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

Course Title and Number: SHS 653: Language Development in Infants and Young Children with Hearing Loss

Course Credit Hours: 3 credit hours

Course Description: Best practices in language development through and auditory-oral Approach. Assessment of pre-verbal skills through complex sentences will be studied.

Professor of Record: Dr. Marietta M. Paterson

Office Location: Room 230, JBGeorge Building
Office Hours: Students can make appointments by phone or by email.
Office phone: 601-266-5992
Fax: 601-266-5224
Email Address: marietta.paterson@usm.edu

Format of Course: Face to face.

Class Days, Times, Location: Tuesday 1:30-4:30 either at Magnolia House, Jackson or by Skype and email

Drop Date: n/a

Required Text(s): 

Required Readings and Resources:

Supplementary Text(s) and Sources:

Required Technology:
Students will need to be proficient with using Microsoft Word, Microsoft Powerpoint, scanning and uploading documents by email or Dropbox.

Course Objective and Goals:
This course will review the stages, sequences and progression of typical spoken language development and the impact of hearing loss on these developments. The timetable of development across pragmatics, discourse, phonology, semantics, morphology and syntax will be covered with case examples from infants and young children with hearing loss. Candidates will be introduced to a selection of observation and informal assessment tools to be used in practice and will consider the theoretical view of how to think about language sampling and planning language teaching targets that emphasize learning through listening.

Instructional Strategies: The course will be delivered through face-to-face lectures, SKYPE classes and Blackboard to accommodate the location. Students will participate in in-class learning activities, case studies, homework assignments, video and live demonstration and online research.

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. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

Candidate Learning Outcomes from Course: The student will …

1. Identify the components of spoken language and explain the interaction of the processes,
stages and sequences in typically developing children (CEC/CED: DHH1K1, 1K5, 1K6, 1K8, 1K9; InTASC 1, 2, 3).

2. Compare and contrast the language of typically developing children and children with hearing loss (CEC/CED: DHH1K1-7; DHH2K1, DHH2S3-2S4; InTASC 1,2,3).

3. Identify and describe a range of informal and formal assessment procedures and tools used to track language and communication development in typical children and how they may applied to children with hearing loss as well as compare and contrast tools developed for children with hearing loss (CEC/CED: DHH4K1, DHH4S1-4S3; InTASC 1,2, 6).

4. Demonstrate a basic ability to select and use assessment procedures for formal and informal tracking of communication and language development, make sense of data and establish reasonable developmental targets for children with hearing loss birth to six. (CEC/CED: DHH1K1, DHH1K2, DHH1K4, DHH1K6, DHH1K7, DHH4S3; InTASC 4,7).

5. Practice how to design and implement a language learning experience based on assessment data for a child with hearing loss birth to six (CEC/CED: DHH1K1, 1K2, 1K4, 1K5, 1K6, 1K7, 1K9; DHH2K1, 2S2; DHH5S1, 5S2, 5S4; InTASC 6,7,8).

6. Describe and/or demonstrate the use of specific auditory-oral and auditory-verbal teaching strategies designed to facilitate the development of spoken language in children with hearing loss birth to six, as appropriate for determined age and stage of development of the individual (CEC/CED: DHH1K1, 1K2, 1K4, 1K5-9; DHH2K1, DHH2S1, 2,4, 5; DHH3S2; DHH5S1,2,3,45,6,7, 8, 9,10; InTASC 1, 2, 7,8).

7. Explain and/or demonstrate the need to consider optimizing the use of listening technology and other assistive devices in developing spoken language in children with hearing loss, birth to six (CEC/CED: DHH1K7; DHH2S4, 2S5; DHH5S2, 4, 5; DHH7K1; InTASC 6,7,8).

8. Explain and/or demonstrate how and why to adapt assessments and intervention/teaching to accommodate cultural and linguistic diversity in children with hearing loss, aged birth to six and their families (CEC/CED: DHH1K2- 1K5, 1K8; DHH2K1, 2S1; DHH4S1, 4S2, 4S3; DHH5S1, 5S25S7; DHH6K7; DHH7S1: InTASC 1,2,6,9).

9. Demonstrate the ability to take a spontaneous sample of conversation and oral narrative of a young child with hearing loss and the communication partner; transcribe the sample, analyze the data, make summaries and recommendations for instruction (CEC/CED: DHH1K1, 1K5, 1K8, 1K9; DHH4S1, DHH4S; DHH5S4)

InTASC 1, 6, 7, 8).

