Instructor of Record: This class will be team-taught by Dr. Rachel Powell, Alison Webster, and the staff of the DuBard School for Language Disorders.


Class Location/Time: Assignments will be completed in Canvas. The student will be assigned practicum in a classroom at the DuBard School.

Office: Room 115D of the DuBard School for Language Disorders

Phone: 601-266-5223 or 601-266-4966

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.

Assignments: Grades will be based on online assignments, the student’s sample book, and performance of select DuBard Association Method skills within the assigned DuBard School classroom. Additional information concerning grades and assignments can be found in Canvas. Assignments turned in late during the semester will be accepted with a -5 point/day penalty.

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 are available through Canvas. It is the responsibility of each student to access class materials and to contact the instructor if problems occur.

Grading Scale:  
90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 60% = F

Academic Integrity: 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.

This policy applies to the student’s book project as well as to all exams.

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/.

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 https://www.usm.edu/writing-center.

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.
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
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Pages</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26/18</td>
<td>p. 1-24</td>
<td>Summary: Chapter 1 – The Nature of the Problem</td>
</tr>
<tr>
<td>2/2/18</td>
<td>p. 131-139</td>
<td>Summary: Chapter 8 – DuBard Association Method ® for Students with Specific Learning Disabilities/Dyslexia and General Education Students</td>
</tr>
<tr>
<td>2/9/18</td>
<td>p. 25-38</td>
<td>Summary: Chapter 2 – Assessment of Students’ Abilities; Chapter 3 – Differential Diagnosis</td>
</tr>
<tr>
<td>2/16/18</td>
<td>p.45-64</td>
<td>Read Chapter 5 – The Association Method-Past and Present and complete the assignment on distinctive features in Canvas</td>
</tr>
<tr>
<td>2/23/18</td>
<td>p. 39-44</td>
<td>Summary: Chapter 4 – Language Content, Skills, and Principles Phonemes: Oral Recall and Dictation (with 90% accuracy)</td>
</tr>
<tr>
<td>3/2/18</td>
<td>p.65-72</td>
<td>Summary: Chapter 6                                                                                       Sample Pages: Phoneme Pages</td>
</tr>
<tr>
<td>3/9/18</td>
<td>p.72-75</td>
<td>Summary: Drop Drills                                                                                       Sample Pages: Drop Drill Pages and notation page</td>
</tr>
<tr>
<td>3/23/18</td>
<td>p.76-83</td>
<td>Read the information on Cross Drills                                                                 Sample pages: Cross drill pages and notation page, noun cards, and noun page Teach a new CVC vocabulary word chosen by the mentor teacher using a cross drill.</td>
</tr>
<tr>
<td>3/30/18</td>
<td>p.83-89</td>
<td>Summary: Repetitive sentences                                                                 Sample pages: Repetitive sentences/ Questions pages</td>
</tr>
<tr>
<td>4/6/18</td>
<td>p.117-118</td>
<td>Summary: Handwriting                                                                                       Summary: Numbers</td>
</tr>
<tr>
<td></td>
<td>p.118-129</td>
<td>Demonstration of a review in structure during practicum time</td>
</tr>
<tr>
<td>4/13/18</td>
<td>p.89-94</td>
<td>Summary: Animal stories                                                                                   Sample Pages: Animal story/ questions</td>
</tr>
<tr>
<td>4/20/18</td>
<td>p.94-95</td>
<td>Summary: Inanimate Object stories                                                                           Sample pages: Inanimate object story/ questions</td>
</tr>
<tr>
<td>4/27/18</td>
<td>p.95-97</td>
<td>Summary: Personal Description stories                                                                        Sample pages: Personal story/ questions</td>
</tr>
<tr>
<td>5/4/18</td>
<td>p. 97-115</td>
<td>Read information on the Upper Language Levels of the Association Method and complete the assignment in Canvas.</td>
</tr>
</tbody>
</table>
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 to Alison Webster in a 1” 3-ring binder. The completed sample book is worth 420 points. The point value for each individual section is listed below. Sample content of a child’s book can be found on pages 180-259. These pages and stories are copyrighted and should not be used verbatim in the student sample pages that are to be turned in. Additional examples of student sample books are available at the DuBard School. 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 Canvas.

Phoneme Pages – 41 possible points
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: ___March 2, 2018__________

Drop-Drills – 26 possible points
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: ___March 9, 2018__________

Cross Drills – 56 possible points

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: March 23, 2018

Repetitive Sentences/Questions – 60 possible points

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: March 30, 2018

Animal Stories/Questions – 20 points per level; 80 total possible points

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: April 6, 2018

Noun Cards/Noun Page – 47 possible points

1. Noun cards: total of 10 with lines under picture indicating number of sounds in word (paperclipped or in a plastic bag in the pocket of the binder)
   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: April 13, 2018
Inanimate Object Story/Questions – 20 possible points

1 story, maximum 5 lines, with question page

Inanimate Object Story/Questions Pages Due: ___April 20, 2018 _____

Personal Stories/Questions - 10 points per set; 60 total possible points

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: ___April 27, 2018 _____

10 points will be awarded if due dates are met.

**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 with pockets
*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 ODA at oda@usm.edu.