Term Information

Effective Term: Summer 2017
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change EDUTL 5557 to ESSPED 5557

Learning objectives were not required in semester conversion, but they have been uploaded below based on the attached syllabus.

What is the rationale for the proposed change(s)?
Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Dr. Paul and student services in TL and ES will work with students to ensure communication and a smooth transition.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Special Education
Previous Value: Education:Teaching & Learning
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
Previous Value: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5557
Course Title: Language and Children with Disabilities
Transcript Abbreviation: Lang Child Disabl
Course Description: Introduces students to language and its development in selected children with disabilities. The focus is on the development of language with children with specific disabilities and/or special needs.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Prerequisites and Exclusions

Prerequisites/Corequisites
Previous Value
Prereq: Enrollment in Master program.

Exclusions
Not open to students with credit for 660.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.0402
Previous Value 13.0101
Subsidy Level Doctoral Course
Intended Rank Senior, Masters, Doctoral
Previous Value Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• A few salient models and philosophies of communication, language, and literacy.
• The development of language and literacy in children who are typical and those with various/selected or specific disabilities.
• The development of language and literacy in children who are typical and those with various/selected or specific disabilities.
• Multisensory approaches for teaching struggling readers/writers.
• The language of language and the language of literacy and the relation of this knowledge to effective language and literacy instruction.

Previous Value

Content Topic List
• Language components
• Development and instruction
• Literate thought
• Visual phonics
• Visual strategies
• Conceptual understanding
• Language for communication and thought
COURSE CHANGE REQUEST

5557 - Status: PENDING

Last Updated: Malone, Helen Irene
09/30/2016

Attachments

  (Syllabus. Owner: Odum, Sarah A.)

- OM Letter from HM.docx: cover letter
  (Cover Letter. Owner: Odum, Sarah A.)

- Memo to Helen Malone.docx: TL letter of support
  (Concurrence. Owner: Odum, Sarah A.)

Comments

- uploaded per Drs. Paul and Malone (by Odum, Sarah A. on 09/30/2016 02:01 PM)

Workflow Information

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ESSPED 5557
Language and Children with Disabilities
3 Credits
Fall Semester 2017

Note: “This course is part of the interdisciplinary Disability Studies undergraduate minor & graduate specialization. Information regarding the minor/specialization and its requirements may be found online at <http://www.disabilitystudies.osu.edu/>www.disabilitystudies.osu.edu.

Class Meeting Day/Time/Location
WE 6:30 p.m. to 8:50 p.m.
Ramseyer 166

Instructor: Peter V. Paul, PhD
Office: A354 PAES Building
Phone: NA E-mail: paul.3@osu.edu
Office Hours: By appt. only

Course Number: ESSPED 5557
Title and Description: Language and Children with Disabilities

Language is a broad complex construct—so is the phrase “children with disabilities”. The main goal of this course is to provide an overview of the educational implications, descriptions, and controversies concerning language and children with specific disabilities. The selected content areas in this course are: (1) the development and nature of components and identities associated with language; (2) the contributions and associations of language and language-related skills to the development of literacy; (3) alternative and controversial approaches to language-literacy development; and (4) the use of language in descriptions and labels for children with disabilities.

Credit Hours: 3

Undergraduate/Graduate Level; No prerequisites; Offered Fall Semester

Course Objectives/Learning Outcomes

Following successful completion of this course, the student will be able to demonstrate an understanding of:
• A few salient models and philosophies of communication, language, and literacy.
• The development of language and literacy in children who are typical and those with various/selected or specific disabilities.
• The development and use of strategies for developing language and literacy in children, including those with disabilities.
• Multisensory approaches for teaching struggling readers/writers.
• The language of language and the language of literacy and the relation of this knowledge to effective language and literacy instruction.

Required Text(s) and Course Materials
There are no required text(s). Required readings and materials, pertaining to selected topics, will be posted on CARMEN/CANVAS throughout the semester.

Additional Recommended References/Readings:


**Grading Plan/Grading Rubric**

*Note: No differences in grading/evaluation/requirements for U/G.*

- **Attendance and participation in all class discussions and activities** *(10% or 10 points)* [Note: There are 14 class sessions including a Final Exam class]. Excused absences will not result in a loss of points; however, if a student misses more than 3 classes (excused or unexcused), an incomplete will be given (does not include the first class). See policy on incompletes later in this syllabus.

