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ASLS 684: Language Disorders in Early Childhood and Preschool syllabus

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Recommended Citation

Murza, Kimberly, "ASLS 684: Language Disorders in Early Childhood and Preschool syllabus" (2021). *Open Course Materials*. 8.

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ASLS 684: Language Disorders in Early Childhood and Preschool Fall 2021

Course Information	Instructor Information	Student Hours
Kepner 2040 (T/H 12:30-1:45) 3 Credits	Dr. Kim Murza (she/her) Office: Gunter 1510 Email: kim.murza@unco.edu Cell 407-782-5009 (texting preferred)	Tues. 2-3pm and Thurs. 8:15-9:15 am and by appointment

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Welcome

Welcome to *ASLS 682*! I'm so happy I get to work with you in your first semester of graduate school! I love teaching this course because while you are learning about early intervention practices, you are working with young children and their families in our community through either the Treasure Chest Program or Project L.I.F.E. In my opinion, there's no better way to learn this content than to put it into practice.

What a privilege it is to support families of young children and I hope you agree that it's also just a lot of fun! Buckle up because we have a lot of exciting and interesting things to learn. I'm so glad you're on this journey with me this semester!

Course Purpose

Your purpose in this class is to understand the vocabulary, approaches, perspectives, theories, and assessment and treatment techniques to support young children with language disorders. We will explore principles of early intervention and our role as speech-language pathologists and interprofessional collaborators. By the end of the course, you will be able to:

1. Construct a theoretical framework of language development, language impairment, early intervention, and culturally responsive practice.
2. Describe current and evidence-based methods for assessing prelinguistic communication and language abilities, interpreting assessment data, and developing appropriate goals and objectives.
3. Explain the various approaches to language intervention, including strengths and limitations for children from diverse backgrounds.
4. Describe the principles and practices of early intervention, including laws supporting early assessment, intervention and the IFSP process; the roles and responsibilities of speech-language pathologists and other early interventionists within various service delivery models; and the role of family involvement in early intervention.
5. Critically appraise intervention research in early childhood and preschool to help in the delivery of evidence-based practice.
6. Apply academic knowledge and professional skills through reciprocal learning in local community-based settings and demonstrate a commitment to collaboration and life-long learning.



Course Overview

The course has been organized into three themes: (1) Foundations, (2) Assessment & Intervention Specifics, and (3) Service Delivery Considerations. Each week, you'll have a module in Canvas with topics, videos, and a to-do list.

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a child. ~Forest E. Witcraft

Materials: What will I need?



Books: You do not need to purchase any textbooks for this course! Most of our materials will be open educational resources I've curated or created.

Canvas: <http://canvas.unco.edu> This course will run fully in Canvas. Any document relating to the course (homework, handouts, reading), recorded lectures, exams, etc., will be posted on Canvas. In Canvas, under the "Start Here First" Module, you'll find information about how to download the Canvas app if you'd like and support for navigating Canvas.



Printing: If you are interested in printing materials, I recommend going to one of the High Plains Library District libraries, where you can print 200 pages a month with a free membership: <https://www.mylibrary.us/computer-usage-wi-fi/#printing>

Learning While Doing

Community engaged learning is a research-based, high-impact instructional practice and is employed in this course. Kuh (2008) explains the rationale for community engaged learning with the following, "The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life." I am excited for you to participate in our Treasure Chest and Project L.I.F.E. programs over the next two semesters! The challenge with this type of learning is understanding that you will need to jump in and start doing before you may feel completely ready. The great news is that your confidence and skills will grow. Feeling uncomfortable at first is common and a great place to be for learning!



Course Assessments: How will I be graded?

Grades in this course are based on a weighted system rather than total points. The weights can be seen in the chart below. Your current grade will always be posted in Canvas so you will know where you stand at any time.

