The University of Southern Mississippi  
College of Nursing and Health Professions  
School of Speech and Hearing Sciences  
Fall 2018

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, JBGGeorge 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, Thursday, 1:00-4:00 pm.

Location: Either at Magnolia House, Jackson or by Skype and email

Drop Date: Oct. 6, 2018

COURSE MATERIALS

Required Text(s):
Toronto, ONT.
San Antonio, TX: Sunshine Cottage School for Deaf Children. (to be provided)

OPTIONAL/SUPPLEMENTARY TEXT/MATERIALS


**COURSE 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.

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.

**STUDENT LEARNING OUTCOME(S):** At the completion of the 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; DHH5S1,2,3,4,6,7, 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).

TECHNOLOGY COMPETENCIES:
Students will need to be proficient with using Microsoft Word, Microsoft Powerpoint, scanning and uploading documents by email or Dropbox and on Canvas.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/grade</th>
<th>Rubric Location (Canvas, Syllabus, Watermark)</th>
<th>MS College &amp; Career Readiness Standards or Appropriate Framework</th>
<th>Standards SPA, ISTE, INTASC</th>
<th>Mississippi Code of Ethics, Dispositions, Professional Growth System</th>
</tr>
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<tbody>
<tr>
<td>Mid Term Examination</td>
<td>10/4</td>
<td>15%</td>
<td></td>
<td></td>
<td>1-4, 9</td>
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<tr>
<td>Final Examination</td>
<td>12/6</td>
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<td></td>
<td>1-9</td>
<td></td>
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<tr>
<td>Kretschmer &amp; Kretschmer reflection</td>
<td>9/13</td>
<td>5%</td>
<td>Canvas</td>
<td></td>
<td>1,2,3,6,9</td>
<td></td>
</tr>
<tr>
<td>Observation of communication assessment project</td>
<td>9/27</td>
<td>10%</td>
<td>Canvas</td>
<td></td>
<td>1,2,3,4,5,9</td>
<td></td>
</tr>
<tr>
<td>Bardige study questions</td>
<td>10/18</td>
<td>10%</td>
<td>Canvas</td>
<td></td>
<td>1,4,5</td>
<td></td>
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<tr>
<td>Stone article reflection</td>
<td>10/25</td>
<td>5%</td>
<td>Canvas</td>
<td></td>
<td>1,4,8,9</td>
<td></td>
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<tr>
<td>Plan to teach a language lesson</td>
<td>11/8</td>
<td>10%</td>
<td>Canvas</td>
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<tr>
<td>*Language Sampling, Analysis and Report Project</td>
<td>11/29</td>
<td>30%</td>
<td>Canvas</td>
<td></td>
<td>1,2,3,4,8,9</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

*Key CED Candidate Assessment 2
LEARNING GUIDELINES: The course will be delivered through face-to-face lectures, SKYPE classes and Canvas. Students will participate in in-class learning activities, case studies, homework assignments, video and live demonstration and on-line research.

COURSE WORKLOAD STATEMENT
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, etc. 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. Resources for academic support can be found at http://www.usm.edu/success.

GRADING POLICY & CALCULATIONS
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.

Students may drop a course with no penalty in accordance with university policy (https://www.usm.edu/success/adding-dropping-or-withdrawing-classes). If students wish to leave a course with a grade of “W” (for “withdrawal”) in accordance with university policy (https://www.usm.edu/registrar/withdrawal-policy), 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 after the official refund date, will not receive a refund. Grades of “W” are permanently included on transcripts.

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

Explanations of Assignments Grading:

Examinations (worth 30% of final grade)
Each student will take one mid-term and one final examination worth 30% of the final grade. Each examination will be graded based on 100% and results calculated into the total grade based on percent.

Bardige Study Guides (worth 10% of final grade)
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. Students will be graded on a rubric based on 100% that will be calculated on percent into the total grade.

Reflective Writing (worth 10% 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. Students will be graded on a rubric based on 100% that will be calculated on percent into the total grade.

Plan to Teach a Language Target (worth 10% of final grade)
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. Students will be graded on a rubric based on 100% that will be calculated on percent into the total grade.

Observation of Communication Behaviors Project (worth 10% of final grade)
Each student will perform an observational assessment of one child’s communication behaviors using a checklist from Weitzman and Greenberg. Students will write a report on findings using a template provided by the instructor. Students will be graded on a rubric based on 100% that will be calculated based on percent into the total grade.

Language and Communication Sample, Analysis and Summary (worth 30% of final grade)
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. Students will be graded on a rubric based on 100% that will be calculated on percent into the total grade.

GRADE SCALE
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = Below 60%

ACADEMIC INTEGRITY STATEMENT
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 may 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. Students may appeal sanctions in accordance with university policy (https://www.usm.edu/provost/students-guide-academic-integrity).

**ACADEMIC SUPPORT RESOURCES**
Please see our Student Success Website: http://www.usm.edu/success for information on where you can 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.

**IMPORTANT CLASS POLICIES:**
1. Come prepared to attend and to participate in each class and in any related field experiences and actively participate in all class discussion or activities.
2. Turn off all cell-phones when entering class and do not text or answer phones during class.
3. 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.
4. 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.
5. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
6. Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.
7. School of Speech and Hearing Sciences, 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.