- **Reflective Portfolio** *(40% or 40 points).*
  - **Components**
    - Part I: Compilation/integration of all weekly reflective papers from this class covering all class sessions and including information from the required readings. (10 double-spaced, typed pages total for the FINAL version at the end of semester).
    - Part II: A report on one contributor in the education of children with disabilities (biography, etc.)—about 3 double-spaced typed pages. Aspects of this report should be linked to discussions/required readings of the course. Contributor must be approved by instructor.
    - Discussion/presentation of reflective portfolio on **NOV 30th**. Missing this date or the next one, if necessary, will result in a loss of 5 points.
  - Drafts of the reflective paper (Part I only) are due at assigned dates. **No specified length for the drafts, BUT at least 2 class sessions should be covered.** Instructor will select one or two to discuss during the next class session.
  - Semi-final drafts of the two “parts” of the Reflective Portfolio are due **NOV 16th** via email or other electronic submission. **Late submissions result in a loss of 3 points per day after the 16th (no excuses).** FINAL Reflective Portfolios are due **DEC 1st** no later than midnight. **Late portfolios result in a loss of 3 points per day, starting on DEC 2nd.**
Reflective Portfolios are graded in the following manner (subjective evaluation of instructor):

- Grammar, scholarly writing style, mechanics (including minimum length): 5 points
- Organization, coherence, transition: 10 points
- Use of content in required readings and class discussions: 25 points


- **Midterm and Final Exams (25 points each; 50 points total).** Format of exam: Multiple-choice, true-false, short answers.
  - Midterm Exam is on SEPT 28th
  - Final Exam is DEC 7th—last class.
  - Both exams are “open book, etc.”. You may use your notes, readings, audio equipment, etc. while taking the exam.

**Grading Scale**

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**Topical Outline - Schedule of Topics, Readings, Assignments**

Each session corresponds to the “week” of class. Handouts and/or assigned readings will be posted on CARMEN/CANVAS for all sessions. The instructor reserves the right to adjust the contents of each session to maintain an engaged community of learners.

**Here is the list of topics:**

- Language, Literacy, and Children with Disabilities (selected groups/populations)
- Controversial Topics (e.g., inclusion, use of labels, difference vs. disability)
- Components of language
- Components of literacy
- Comprehension & Critico-creative Thinking
  - Questions: QARs
  - Prior knowledge (cultural literacy, domain-specific)
  - Summarizing, synthesizing, inferencing, categorizing, etc.
- Vocabulary
- Language & Literacy Assessment and Instruction (selective)
- Alternative Means
No Class on OCT 5th and NOV 23rd.

AUG 24
Theme(s): Overview; introductions; syllabus: Language and Children with Disabilities; self-assessment (language and disabilities); mystery?

Bring to Class on Device or Paper to Discuss:
1. ASHA on Language
2. Language Gems
3. Estimated Percentage
5. Language and Disability Check-Up

Required readings for AUG 31st:
1. Language Scenarios
2. Special Education vs. Disability Studies
3. Components of Language
4. Language-based Phenomenon
5. Compound Words

AUG 31
Theme(s): Leftovers; Language: Development, components, identities, backdrop for literacy; Disabilities--special education/disability studies “tension”; language activity; mystery?

Required readings for SEPT 7th:
1. Reread “Components of Language”
2. Reread “Language-based Phenomenon”
3. Functions of Language
4. Orthography
5. Language Delay and Language Disorder
6. Reading Disability vs. Reading Difficulty
7. Language and Learning Disabilities

SEPT 7
Theme(s): Theme(s): Leftovers and quick recap; selective sharing of reflections (all drafts need to be submitted to instructor); Language: Development, components, identities, backdrop for literacy and more--continued; Disabilities: labels et al.--difference, disability, delay, garden-variety, struggling, mystery?
**Required readings for SEPT 14:**
1. Through-the-Air and Print
2. Correlates of Reading
3. Dyslexia and the Brain
4. Paul & Differentiated Instruction

**SEPT 14**
**Theme(s):** Leftovers and quick recap; The Language-Literacy Connection; Differentiated Instruction; Alternative Approaches: Brief Introduction to Literate Thought; mystery?

**Required readings for SEPT 21st:**
1. The Fox and the Crow
2. The Fox and the Crow. questions
3. Birth of the Universe
4. Dialogues.pdf
5. Context and Decontext Language.pdf
6. Paul & Wang.TIP
7. LT Questions for Paul & Wang

**SEPT 21**
**Theme(s):** Leftovers and quick recap; selective sharing of reflections (all drafts need to be submitted to instructor); Literate thought; brief discussion of midterm; mystery?

