University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Fall 2016

Course Title and Number: SHS 433 Developing Language Skills with Children who are Deaf and Hard of Hearing

Course Credit Hours: 3 credit hours

Course Description: This course presents information on language development differences in children who are deaf and hard of hearing.

Professor of Record: Dr. Marietta Paterson

Office Location: JBG George Building, Room 230
Office Hours
Office Phone 601-266-5992
Email: marietta.paterson@usm.edu

Prerequisites: Minimum 2.75 GPA

Class Format: Face to face

Course Time: MW 2:00-3:15 pm

Room: JBG 202

Required Text(s):
*CASLLS Companion  
*CASLLS Guide

Required Readings: (sections of the following to be provided)  
CASLLS Forms, Cottage Acquisition Scales of Language and Listening, Sunshine Cottage School for the Deaf, San Antonio, TX.  
Easterbrooks, S., & Baker, S. Language Learning in Children who are Deaf and Hard of Hearing  
**Technology Requirements:**
Students should be able to create word documents, create powerpoint presentations, search on the web for materials and sources.

**Standards Alignment:**
The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Initial Teacher Preparation Standards: Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environments; Standard 3: Curricular Content Knowledge, Standard 4: Assessment, Standard 5: Instructional Planning & Strategies; Standard 6: Professional Learning and Ethical Practices; Standard 7: Collaboration.

**Course Objective and Goals:**
The goals of this course are to review the stages, sequences and processes involved in typical language development, the current theories of language acquisition and the impact of hearing loss on these processes. Students will review approaches to the assessment of the components of language, practice a range of assessments and making sense of student language data. Traditional approaches to language learning and teaching with students who are deaf and hard of hearing hearing loss will be critiqued. Students will practice language sampling, language analysis and establish reasonable individual teaching targets. Students will practice planning and teaching individual language targets for students who are deaf and hard of hearing.

**Instructional Strategies:**
This course will be taught through a combination of lecture, learning activities, guest lectures, readings, discussion, use of media and projects.

**Student Learning Outcomes:** At the completion of this course the student will:
(CED sub-standards and InTASC standards are in the brackets)

1. Define the components of English spoken language, describe developmental sequences and stages and how they interact (CEC/CED: DHH1K1, DHH1K2, DHH1K3, DHH1K5, DHH1K6, DHH1K8, DHH1K9; DHH2S2, DHH2S5; InTasc 1, 2, 3).
2. Describe the important role of speech perception ability in the auditory comprehension of spoken language by deaf/hard of hearing students (CEC/CED DHHS1, DHHS3; InTasc 1, 3).
3. Identify and discuss the impact of hearing loss on communication and language development for deaf and hard of hearing students and issues in education of deaf and hard of hearing students (CEC/CED: DHH2S1, DHH2S2, DHH2S5; DHH5K1 DHHS51, DHHS54; InTasc 1, 2, 3, 9, 10).
4. Compare and contrast informal and formal assessment of language for deaf/hard of hearing students (CEC/CED: DHH1K1, DHH1K3, DHH1K8; DHH1K9; DHH5S1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S9, DHH5S10; DHH6S3; DHH7S1; InTasc 6).
5. Demonstrate the ability to identify, select and use a range of assessments including skill in discourse based language sampling (CEC/CED DHHS1, DHHS2, DHHS3; InTasc 6, 8).
6. Identify appropriate and inappropriate production of different elements of spoken language and select appropriate developmental or remedial targets (InTasc 6, 7, 8).
7. Specify appropriate language targets, write an instructional plan to teach language targets to deaf/hard of hearing students (CEC/CED: DHH5S3, DHH5S4; InTasc 4, 5, 7, 8).
8. Explain historical and current patterns in spoken language teaching to deaf and hard of hearing children, including the current auditory linguistic models (InTasc 1, 2).
9. Explain historical and current patterns in ASL and English language acquisition to students who are in BI-BI programs (InTasc 1, 2, 3).