Assignments 40%

- **Community Engaged Program Manual**
 - Collaboratively create a manual for the community program you participate in this semester. Multiple components submitted.
- **Community Engagement Experience Journals**
 - Complete three journal entries on your experience learning in the community
- **Guided Journaling**
 - You will keep a guided journal in which you will explore your responses to a daily question or problem that I will give you.
- **Authentic Assessment Online Course**
 - Complete learning guide and quiz

Exams 60%

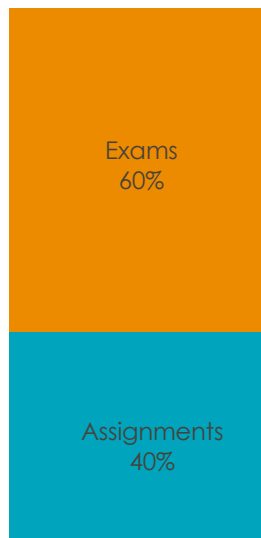
- **Midterm Exam:** 75 points
- **Final Exam:** 100 points

- In-class exams consisting of video analysis, case study questions, multiple choice, true/false, short response and essay questions

Grading Scale

A	94-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D	60-69
F	60-50

Point Distribution



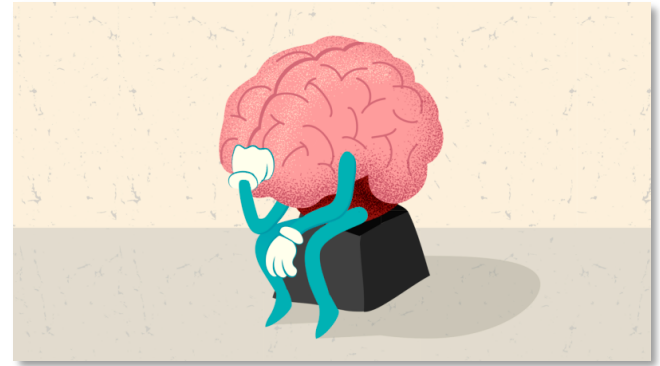
you can totally do this.

Being a great SLP isn't about working harder, but recapturing the joy in your day, so that it's not work, but your calling, your mission, and your pleasure.

~The Informed SLP

Minimum Grading Policy

This last year, I participated in a learning community on equity in education. Among the many things I came to understand better was how the typical grading scale is disproportionately weighted toward failure and therefore sends the message that failure is more likely than success. Allocating so much of our scale—nearly two-thirds of it—to failure seems wrong on its face, but its real harm occurs when the 100-point percentage scale is applied to assignments across a term: It becomes nearly impossible for a student to overcome low grades. “This non-linearity of [the 100-point] scale not only increases the probability of an assigned grade being an F but makes the grading process susceptible to having a few failing grades dominate a much larger number of passing grades” (Carifio & Carey, 2013, p. 22).



So, what does this mean for you? Simply, it means that the lowest grade on any assignment, quiz, or exam you can earn is a 50. In their research, Carifio and Carey (2015) found, “Seven years of minimum grading didn’t lead to widespread passing rates, it didn’t give a free pass to the student who had a pattern of failing grades, and it didn’t inflate grades. The 50 percent minimum grade was found to prevent the disproportionate and unsound mathematical impact of sub-50 scores, especially the 0, on the 100-point scale. Minimum grading “minimiz[es] the impacts of intermittent catastrophic performance failures that certain groups of students experience, and even have tendencies to experience” (p. 131)

Student Support

What should I do to be successful in this course?

- Recognize that this course will take some time and expect to put the time into this course needed to earn the grade you want. You will need to do readings, assignments, watch videos, and study for exams.
- Study often and regularly. One of the biggest challenges will be how much material we cover and how quickly we do so. The solution to this is to keep up with the notes and study daily – the chapter quizzes will help keep you on track.
- Please make sure you let me know if something isn’t clear. Every week builds on the previous week and so it’s important to let me know if things aren’t making sense. You can do this by reaching out via email, attending student hours, or by messaging me through GroupMe.
- Ask questions. Ask lots of people lots of questions. Ask your peers and please ask ME!!!

BEFORE CLASS

- Read the assigned chapter or watch the assigned video
- Note difficult concepts
- Check due dates of assignments
- Print the lecture slides if you want

DURING CLASS

- Stay engaged
- Take notes
- Speak up if you have questions
- Speak up if you want to share

AFTER CLASS

- Recopy notes in your own words
- Find answers to questions
- Study as if you have an exam

What should I do if I need help?

