication Observation Parent/teacher Interview Referral
Week 11 10/31	Hearing and Hearing Loss School Children with Hearing Impairments	Chpts. 6,7	Jigsaw/Strategies
Week 12 11/7	Low-incidence Populations and Techniques of Special Concern	Chpt. 8	Field Experience Observations Due *Reading Guide Check-in
Week 13	Assistive Technology	Assigned	Develop overlays

11/14			
Week 14 11/21	Teachers and Their Responsibilities Regarding Communication		Jigsaw /Strategies
Week 15 11/28	Paperwork / assignment workshop	Chpt. 9	*Reading Guide Check-in
Week 16 12/5	Final Exam		During class time