Course Number: ED 402-90-2
Course Title: SPED: Language and Communication Disabilities
Division Name: School of Education and Behavioral Sciences
Credits: 3   **Term**: Accelerated Summer 2021
Class Location: Online
Course Dates: July 5 - September 13, 2021

Instructor Name: Anne P. Kiyosaki, M.Ed.
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Phone: (808) 735-4833 (Special Education Department)
Office Location: Online
Office Hours: Online

University Course Catalog Description:
In this course students will study the development of language and language disabilities in special education students from preschool to 12th grade. Effective interventions, remedial strategies, assistive technologies will be researched. Students will review the connection between language and literacy and consider ways to assist special education students with language-based difficulties in spoken and written language.

Mission Statement and Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, Peace and the Integrity of Creation.
5. Educate for Adaptation and Change

The course *Language and Communication Disabilities* incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education**. Understanding the development of language, the various disabilities that affect language and communication skills, and knowing how to create and implement language-enriched lessons and apply various research-based interventions for students with language and communication disorders, are skills teachers need to be effective with their K-12 students. Our teacher candidates will acquire this knowledge through readings, discussions, assignments, observations, and by working in small groups. Teacher candidates will be expected to write weekly reflections and respond to discussion prompts on their assigned textbook readings and video. They will also be required to complete projects wherein they will create a resource tool to use in their classroom and gain experience in conducting a language observation.

To educate for **service, justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to address the various language and communication needs of diverse and exceptional students in their classroom. Our teacher candidates will learn how to implement a variety of intervention approaches for students with language and communication impairments. The use of language and communication skills is central to how students participate and express their thoughts, feelings, and ideas in the classroom and in school. Knowing how to improve these skills in students with language and communication disabilities can help them to succeed in the classroom and engage with others in the world around them, thus social justice is actualized in the classroom.

Required Learning Materials:

- *Teaching Students with Language and Communication Disabilities* by Kuder, Jay S., 5th Ed., Pearson.
- And other supplemental materials such as articles, videos, websites in Canvas.

Program Learning Outcomes (PLOs):
Upon completion of the undergraduate B.S. program in Special Education, students will be able to:
1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Special, Elementary, Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Special, Elementary, Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Special, Elementary, Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

WASC Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Course Learning Outcomes (CLOs):

Students will:
CLO 1: Outline the development and growth of language in non-disabled, exceptional and diverse students.
CLO 2: Identify language disorders that can occur throughout a student's schooling and apply the appropriate and effective interventions to the particular learning need.
CLO 3: Consider ways to utilize literacy in P-12 students to remediate, motivate and expand students' language and communication skills.

Alignment of Learning Outcomes:	CLO 1	CLO 2	CLO 3
Marianist Values	√	√	
WASC Core Competencies		√	√
Program Learning Outcomes		√	√

COURSE SCHEDULE

	Weekly Reading Assignments	Discussions Peer Responses Assignments	Due Date All work is due by 11:59 pm on the specified day.	Points
WEEK 1		Introduction Icebreaker **Syllabus QUIZ #1**	7/10/21 7/10/21 7/11/21	5 5 5
WEEK 2	Chapter 1	Discussion Prompt & Peer Response	7/17/21	5
	Chapter 2	Discussion Prompt & Peer Response	7/17/21	5
WEEK 3	Chapter 3	Discussion Prompt & Peer Response	7/24/21	5
	Chapter 4	**QUIZ #2: Chapters 1-4**	7/25/21	10
WEEK 4	Chapter 5	Discussion Prompt & Peer Response	7/31/21	5
	Chapter 6	Discussion Prompt & Peer Response	7/31/21	5
WEEK 5	Chapter 7	Discussion Prompt & Peer Response	8/7/21	5
	Chapter 8	Discussion Prompt & Peer Response	8/7/21	5
WEEK 6	Chapter 9	Discussion Prompt & Peer Response	8/14/21	5
	Chapter 10	Discussion Prompt & Peer Response	8/14/21	5
WEEK 7	Chapter 11	Discussion Prompt & Peer Response	8/21/21	5
	Chapter 12	Discussion Prompt & Peer Response	8/21/21	5
WEEK 8	Chapter 13	Discussion Prompt & Peer Response	8/28/21	5
	Chapter 14	**QUIZ #3: Chapters 7-14**	8/29/21	10

WEEK 9	Chapter 15	Discussion Prompt & Peer Response	9/4/21	5
	Chapter 16			
WEEK 10		**FINAL PROJECT**	9/12/13	35
Total Points				**135**

Course Format and Pacing: The skills required to pass this course must be learned over a period of time through daily readings and application of knowledge through discussion prompts and peer responses, so regular participation is necessary to your success. It is important for you to check your CUH email daily and to keep track of readings, assignments, and deadlines via my announcements and the course schedule. In addition, although we do not meet in person, you will be regularly engaging with your classmates via weekly posts, so be sure to engage in a professional and academic manner.

Grade Dissemination/Feedback: At the end of the course, a student's grade will be calculated out of a total of 135 points. Refer to the Course Schedule for the distribution of points for assignments, quizzes, and the final project. My goal will be to return graded assignments within one week of the due date. Emails to the instructor will be answered within 24 hrs.

Grading Scale:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 0 - 59%

Total Points Scale:

A = 121-135 points
B = 108-120 points
C = 95-107 points
D = 81-94 points
F = 0 - 80 points

Weekly postings: Discussions & Peer Response Protocols & Guidelines: You will need to respond to discussions/assignment prompts described in the weekly module, minimum 150 words. These will be due on Saturday, 11:59 pm, of the specified date.. Two responses to peers will be required. These responses are due by the next day, Sunday.

Consider responding to other peers that you have not responded to on prior assignments or peers who you notice do not have as many responses. When you reply to your peers, look for either points of common ground or areas in which you differ as you build upon their thoughts and extend the dialogue. Responses should be substantive, thoughtful, descriptive feedback, not simply 'good job', 'I agree' without elaboration.

Late Work Policy: Since students not only benefit from course readings but from other students' postings and from your feedback on students' postings, late postings and responses to peers will result in a loss of points. -1 for every day late. Work later than 1 week will not be accepted. Late work will result in a loss of points. If you cannot complete an assignment on time and need an extension, please contact me as soon as possible, preferably at least 48 hours before the due date; advocate for yourself and let me know what's going on.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Course Communication & Technology: Course content will be delivered via the course's Canvas site as well as via announcements and/or email. My preferred method of contact is via email. I will respond to questions/concerns within 24 hours. If you have difficulty with email or logging on, contact Information and Technology Services. https://chaminade.edu/its/ Information Technology and Services provides the campus community IT services and resources to encourage collaboration and innovation, and connects students, faculty and staff with the technology, tools, and resources needed.

Email: helpdesk@chaminade.edu
Phone: (808) 735-4855

If you have trouble once you are in the course, contact the Canvas Support Hotline at (877) 251-6615.

For further information, please refer to the Student Handbook (Links to an external site.).

Writing Policy: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

Netiquette Guidelines: The correct or acceptable way of communicating on the Internet.)
Rules- see website or copy and paste:
https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
  Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance: Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at 808 7354845 and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

One-on-one Tutoring:

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at (808) 735-4724.