Instructor of Record: This class will be team-taught by Misha Lee and the staff of the DuBard School for Language Disorders.


Class Location/Time: J. B. George Building, Room 202
Tuesday/Thursday 2:25-3:40 p.m.

Office: Room 115A of the DuBard School for Language Disorders
Phone: 601-266-5223

Office Hours: By appointment or as available in and around DuBard School

Course Description: This course is designed to give students information about the types and characteristics of a variety of disorders that result in impaired receptive and expressive oral and written language as well as the instruments used to assess these disorders. In addition, students will be given the foundations for implementing the DuBard Association Method®, a phonetic, multisensory, structured language method for teaching language, speech, and reading.

Examinations: Grades will be based on three in-class exams, on-line assignments and other homework grades, the sample student’s book, and a comprehensive final exam. These six grades will each count as 1/6 of your total grade. Oral production of the Northampton symbols will count as part of the grade for Exam #2. This will be scheduled before and/or after class the week prior to this exam. A Scantron sheet will be needed for the FINAL EXAM. Make-up exams require a written medical excuse or written excuse from the Dean of Students and may be given only at the discretion of the instructor. Unannounced quizzes may be given in class. These quizzes may be used as extra points on exam grades. However, tests will not be "dropped" to improve grades, and extra projects for the purpose of improving grades will not be given.

Grading information for the project book as well as any exam reviews may be found in Blackboard under Course Resources.

Students are responsible for all materials including lectures, handouts, questions and announcements, emails, assigned readings and completion of the class project.

Knowledge and Skills Acquisition (KASA)
The ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology requires students to demonstrate “knowledge acquisition” for all content areas covered in this course. Any grade below a ‘C’ will be considered lack of knowledge acquisition for the content area tested. Students will be required to repeat any test or assignment until 70+
percent proficiency in the content area is demonstrated. Students will not be credited with the improved grade in this situation, only the “knowledge acquisition.”

In order to meet KASA standards 70% accuracy must be achieved on each unit test and quiz. It will be the responsibility of the students to meet with the instructor, develop an action plan to improve knowledge/skills, and set a date to retake the examination(s). Students must also reach a performance level of 70% on the project and any related assignments. Again, it will be the responsibility of the students to meet with the instructor and develop an action plan to improve knowledge/skills. Although improved performance on the retaking of an exam or revising the project/assignments will not change the grade, it may contribute to an improved score on the comprehensive final examination, thus impacting the final course grade. Individuals who do not meet this competency must meet with the instructor and complete additional work until 70% is reached.

Standard III-B (Basic Human Communication Processes): General (linguistic); Receptive/Expressive Language (linguistic)

Standard III-C (Nature): Receptive/Expressive Language (etiologies, characteristics)

Standard III-D (Principles/Methods): Receptive/Expressive Language (prevention, intervention)

Class Materials: Class materials (handouts, videos, etc.) are available through Blackboard. It is the responsibility of each student to access class materials and to contact the instructor if problems occur.

Grading Scale for each assignment:  90-100 points = A
                                           80-89 points = B
                                           70-79 points = C
                                           60-69 points = D
                                           < 60 points = F

Grading Scale for the final class grade:  540-600 = A
                                           480-539 = B
                                           420-479 = C
                                           360-419 = D
                                           < 360 = F

Behavior Policy: All students enrolled in The University of Southern Mississippi, including this course, are governed by the University’s “Policy on Classroom Responsibilities of Faculty and Students,” as outlined in the Student Survival Guide. Students who engage in behavior that disrupts the learning environment may be asked to leave the class. For more information, please visit http://www.usm.edu/pubs/studenthandbook/.
USM Academic Integrity Statement:
All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy: https://www.usm.edu/institutional-policies/policy-acaf-pro-012 Note that repeated acts of academic misconduct will lead to expulsion from the University.

The Writing Center: Students at The University of Southern Mississippi have access to individualized assistance with writing assignments for any course through the University’s Writing Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process, including brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading skills. For more information, please visit http://www.usm.edu/writing-center/students.

The Speaking Center: Students at The University of Southern Mississippi have access to individualized assistance with speeches, presentations, and even thesis and dissertation defenses through the Speaking Center. Further, the Speaking Center can assist students with help with professional presentation during job interviews, conference presentations, and other off-campus speaking engagements. For more information, please visit http://www.usm.edu/speaking-center/what-we-do-0.

