

Fall 2015

EDSP 6440

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University of New Orleans

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**EDSP 6440– Syllabus
Fall 2015**

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Course Description:

Language Development and Instructional Strategies for Students who are Deaf/Hard of Hearing
(3 credits)

Survey of language development focusing on linguistic principles in language acquisition of hearing and of deaf and hard of hearing children. Linguistic structural attributes of English and American Sign Language will be presented as well as a review of current strategies of language assessment and instruction for deaf and hard of hearing students.

Mission Statement

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c) by:

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (COMPASS 3b)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

Course Objectives:

The teacher candidate will:

1) demonstrate an understanding of the major theories of language development in hearing children

2) explain the stages of language development in hearing children and the characteristics of each stage through adolescence

3) compare and contrast the language development of deaf and hard of hearing students with normally hearing students and explain the impact deafness has on family linguistic interactions
4) employ formal and informal diagnostic measures to assess language abilities and deficits
5) discuss the various methods of teaching language to children who are deaf or hard of hearing and the advantages and disadvantages of each
6) use the Louisiana Academic Standards to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing).
7) develop and teach age appropriate language lessons which address individual needs and diverse learning styles of the students
8) utilize instructional technology in the creation of progress monitoring tools
9) discuss the educational implications of recent research on language learning

Alignment of objectives with Unit and State Standards and SPA

Objective	Unit Standards	<u>State Standards (COMPASS)</u>	CEC
1	IIA1		3.1
2	IIA1		1.1
3	IIA6		1.2
4	IIIC3	3d	4.1, 4.3
5	IIA2, IIIA2		5.4
6	IIA4	1c	5.5
7	IIA2, IIA4, IIB1, IIB2, IIID2	1c	3.2
8	IIA8		5.2
9	IVB1, IVB2		6.2, 7.1

Field Experiences:

The three Field Experience activities for this course will culminate in a complete Applied Language Research Project for a target child who is deaf or hard of hearing. The purpose of these experiences is to enable the teacher candidate to demonstrate a thorough understanding of the six roles and four themes of the University of New Orleans Conceptual Framework.

Field Experience 1: Project Planning

Activity: The UNO teacher candidate will identify a topic for research and design an action research plan to investigate the selected topic.

Product: A written document that includes a brief review of literature and a description of the research methodology. (Chapter 1 and 2 of the final document)

Field Experience 2: Project Implementation

Activity: The UNO teacher candidate will conduct the designed research and collect all appropriate data including pre and post test results.

Product: A written document that includes a complete description of the data collected as well as tables and figures that graphically reflect the collected data. (Chapter 3 of the final document)

Field Experience 3: Project Evaluation and Write Up

Activity: The UNO teacher candidate will complete the appropriate data analysis on the collected data, report on the results and impact of the data, develop a basic action plan in response to the data, and summarize and reflect on the outcome of the project.

Product: A written document that follows the APA format. The document will include the complete data analysis with appropriate tables and figures, a discussion of the impact of the research on the various constituents, a brief action plan designed to utilize the research outcomes to improve educational delivery, and a reflective discussion about the impact the ALP project had on you as an educator. A complete reference list will be provided as well. (Chapters 4, 5, 6 of the document).

Policies:

Disability Statement: Also see <http://www.ods.uno.edu/faculty/> for more information

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and/or the Office of Disability Services to discuss their individual needs for accommodations.

Academic Integrity Policy

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identify, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further

information, including the consequences for acts of academic dishonesty. The Code is available online at: http://www.uno.edu/~stlf/policy%20Manual/judicial_code_pt2.htm

Absentee Policy:

You may miss up to three hours of class time in unexcused absences from online instruction. Excused absences must be arranged prior to class time and can be done through email or a phone or text message.

Required Text:

Rose, S. , McAnally, P.L., & Quigley, S.P. (2004). *Language learning practices with deaf children* (3rd ed.). Austin, TX: Pro-Ed.

Course Requirements:

Activity	Due Date	Point Values
Applied Language Project	FINAL PRODUCT DUE Session 15	600
Field Experience 1 – Project Planning	Session 5	
Field Experience 2 – Project Implementation	Session 10	
Field Experience 3 – Project Evaluation and Write Up	Session 12	
PowerPoint Presentation	Session 7	100
Natural Language Lesson	Session 10	50
Structured Language Lesson	Session 11	50
Final Exam	Session 15	200

Grades:

930- 1,000	A
859- 929	B
789 - 858	C
718 – 788	D
000 – 717	F

Tentative Weekly Session Outline

Session	Required Readings	Topic(s)
Session 1		<ul style="list-style-type: none"> • Review Syllabus • What is the difference between speech, language, and communication? • Language Development in Hearing Children
Session 2	Rose text- Chapter 1	<ul style="list-style-type: none"> • Language Development in Hearing Children
Session 3	Mertler text – SCAN Chapters 1, 2, 4, 5, 6, 9	<ul style="list-style-type: none"> • Introduction to Action Research • Overview of the Action Research Process • Developing a Research Plan • Collecting Data • Analyzing Data • Writing up Research
Session 4	Rose text – Chapter 2	<ul style="list-style-type: none"> • Language Development in Prelinguistically Deaf Children
Session 5		<ul style="list-style-type: none"> • Language Development in Prelinguistically Deaf Children cont • ASL Development
FE #1	Draft Field Experience #1 DUE	Submit as directed by instructor
Session 6	Rose Text – Chapter 7	<ul style="list-style-type: none"> • Assessment of Language Development • Role of SLP in Assessment
Session 7	As assigned – Rose text- Chapter 3	<ul style="list-style-type: none"> • Student presentations on the historical methods and materials for teaching deaf children
Session 8	Rose text – Chapter 4	<ul style="list-style-type: none"> • Natural Language Approach
Session 9	Rose text – Chapter 5	<ul style="list-style-type: none"> • Structured and Combined Approaches
Session 10	Student Lessons	<ul style="list-style-type: none"> • Natural Language Approach
FE #2	Draft Field Experience #2 DUE	Submit as directed by instructor
Session 11	Student Lessons	<ul style="list-style-type: none"> • Structured Language Approach
Session 12	Rose text - Chapter 8	<ul style="list-style-type: none"> • Specialized Language Programs • Shared Reading Gallaudet style
FE #3	Draft Field Experience #3 DUE	Submit as directed by instructor

Session 13		<ul style="list-style-type: none"> Specialized Language Programs, cont.
Session 14	Assigned Journal article(s)	<ul style="list-style-type: none"> Impact of Cochlear Implants on Language Development
Session 15	Final Exam Applied Language Project DUE	<ul style="list-style-type: none"> To be administered on Blackboard

Bibliography:

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Johnson, R.C. & Cohen, O. P. (Ed.). (1994). *Implications and complications for deaf students of the full inclusion movement*. Washington, D.C.: Gallaudet University.

Lenz, K. & Schumaker, J. (1999). *Adapting language arts, social studies, and science materials for the inclusive classroom (vol. 3)*. Reston, VA: Council for Exceptional Children.

Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster.

Moog, J.S., Stein, K., Bidenstein, J., & Gustus, C. (2003). *Teaching activities for children who are deaf and hard of hearing: A practical guide for teachers*. St. Louis: The Moog Center for Deaf Education.

Moore, D. (2011). *Educating the deaf: Psychology, principles, and practices* (6th ed.). Boston: Houghton Mifflin.

Schirmer, B. (2001). *Psychological, social, and educational dimensions of deafness*. Boston: Allyn & Bacon.