**Required readings for SEPT 28th:**
1. Wang & Al-Said
2. Pinker
3. Future of Braille

**SEPT 28**
**Theme(s):** Leftovers and quick recap; Alternative approaches: Literate thought—conclusion; **Midterm Exam**

**Required readings for OCT 12:**
1. See the Sound
2. Paul & Whitelaw: Cued Speech & Visual Phonics
3. Cued Speech Handshapes
4. Figure Caption for Cued Speech

**OCT 12**
**Theme(s):** Possible Guest Speaker (virtual and/or real); update on projects; visual phonics, cued speech, and multisensory approaches; mystery?
Required readings for OCT 19th:
1. Michael & Trezek
2. Questions for Michael & Trezek
3. Guidelines for Performance Literacy Projects
4. Good, Bad, and the Ugly

OCT 19
Theme(s): Leftovers and recap on Alternative Approaches; sharing of reflective papers; mystery?

Required readings for OCT 26th:
1. Nonfiction Reading
2. Cultural Literacy
3. Critical Thinking
4. Critical Thinking Discussion

OCT 26
Theme(s): Leftovers and recap; Comprehension, Cultural Literacy, Critico-creative thinking; mystery?

Required readings for NOV 2nd:
2. Bats Story.pdf
4. QAR Explanation
5. Bats Questions.Postreading
6. Additional Tasks for the Bat Story
7. Comprehension Activity
8. The Fox and the Crow.pdf

NOV 2
Theme(s): Leftovers and recap; selective sharing of reflections (all drafts need to be submitted to instructor); Comprehension and Cultural Literacy—continued; mystery?

Required readings for NOV 9th:
1. Demise of the Caboose
2. Coffee.ppt
3. What’s in a Word?
4. Vocabulary Powerpoint
5. Find the Words with Multiple Meanings

NOV 9
Theme(s): Leftovers and recap; Vocabulary and exercises; mystery?

Required readings for NOV 16th:
1. Debate on Inclusion
2. Literacy and Related Terms.pdf

NOV 16
Theme(s): Leftovers and recap; inclusion; literacy and related terms; selective sharing of reflections *(SEMI-FINAL DRAFTS ARE DUE)*; Final thoughts and dialogues on:
- The four major themes discussed in the course description (led by students)
- Ensuring that the themes are integrated explicitly in “portfolio”
- Tip on brief presentations
- Final reflections and directions from instructor

NOV 30
Theme(s): Brief presentations of “portfolios”; discussion of in-class final

DEC 7 (last class)
- All writing assignments due by midnight (submitted to instructor electronically)
- Conclusion of presentations
- In-class Final Exam

14 class sessions including Finals (DEC 7th)

*Information for Students Required by the University*

*Policies for Missed Papers/Presentations*
- Make-up options:
  - Mid-Term Exam: Should be made up by the next class session (before class or assigned date) unless there is an excused absence. Unexcused absence will result in a loss of 25 points.
  - Missed Final Exam should be made up prior to grades being posted for the semester; if not, an incomplete will be assigned, and this item can be made up the following semester. Any other incomplete can be made up prior to submission of final grade or deferred to the next semester.
  - Missed presentations (for whatever reason) will result in an Incomplete to be completed next semester for a change in grade.
- Acceptable Reasons
  - Illness
  - Death or major illness in significant family members
  - Injury, etc.
- Notification of Absence
  - It is courteous to inform your instructor when you are not planning to be in class, especially because this impacts the assignment of “leaders” for class discussions.
**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Intellectual Property/Audio and Video Recording** – Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor; then to the chairperson of the assistant’s department.”

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide
opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology**

Students in licensure programs are required to take technology courses as part of their licensure. Every class in the licensure program (e.g., M.Ed core) utilizes technological-infused examples such as the use of PowerPoint presentations and email communication by instructor and students. All students are expected to be knowledgeable of the use of the internet, e-mail, and CARMEN. Students can request assistance from OTEL.

**FINAL THOUGHTS ON THE USE OF TECHNOLOGY DURING CLASS:**

I take a lenient approach with the use of personal technology such as computer, smart phone, etc. in the classroom. That is, I recognize that individuals might be reading or downloading assignments and so on—however, you must be engaged in the class (e.g., when your name is called to answer questions or solicit remarks or to participate in class activities, etc.). Your “phone” should be on vibrate or silent to minimize disruptions. Thanks.