Seminar: Association Method

Prerequisite: SHS 432/532 or the equivalent


Course Description: This course is designed to review information about the structure of oral and written language, with an emphasis on impaired written language (i.e. dyslexia). In addition, students will review the foundations for implementing the beginning units of the DuBard Association Method®, a phonetic, multisensory, structured language method for teaching language, speech, and reading. Participants will be given in-depth instruction for implementing the advanced units of language, with the primary focus being the upper levels of the DuBard Association Method®, as well as the structure of oral and written language used at each level.

Grading: Grades will be based on on-line assignments and papers, in-class exams and quizzes, the required class project, and a final exam. Failure to submit required assignments may result in an incomplete grade for the course. Students who receive an incomplete grade have until the end of the following semester to complete the requirements for the course. Failure to remove the incomplete grade results in a grade of F according to university policy.

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

Grading Scale: 93-100% = A  
90-92% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
77-79% = C+  
73-76% = C  
70-72% = C-  
67-69% = D+  
60-66% = 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 sample 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/.

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 70% will be considered lack of knowledge acquisition for the content area tested. You will be required to repeat any test or assignment until you demonstrate 70+ percent proficiency in the content area.

In order to meet KASA standards you must reach 70% accuracy on each measure of competency. If you fall below this criterion, it will be your responsibility to meet with the instructor, develop an action plan to improve your knowledge/skills, and set a date to retake the competency. You must also reach a performance level of 70% on the project and any related assignments. Again, if you fall below the criterion, it will be your responsibility to meet with the instructor and develop an action plan to improve your knowledge/skills.

KASA standards addressed in this course include, but are not limited to, the following:

Standard III-C: Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
• Etiologies
• Characteristics
Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning)

- Etiologies
- Characteristics

**Standard III-D: Receptive and Expressive Language**

- Assessment
- Intervention

Cognitive aspects of communication

- Assessment
- Intervention

**Class Outline:**

I. Nature of the Problem/Historical Review
   A. Dyslexia definitions
   B. Social/emotional components of dyslexia
   C. Research report: NIH, CRI, brain plasticity
   D. Chall’s prerequisites for reading and writing
   E. History of dyslexia intervention

II. Review of the DuBard Association Method® lower levels of instruction
   A. Theories
   B. Components of multisensory instruction
   C. Distinctive features of the DuBard Association Method®
   D. Northampton symbols: oral production and dictation
   E. Phonemes through personal story levels of instruction and their purposes

III. DuBard Association Method® upper levels of instruction
   A. Preposition language
   B. Descriptive stories and questions
   C. Present progressive verb language
   D. Past tense verb language
   E. Imagination stories
   F. Application of Fitzgerald Key at all levels
   G. Skills to be established
      1. Recognition of written pattern associated with skills for oral reading
      2. Precise speech for written pattern skills
      3. Establish meaning (semantics)
      4. Copying written form
      5. Memory for written form
      6. Auditory-visual skills for recognition of linguistic forms
      7. Auditory skills for recognition of linguistic content via auditory system

IV. Correlative Content
   A. Time concepts
      1. Clock
2. Calendar: days, months
3. Language of sequences

B. Math
1. Language math
2. Math facts: addition, subtraction, multiplication, division
3. Word problems, basic and advanced

V. Textbook Usage
A. Math
B. Reading, vocabulary-controlled stories
C. Spelling
D. English

Vi. Organizational Skills

VI. Syllabication and Morphology

VII. Classroom Management and Lesson Planning

VIII. IEP Development/State Benchmarks/Common Core Standards/Materials

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.

Additional Required Readings:


