SHS 432 Language Disorders II (3 semester hours)
Fall, 2018
Tuesday/Thursday 3:00-4:30 pm, JBG 202

Contacting your Instructor:

Name: Misha Lee
Office: Room 115A DuBard School for Language Disorders
Office hours: By appointment or as available in and around DuBard School
Email: misha.lee@usm.edu
Phone: 601-266-5223 or 601-266-5225

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

Course Description and Objectives: 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 written language. By the end of the semester, students will identify different disorders that interfere with typical language acquisition and identify appropriate intervention strategies.

Course Materials:


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

Course Requirements: Students will be required to complete three in-class exams, on-line assignments and other homework grades as assigned, the sample student’s book, and a comprehensive final exam.

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

Online Learning Guidelines: Class handouts, instructional lectures/PowerPoint presentations, videos, online assignments etc. may be accessed through Canvas.

Course Workload: Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of The University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class
for every hour in class working on reading, assignments, studying, and other work for the course. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at https://www.usm.edu/success.

Grading Policies and Calculation: A list of possible grades at the University can be found in the Bulletin (http://catalog.usm.edu). Note that students will receive an “interim grade” at the six-week point to give them an indication of their performance at that point in the semester.

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

Students may drop a course with no penalty in the first week of the semester. If students wish to leave a course with a grade of “W” (for “withdrawal”), they may request to do so before the 50th day (specific dates can be found here: https://www.usm.edu/registrar/calendars). Important note: Students who receive a grade of W do not receive any money back, and that grade is permanently included on their transcripts.

Students should be aware that “Incompletes” can only be assigned in cases of “extraordinary circumstances” beyond the student’s control.

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 the 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. 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. Due dates and grading information may be found in Canvas.

Important Class Policies: Students are expected to attend class regularly. Make-up exams and late assignments require a written medical excuse or written excuse from the Dean of Students and may be given only at the discretion of the instructor. Late assignments that are unexcused will receive a grade of 0.

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 and assignments.

**Behavior Policy:** All students enrolled in The University of Southern Mississippi, including this course, are governed by the University’s Classroom Conduct Policy. Students who engage in behavior that disrupts the learning environment may be asked to leave the class. For more information, please visit https://www.usm.edu/provost/classroom-conduct-policy.

**Academic Support Resources:** Please see the Student Success Website: http://www.usm.edu/success for information on where students may find tutoring and other academic assistance, as well as the location of key resources on campus.

If a student has a disability that qualifies under the Americans 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.
**Mental Well-Being Statement:** USM recognizes that students sometimes experience challenges that make learning difficult. If a student finds that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with academic or personal success, the student should consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at [https://www.usm.edu/student-counseling-services](https://www.usm.edu/student-counseling-services). All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).

**Nondiscrimination Statement:** The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

**Confidentiality and Mandatory Reporting:** As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at [https://www.usm.edu/sexual-misconduct](https://www.usm.edu/sexual-misconduct).

**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)

Remediation Strategies
The following remediation strategies are recommended to improve unsatisfactory performance in this course:

1. Ask questions in class if you do not understand material presented.
2. Refer to your textbook in order to supplement lectures.
3. Review personal notes.
4. Utilize study guides available on Canvas (as applicable).
5. Review material often, and begin formal studying 3 to 5 days prior to tests.
6. Contact ODA as needed to request accommodations to which you are entitled.

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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Readings</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>Section 1: Nature of the Problem</td>
<td>pp. 2-11, 154-159</td>
<td>handouts 1-1 to 1-7 Section 1 powerpoint: language disorders, autism, and auditory neuropathy</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Section 1: Nature of the Problem/ Dyslexia</td>
<td>pp. 2-11, 131-139, 154-159</td>
<td>handouts 1-1 to 1-7 handouts 1-8 to 1-26</td>
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<tr>
<td>Sept. 6</td>
<td>Section 1: Dyslexia</td>
<td>pp. 131-139</td>
<td>handouts 1-8 to 1-26 videos: RAN and DST</td>
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<tr>
<td>Sept. 11</td>
<td>Section 1: Auditory Processing/Apraxia/ ADHD</td>
<td>pp. 11-24</td>
<td>handouts 1-27 to 1-36 videos: CAS</td>
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<td>Sept. 13</td>
<td>FACE-TO-FACE CLASS WILL NOT MEET On-line assignment—due September 14</td>
<td>pp. 65-72, 115, 183-187</td>
<td>online assignment—Canvas</td>
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<tr>
<td>Sept. 18</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. 20</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. 25</td>
<td>Section 2: Northampton Symbols Exam Review</td>
<td>pp. 171-180</td>
<td>handouts 2-3 to 2-4 handouts 3-1 to 3-17 About Northampton ppt</td>
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<td>Sept. 27</td>
<td>Exam 1</td>
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<tr>
<td>Oct. 2</td>
<td>Section 2: Northampton Symbols Oral production</td>
<td>pp. 171-180</td>
<td>handouts 2-3 to 2-4 handouts 3-1 to 3-17Clinician guide视频: RIS--phonemes</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Section 3: Phoneme Instruction</td>
<td>pp. 65-72, 115, 183-187</td>
<td>handouts 3-1 to 3-17 Clinician guide video: RIS--phonemes</td>
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<tr>
<td>Date</td>
<td>Section(s)</td>
<td>Assignments</td>
<td>Notes</td>
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<td>Oct. 18</td>
<td>FALL BREAK</td>
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<td>Review in Structure—nouns</td>
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<td>video: CVC Cross drill</td>
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<td></td>
<td>handout 4-1</td>
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<tr>
<td>Oct. 30</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>
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<tr>
<td>Nov. 1</td>
<td>Section 4: Advanced Cross Drills/ Whole Word</td>
<td>pp. 93-94, 133-134, 236-239, 311-312</td>
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<tr>
<td>Nov. 6</td>
<td>Section 4: Advanced Cross Drills/ Whole Word/ Exam review</td>
<td>pp. 93-94, 133-134, 236-239, 311-312</td>
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<td>Nov. 8</td>
<td>EXAM 3: Chapter 6 (pages 65-89)</td>
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<td>Nov. 13</td>
<td>Animal Stories On-line assignment (animal stories)—due Nov. 16</td>
<td>pp. 89-93, 240-249, 313-316</td>
<td>handout 4-5</td>
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<td>Nov. 15</td>
<td>Section 4: Inanimate Object Stories/ Questions</td>
<td>pp. 94-95, 250-253, 316-317</td>
<td>handout 4-6</td>
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<td>Nov. 20</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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<td>Nov. 22</td>
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<td>Thanksgiving Holidays—class will not meet</td>
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**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 Canvas.

**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 16_____

**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 25_____

**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:** _____ November 1 _____
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 15_____

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 15_____

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 20_____

Inanimate Object Story/Questions

1 story, maximum 5 lines, with question page
Inanimate Object Story/Questions Pages Due: ____November 29____

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 29____

Completed project due (in 3 ring binder): ____November 29____
*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.