Graduate Students (SHS 532): An additional course project will be required.
Class Outline

I. Nature of the Problem/Historical Review
   A. Language disorders/aphasia
      2. Relationship to autism
      3. Relationship to auditory neuropathy
   B. Dyslexia/specific learning disabilities
      1. Catt's definition
      2. NICHD and IDA definitions
      3. Statement on vision
      4. National Reading Panel report on literacy
      5. Early identification of language-based reading disabilities
      6. Mississippi Dyslexia Law
   C. Auditory processing disorders/Apraxia

II. Assessment Overview
   A. Hearing
   B. Articulation tests
   C. Language tests
   D. Learning aptitude: Verbal and nonverbal

III. Theories
   A. Motor theory of speech perception
   B. Information theory

IV. The DuBard Association Method®
   A. Components of multisensory instruction—VAKT
   B. Distinctive features/IMSLEC principles of instruction
   C. Procedures for implementing instruction to establish skills
   D. Language content, skills, and principles

V. Incremental Levels of the DuBard Association Method®
   A. First unit of language
      1. Phonemes
      2. Drop drills
      3. Cross drills
   B. Second unit of language
      1. Repetitive sentences and questions
      2. Sentences and questions with numbers
      3. Whole-word vocabulary
      4. Animal stories and questions
      5. Inanimate object stories and questions
      6. Personal stories and questions
      7. Preposition language
      8. Descriptive stories and questions
      9. Present progressive verb language
   C. Third unit of language
      1. Past tense verb language
      2. Imagination stories

VI. Correlative programs
   A. Numbers and language math
   B. Colors
   C. Telling time
### Course Schedule Fall 2014
(Note: Schedule is tentative; changes will be made as needed.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Readings</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 17</td>
<td>Introduction Section 1: Language disorders, Autism, and Auditory neuropathy</td>
<td>pp. 45-46</td>
<td>handouts 1-1 to 1-7</td>
</tr>
<tr>
<td>Aug. 22</td>
<td>Section 1: Nature of the Problem</td>
<td>pp. 2-11, 154-159</td>
<td>handouts 1-1 to 1-7</td>
</tr>
<tr>
<td>Aug. 24</td>
<td>Section 1: Dyslexia</td>
<td>pp. 131-139</td>
<td>handouts 1-8 to 1-26 videos: RAN and DST</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Section 1: Dyslexia</td>
<td>pp. 131-139</td>
<td>handouts 1-8 to 1-26 videos: RAN and DST</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Section 1: Auditory Processing/Apraxia/ADHD</td>
<td>pp. 11-24</td>
<td>handouts 1-27 to 1-36 videos: CAS</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Assessment and Diagnosis</td>
<td>pp. 25-31</td>
<td>Assessment ppt. handouts: Test instruments, General profiles, ADHD handout, video: CELF</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Assessment and Diagnosis</td>
<td>pp. 25-31</td>
<td>Assessment ppt. handouts: Test instruments, General profiles, ADHD handout, video: CELF</td>
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<tr>
<td>Sept. 12</td>
<td>Section 2: Theories/IMSLEC/Distinctive Features</td>
<td>pp. 39-43, 50-64, 136, 171-173</td>
<td>handouts 1-37, 2-1 to 2-2, 2-5 to 2-6</td>
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<tr>
<td>Sept. 14</td>
<td>Section 2: continued</td>
<td>pp. 65-72, 115, 183-187</td>
<td></td>
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<tr>
<td>Sept. 19</td>
<td>Section 2: Northampton Symbols</td>
<td>pp. 171-180</td>
<td>handouts 2-3 to 2-4 handouts 3-1 to 3-17</td>
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<tr>
<td>Sept. 21</td>
<td>Section 2: Northampton Symbols</td>
<td>pp. 171-180</td>
<td>handouts 2-3 to 2-4 handouts 3-1 to 3-17 Clinician guide video: RIS--phonemes</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Section 3: Phoneme Instruction Exam Review</td>
<td>pp. 65-72, 115, 183-187</td>
<td>handouts 3-1 to 3-17 Clinician guide</td>
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<tr>
<td>Sept. 28</td>
<td>Section 3: Exam 1: Chapters 1-5</td>
<td></td>
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</tr>
<tr>
<td>Oct. 3</td>
<td>Review for phoneme dictation</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/Handouts</td>
<td>Notes</td>
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<tr>
<td>Oct. 19</td>
<td>USM Fall Break</td>
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<tr>
<td>Oct. 24</td>
<td>Section 4: Repetitive Sentences/Questions</td>
<td>pp. 82-87, 226-231</td>
<td>handout 4-1</td>
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<tr>
<td>Oct. 26</td>
<td>Section 4: Repetitive Sentences w/#s</td>
<td>pp. 87-89, 118-120, 232-235</td>
<td>handouts 4-2 to 4-4</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Section 4: Advanced Cross Drills/Whole Word</td>
<td>pp. 93-94,133-134, 236-239,311-312</td>
<td></td>
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<tr>
<td>Nov. 2</td>
<td>Section 4: Advanced Cross Drills/Whole Word</td>
<td>pp. 93-94,133-134, 236-239,311-312</td>
<td></td>
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<tr>
<td>Nov. 7</td>
<td>EXAM 3: Chapter 6 (pages 65-89)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Animal Stories</td>
<td>pp. 89-93, 240-249, 313-316</td>
<td>handout 4-5</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Section 4: Inanimate Object Stories/Questions</td>
<td>pp. 94-95, 250-253, 316-317</td>
<td>handout 4-6</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Section 4: Personal Stories/Questions</td>
<td>pp. 95-96, 254-259, 318-320</td>
<td>handouts 4-7 to 4-8</td>
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<tr>
<td>Nov. 21 &amp; 23</td>
<td>Thanksgiving Holidays—class will not meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Experience Stories/News Stories Sections 4 &amp; 5: Overview or Upper Language Levels</td>
<td>pp. 107-108, 322-324, pp. 97-115</td>
<td>Handouts 4-9 to 4-14, 5-1 to 5-4</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Section 6: Math/Time Exam Review</td>
<td>pp. 120-128</td>
<td>handouts 6-1 to 6-6</td>
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</tbody>
</table>