If there is something going on that is preventing you from being successful in the class, please let me know or contact one of the support services on campus:

- UNC provides group, individual, and couples counseling, psychiatric services, crisis support, consultation, and outreach programming to the UNC community. Our goal is to support students throughout their academic journeys towards healthy and meaningful college experiences. Counseling services are **free** to UNC students. <https://www.unco.edu/counseling-center/>
- UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.
- Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Please contact me if something comes up and you're having a hard time keeping up, if you have a question about the material, a concern about the class, a problem with Canvas, or you just want to talk SLP! If my student hours don't work for you, I can also meet over zoom at other times, but I do have quite a few meetings, so email me or message me ahead of time to find a time that will work for both of us.

Additional Policies

It is very important to me that all my students have the support to be successful in my courses and develop their professional and academic skills. Below is information regarding resources and support services that I commonly see students using and some key policies regarding professional conduct. More information about Equity & Inclusion and other University Policies can be found at the following link:

https://www.unco.edu/center-enhancement-teaching-learning/syllabus_statements.aspx

Disability Resource Center

Disabilities are not a reflection of your intelligence or who you are, but how your brain or body works. If you need some help like extra time on an exam, note taking, use of videos with captions, or have any learning or physical disabilities, please contact the Disability Resource Center. This will help you gain access to resources and also let me know how I can best accommodate your needs. I'm also happy to talk to you about what this entails if you're not sure whether it's for you. It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Honor Code & Academic Integrity

While you will likely work closely with your classmates on many assignments in this class and I encourage you to study together, in accordance with the student honor code, any copying or cheating will result in a zero score for that entire assignment. Depending on the nature of the situation, the paper will be forwarded to the Dean of Students Office with a recommendation for disciplinary action. Plagiarism is a serious offence, and I will be working with you through activities and assignments to help you identify what, exactly, is considered plagiarism. For additional information, please see the Dean of Student's website:

http://www.unco.edu/dos/communityStandards/honor_code/index.html.

Pronouns/methods of address: If you have a nickname or use pronouns that are different from what I may assume, please let me know, and I will do my best to follow your preferences. You may address me as Dr. Murza (preferred pronouns: she, her).

Growth Mindset: I've been reading more about the concept of growth mindset in my work with school-based speech-language pathologists (SLPs) and as I think about my own learning and the value of doing hard things.

Maybe it resonates with you? Here's a great TED Talk about the concept:

[Carol Dweck Talk](#)



COURSE OUTLINE

Week	Topics	Graded Assignments
Theme 1: Foundations		
Week 1 24-Aug & 26-Aug	Course Overview Culturally Responsive Practices	CEL Journal 1 (all groups) due 29-Aug
Week 2 31-Aug & 2-Sept	Early Intervention Systems Family Practices	
Week 3 7-Sept & 9-Sept	Principles of Coaching and Working with Families	
Week 4 14-Sept & 16-Sept	Principles of Coaching and Working with Families	
Week 5 21-Sept & 23-Sept	Early Communication and Language Development Review	CEL Journal 2 (LIFE-A) due 26-Sept
Theme 2: Assessment & Intervention Specifics		
Week 6 28-Sept & 30-Sept	Early Communication Assessment	Authentic Assessment Learning Guide and Certificate of Completion due 3-Oct
Week 7 5-Oct & 7-Oct	Early Communication Assessment	
Week 8 12-Oct & 14-Oct	The IFSP Process	Midterm Exam in class 12-Oct
		Guided Journal Midterm Submission 12-Oct
Week 9 19-Oct & 21-Oct	The IFSP Process	CEL Journal 3 (LIFE-A) CEL Journal 2 (TC) due 24-Oct
Week 10 26-Oct & 28-Oct	Early Communication and Language Intervention	
Week 11 2-Nov & 4-Nov	Early Communication and Language Intervention	
Week 12 9-Nov & 11-Nov	Emergent Literacy Enrichment and Intervention	CEL Journal 2 (LIFE-B) due 14-Nov
Theme 3: Service Delivery Considerations		
Week 13 16-Nov & 18-Nov	Autism spectrum disorder	Project Manuals due 21-Nov
Week 14 23-Nov & 25-Nov (NO CLASS Thursday Thanksgiving)	EI Services in Childcare Centers	
Week 15 30-Nov & 2-Dec	Collaboration	Group Presentations Thursday
		CEL Journal 3 (TC & LIFE-B) due 5-Dec
		Project Reflection due 5-Dec
Week 16 7-Dec	Final Exam in class 10:45-1:15	
	Submit your Guided Journal 7-Dec	