SHS 727  Seminar: Association Method

Prerequisite: SHS 432/532 or the equivalent

Contacting your Instructors:

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Course Description and Objectives: 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.

Course Materials:

Required Texts:


Course Requirements: 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.

**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. Resources for academic support can be found at [https://www.usm.edu/success](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](http://catalog.usm.edu)).

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>60-66%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

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](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.

**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](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 and assignments.

**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/](http://www.usm.edu/pubs/studenthandbook/).

**Academic Support Resources:** Please see the Student Success Website: [http://www.usm.edu/success](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
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. 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.

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.
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
**Additional Required Readings:**