EXAM WEEK—DECEMBER 4-8

Project: Each student will complete sample student pages over the course of the semester. Due dates for these are listed below. Pages will be turned in using a large manila envelope. At the end of the semester, the final pages due and all previous pages will be turned in using a 3-ring binder. The total project must be turned in by the final due date. Sample book
pages will not be accepted after the final project due date of the semester. Pages turned in late during the semester will be accepted with a -5 point/day penalty.

Grading information for each section of the sample book can be found in Blackboard under Course Resources.

Phoneme Pages
1. consonants---3 total
2. vowels---3 total

**Notation Page: Explain that single phonemes would be taught in isolation and specific skills would be established before moving those phonemes into drop drills. For this sample book, phonemes may appear in subsequent sections that do not appear in the phoneme pages.

Phoneme Pages Due: October 10

Drop-Drills
Total of 3 plus the 3 picture pages associated with respective drills

1. consonant-vowel arrangements
2. vowel-consonant arrangements (at least one such arrangement)

** You may use vowels and/or consonants that would not necessarily appear in your sample book phoneme pages and put in a Notation Page explaining that you would use only those primary spellings (Northampton symbols) which had been introduced/taught in the phoneme work.

Drop Drills and Picture Pages Due: October 17

Cross Drills:

1. Total of 5 cross-drill pages
   a. 2 CV or VC Cross-Drills....each followed by the noun taught, single picture on the page and the word written appropriately under the picture
   b. 3 Cross-Drills for CVC words....each followed by 3 to 5 pictures appropriate for the cross-drill

**Notation Page: State that for your sample book, sounds may be used in cross drills which may not necessarily appear in your phoneme pages or your drop drills.

Cross Drill Pages Due: October 26

Repetitive Sentences/Questions
1 page "I see a (picture)."
1 page "I see an (picture)."
1 page "I see some (picture)."
1 page "I want a/an/some (picture)."
1 page "I saw a/an/some (picture with flap)."

All of the above should use CV/VC/CVC/CVV nouns and have corresponding question pages. **Nouns of longer phonetic construction are not appropriate at this level.**

Repetitive Sentences/Questions Pages Due: ___ November 2 ___

Noun Cards/Noun Page

1. Noun cards: total of 10 with lines under picture indicating number of sounds in word
   a. 5 CV and/or VC arrangement noun cards
   b. 5 CVC arrangement noun cards

2. Noun Page: one page with 4-6 pictures of nouns with different initial consonants
   Words may be CCVC, CVCC, or CVCVC.

Noun Cards/Noun Page Due: ___ November 9 ___

Animal Stories/Questions

1. One basic 4 line story (plus the introductory line this is a ________). with appropriate questions (total number of lines--5)

2. One story using abilities and previously taught language: can (verb), and/or cannot (verb) plus appropriate questions

3. One story using abilities and descriptors (sharp, long, etc.) and previously taught language plus appropriate questions

4. One story using abilities: can (verb)/cannot (verb), descriptors and "... is covered with __________." plus appropriate questions

Animal Stories/Questions Pages Due: ___ November 16 ___

Inanimate Object Story/Questions

1 story, maximum 5 lines, with question page

Inanimate Object Story/Questions Pages Due: ___ November 16 ___
Personal Stories/Questions

2 sets of basic language sentences with questions for each of the following:
(a) self
(b) a boy
(c) a girl

Total: 6 personal pronoun stories and questions

Personal Stories/Questions Pages Due: November 30

Completed project due (in 3 ring binder): November 30

*Your material is to be in the correct sequential order according to the total program, i.e. phonemes first through the sequence indicated on THIS handout.

**SUPPLIES NEEDED FOR SAMPLE CHILD’S BOOK

*4-5 good quality felt-tip pens (no yellow or neon markers). Sample will be shown in class. (PaperMate flairs work well.)
*Wide-ruled (not college-ruled) loose-leaf paper
*Ruler
*Two large manila envelopes
*One 1-inch, 3-ring binder
*Glue stick
*Picture materials: A variety of picture materials will be useful. They may be from Google images, clip art, magazines, old workbooks, etc. Pictures should be realistic, in color, and neatly trimmed. Further details will be given as needed.

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address: The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232  Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.