Evaluation Methods:

<table>
<thead>
<tr>
<th>Candidate Learning Outcomes Aligned with CEC/CED &amp; InTASC Standards</th>
<th>Assignment</th>
<th>Due Date</th>
<th>% of grade</th>
<th>Rubric or template</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 4, 5</td>
<td>Bardige study questions</td>
<td>See schedule</td>
<td>40%</td>
<td>✓</td>
</tr>
<tr>
<td>1, 4, 8, 9</td>
<td>Stone article reflection</td>
<td>See schedule</td>
<td>7.5%</td>
<td>✓</td>
</tr>
<tr>
<td>1, 2, 3, 6, 9</td>
<td>Kretschmer &amp; Kretschmer reflection</td>
<td></td>
<td>7.5%</td>
<td>✓</td>
</tr>
<tr>
<td>1-8</td>
<td>Intervention plan for a language target</td>
<td></td>
<td>15%</td>
<td>✓</td>
</tr>
<tr>
<td>1, 2, 3, 4, 8, 9</td>
<td>*Language and Communication Sampling, Analysis and Report Project</td>
<td></td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Key CED Candidate Assessment 2
Explanations of Assignments:

Bardige Study Guides (worth 40% of final mark)
Each student will read assigned chapters and segments and answer questions from the study guide as indicated. Each student will be prepared to discuss answers in class. Full marks will be awarded for reasonable completion of all questions.

Reflective Writing (worth 15% of final mark)
Each student will read two journal articles related to language and communication development and assessment and children with hearing loss. Each student will write a reflective paper (maximum two full pages of paragraph writing) on what you have learned from the article and how it relates to the topics presented and discussed in class as well as personal insights from your current teaching. Comment on how this reading has added to your knowledge or changed your thinking.

Intervention Plan for a Language Target (worth 15% of final mark)
Specific instructions and a format will be provided and practiced in class. These plans will require you to review developmental knowledge of the language target as well as your plan for intervention or instruction. Marks will be awarded according to whether or not all of the parts of the plan are present, whether or not the lesson plan makes sense in terms of being appropriate for teaching that language target to that child.

Language and Communication Sample, Analysis and Summary (worth 30% of final mark)
Specific instructions and a format will be provided and practiced in class. In lieu of a final examination, you will be required to gather a language and communication sample of one child with hearing loss interacting with a caregiver, peer or other adult in play (videotape the interaction). You will transcribe the interaction, perform an analysis, enter the data on CASLLS forms, summarize your findings and determine a locus of learning and establish a reasonable set of language teaching targets.

Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at https://www.usm.edu/education-psychology/unit-policies. The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link as well.

Class Policies:
Students are expected to actively participate in all class discussions and activities and to complete all assignments.
- Come prepared to attend and to participate in each class and in any related field experiences.
- Actively participate in all class discussion or activities.
Remediation Statement:
According to SHS department policy, students who make a grade of “C” or lower on any examination or project must come to the instructor’s office to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

Course Communication:
You may contact your instructor via phone or email, or by setting up an office appointment. Please feel free to ask if you have questions about how to complete assignments or feedback on assignments.

Policy on Attendance and Makeup Work:
- Turn off all cell-phones when entering class and do not text or answer phones during class.
- Students are expected to prepare and submit assignments on the date these assignments are due.
- Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
- Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
- Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

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, and 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:
SHS 653 p.5
Students with disabilities requiring assistance, and who qualify under Section 504 and/or the American with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and protocols.

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:**
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).
- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speaking-center](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons)

**Course Schedule: (Tentative flow of topics)**

How children learn language; power of talk; play talk and business talk
How do children with hearing loss learn spoken language
Components of spoken language and their interrelationship
Stages and ages of spoken language development
Baby speech development, vocalization development models and assessment
Methods to assess caregiver-child interaction and non-verbal communicative competence
The word learner and the word combiner
Sentence modalities and prosody; acoustic cues for meaning
Sentence patterns of English: semantic meanings and syntactic form
Play and language
Pragmatics and pre-school age discourse knowledge
Early syntactic child- morphology, length and complexity
Later syntactic child- complex sentences and grammatical streamlining operations
Approaches to informal communication and language assessment; language sampling
How to think about planning language learning based on assessment