**Evaluation Methods**

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>Due Date</th>
<th>% of grade</th>
<th>Rubric or template available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 8, 9</td>
<td>Mid term exam (30%)</td>
<td>Sept. 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4,5,6,7</td>
<td>Quiz (25%)</td>
<td>Oct. 19</td>
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<tr>
<td>1-9</td>
<td>Final Exam (40%)</td>
<td>Dec. 7</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>4,5,6,7</td>
<td>Plan and Teach 1 Individual Language Targets</td>
<td>Nov. 23</td>
<td>20%</td>
<td>Yes</td>
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<tr>
<td>1, 2, 4,5,6,7</td>
<td>*Case Study: Language and Communication Sample Analysis</td>
<td>Nov. 30</td>
<td>25%</td>
<td>Yes</td>
</tr>
<tr>
<td>1-9</td>
<td>Homework assignments and participation</td>
<td>ongoing</td>
<td>15%</td>
<td>yes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
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</tbody>
</table>

*Key Candidate Assessment #2

**Explanation of Requirements:**

1. Examinations and Quizzes: Worth 40% of grade
   Each student will take one quiz, a mid-term examination and a final examination each valued at 100 points. The examinations will consist of short answer questions, and discussion questions covering knowledge of material presented in class, from assigned readings and handouts.

2. Practical Assignment, Plan and Teach Language Targets: Worth 20% of grade
   Each student will complete one practical assignment. Each student will develop and demonstrate a creative lesson to teach a language target using the conversational model with an interesting and motivating activity for a deaf or hard of hearing child. One student in the group will assume the role of the teacher and the other student will assume the role of the pupil for the demonstration.

   Each student will perform a mini communication and language analysis by using sampling data from a deaf/hard of hearing child. Each student will perform an analysis of key elements of the linguistic and communication system of a deaf child using seven analysis worksheets. Once the sample is analyzed, students will make sense of their data in two ways. Students will write a brief summary of their databased impressions of the child's communication and linguistic competence and list six prioritized language and communication teaching targets. The findings will be entered onto the appropriate CASLLS form(s) that will provide an estimate of the child's relative stage of language development and identify a locus of language learning.

5. Participation, homework assignments in-class learning activities: Worth 15% of grade
   Each student will complete reading and written homework assignments and contribute to the class on selected topics. As well, each student will complete a series of language problems as in-class or homework assignments.

**Course Grading**

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
Below 60 points = F

**Policy on Attendance and Make-Up Work:**
1. Students are expected to attend and be prepared to participate in each class and any related field experience.
2. Students are expected to turn off cell phones and not text or communicate electronically during class. If you are texting, emailing, or surfing the web during class, then you are not truly “present,” this will result in loss of attendance and/or participation points.
3. Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on the date these assignments are due at the beginning of the class period.
4. Late submission of assignments will result in a 5% reduction in grade for that assignment for each class period for which they are late.
5. Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.
6. Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

**Remediation Statement:**
Students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills. For student teaching, a poor mid-term evaluation would require a remediation plan. A student may not advance to the second field experience if performance is below a “C”.

**Academic Honesty Statement:**
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

**Plagiarism Statement:**
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text ad full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
Students with disabilities requiring assistance, and who qualify under Section 504 and/or the Americans with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations 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 the ODA office at ODA@usm.edu

Resources for Student Success:

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. They offer one to one writing instruction that is designed to help students become more effective writers. The Center offers tutorial services on a walk-in basis or by appointment (on the hour for an hour). However, the appointments often book up several days in advance, so it is a good idea to book in advance. During a session, a tutor will talk with you about your writing project, asking you questions that will help you clarify your thoughts, specify your purpose and decide how to proceed. The tutor will not write a paper for you—your writing is your own--- but the center will help you find ways to develop your ideas more fully and express them more effectively.

The Writing Center
Cook Library Room 112
601-266-4821

The Speaking Center
Cook Library, 117
601-266-4965

Course Schedule: (Dates are tentative and subject to change)