MENTAL WELL-BEING STATEMENT
Southern Miss recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601.266.4829. More information is also available at 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).

NON-DISCRIMINATION 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 & MANDATORY REPORTING
[The Title IX office urges all instructors to consider adding this statement to your syllabi, or to read the statement during the first class meeting. Questions about this request can be directed to Rebecca.Malley@usm.edu or by calling 601.266.6804.]

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.

TENTATIVE SCHEDULE/AGENDA:
[This section outline the course schedule for the students, ideally including the date, class preparation required, topic, and any in-class activities or obligations that day. Tests and other requirements should also be included to re-iterate when they are due. Example is below]
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>What should be done before class</th>
<th>Assignments due or other important reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20</td>
<td><strong>Full day Workshop</strong></td>
<td><em>The power of parent talk to their language Learning children; Impact of hearing loss on typical developments; Components of Language; Semantic theories; word learning child</em></td>
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<tr>
<td>Th 8/30 SKYPE</td>
<td><em>Introduction, course syllabus, requirements, schedule</em></td>
<td>Read Bardige, Ch. 1, pgs. 1-20, <em>The Power of Play Talk</em>, Write answers to study questions provided by instructor and submit; Read Weitzman &amp; Greenberg pgs.33-38 and pgs. 54-56 (Checklists of communication behaviors). Observe one child in your class by next week and practice using one of the checklists.</td>
<td>Due: Th 9/6</td>
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<tr>
<td>Th 9/6 Magnolia House Jackson</td>
<td><em>Assessing Pre-verbal to Verbal Communication and Language Development</em></td>
<td>Read Bardige, Ch 2, <em>Baby Babbles</em>, pgs. 21-49; Write answers to study questions provided by instructor,</td>
<td>Reading due: 9/20 Explanation of Course Requirement: Observation &amp; Report of Pre-Verbal Pragmatics Development</td>
</tr>
<tr>
<td>TH 9/13 SKYPE</td>
<td><em>Theory of Assessment; informal and formal approaches; Discourse based language sampling.</em></td>
<td></td>
<td>Explanation of Course Requirement: Language Sampling and Analysis project. Due: Kretschmer Reflection</td>
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<tr>
<td>TH 9/20 Magnolia House Jackson</td>
<td><em>Vocalization development in typical children and children with hearing loss; Oller model, Baby Babbles, (Birth-1 ½ years) Year One of Life</em></td>
<td>Read Bardige Ch 3, <em>First Words, First Stories</em>, pgs. 43-79. Write answers to study questions assigned by instructor.</td>
<td>Due: 9/27</td>
</tr>
<tr>
<td>Th 9/27 SKYPE</td>
<td><em>Word learning theories; First Words: First Stories (10 Months -2 ½ years);</em></td>
<td>Read Bardige Ch 4: <em>Off Like A Rocket</em>, pgs. 101-147. Answer study questions provided by instructor (see Canvas).</td>
<td>Due: 10/4 Due: Observation &amp; Report of Pre-Verbal Pragmatics Development</td>
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<td>Th 10/4</td>
<td><em>Two-word combining; Bloom’s semantic relations;</em></td>
<td>Read Bardige Ch 5: <em>What will They Think of Next</em>, pgs. 149-208 (see Canvas). Due 10/18</td>
<td>Mid-term examination</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>10/11</td>
<td>Fall break for students, NO CLASS</td>
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<tr>
<td>10/18</td>
<td>Magnolia House Jackson</td>
<td>What will They Think of Next? (2 ½ to 5 years) Pragmatics and Discourse developments</td>
<td>10/25</td>
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<tr>
<td>10/25</td>
<td>SKYPE</td>
<td>Semantic noun-verb relationships; Noun cases, verb types</td>
<td>Syntax handbook 11/1, Stone Reflection 11/1</td>
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<tr>
<td>11/1</td>
<td>Magnolia House Jackson</td>
<td>“I Can Make Sentences”, Within Sentence Developments: Sentence patterns; Sentence Modalities; CASLLS Simple Sentence Level Form.</td>
<td>11/8</td>
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<tr>
<td>11/8</td>
<td>Magnolia House Jackson</td>
<td>Complex Language Operations: Streamlining grammatical operations; coordination and subordination; Complex language:</td>
<td>11/15</td>
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<tr>
<td>11/15</td>
<td>SKYPE</td>
<td>Relativization and complementation (infinitive system); The Pronoun System; The Prepositional System; CASLLS: Complex Sentence Level</td>
<td>11/29</td>
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<tr>
<td>11/22</td>
<td>Thanksgiving break, No Class</td>
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<tr>
<td>Date</td>
<td>Location</td>
<td>Topic 1</td>
<td>Topic 2</td>
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<td>Th 11/29 TBA location</td>
<td>Fine-tuning other language systems: tense marking, adverbs, prepositions</td>
<td>Active Learning: Case Study of Child with Hearing Loss, Analysis Worksheets</td>
<td>Due: Final Project, Language Sampling and Analysis</td>
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<tr>
<td>TH 12/6</td>
<td>Final Examination</td>
<td>Final Examination</td>
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