

Communication Development & Disorders: 3 Credit Hours
EDUC 225 01
Fall 2018 Early Week

Required Course Texts

Otto, Beverly. Language Development. Fourth. Boston: Pearson, 2014. Print.
One Composition Notebook (no spiral notebooks)

Course Description

A focus on communication development of the young child with a particular emphasis on strategies to enhance this development. Major language acquisition theories will also be discussed as well as basic language development inventories. Both informal and formal assessment tools will be examined. Application of communication and its development in children will be made to emergent literacy. Characteristics of communication disorders will be discussed, as well as the disorders impact on learning and academics. Prerequisite: EDUC 220.

Course Objectives

Upon completion of this course you will:

- Describe the communication development process for children considered to be within normal developmental parameters.
- Describe the communication development process for children considered to be outside of the normal developmental parameters.
- Describe the language acquisition and characteristics of bilingual children.
- Compare and contrast major language acquisition theories and relate them to instruction.
- Identify environmental influences on communication development.
- Exhibit knowledge of how to create a classroom environment which promotes communication development.
- Acquire strategies to enhance the communication development of children with typical and atypical developmental as well as those who are bilingual.
- Generally assess the communicate behaviors of students.

- Accept the responsibility of the teacher to model communication skills worthy of emulation.
- Determine personal communication skills to be improved and a plan for their improvement.
- Determine typed of technology which will meet children’s differing communication needs.

National Standards

NAEYC Professional Preparation Standards:

None

Ohio Operating Standards

Section 4 – Student and other stakeholder focus

Standards Statement

The standards are addressed and discussed at various levels throughout this course. Related standards are available on the Ohio Department of Education website and in the Education Department Standards Handbook.

Value Added Statement

The Value Added concept is addressed and discussed at various levels throughout this course.

CCU Mission Statement

The mission of Cincinnati Christian University is to teach men and women to live by biblical principles and to equip and empower them with character skills, insight and vision to lead the church and to impact society for Christ.

Course Requirements

You are expected to attend all class sessions and actively participate in discussions and activities. If you *must* be absent due to illness or an emergency you will be responsible to obtain any lecture notes you missed from other students. **Because I believe your attendance to be important to both your learning as well as the contributing to the pattern of professional behavior expected of a teacher, activities offered during class WILL NOT be made up.** Tardiness is unprofessional and therefore, also unacceptable. Please consult the college policy on attendance for further information.

Taskstream

All Education students must purchase a Taskstream online account. An indicator assignment, applicable field experience, and any other task required by the professor must be submitted

by the student to Taskstream for evaluation. Failure to submit these items will result in not receiving credit for the course.

Attendance Policy

In accordance with CCU policy, only 6 hours of this class may be missed as this is a three credit hour class. Absences for any reason in excess of this number will result in a drop from the class and receiving a grade of FA (failure due to absences). Please review the CCU Attendance Policy. If you do miss a class session, it is your responsibility to get notes and any other information you missed from a class member. If an assignment is due on the day of your absence, the assignment still must be submitted that day or it will be considered late. A late arrival or early dismissal exceeding 15 minutes will be counted as one hour of absence.

Integrity Policy

Refer to the CCU Academic Catalog for policies on cheating and plagiarism. In accordance with the CCU policy field experience must not interfere with the University's Spiritual Development Plan or other course requirements.

Disclaimer Policy

The professor reserves the right to alter the course at any point throughout the semester, including curriculum, schedule, assignments and grading procedures. Proper notice will be given by the professor.

Disability Statement

The Academic Support Office is available for students needing academic accommodations or support.

Reading Assignments

You are required to read the assigned readings, listen to online lecture completing note page and take part in properly cited discussion on canvas before coming to class each day. Often, activities and quizzes related to those readings will be completed in class. Points accumulated from these activities will account for **120 points** toward your final grade.

Canvas Observations

You will complete eight observations throughout the week. These observations will take place around the community (super markets, libraries and parks) and by viewing videos on the web. After the observation is complete please post your comments online. After posting what you observed, *comment on two other students' post including properly cited information from chapter*. Points accumulated from these observations and posts will account for **40 points** toward your final grade.

Indicator Assignment/Ending Assignment

The indicator assignment for this course will be the creation of a literacy suitcase accompanied by a descriptive and informative commercial for parents and administration. Literacy Suitcase will include tools and activities for parents to appropriately interact with their student with directions and reasonings for each activity. The commercial will be an informative tool that describes to parents the suitcase purpose, age specific information about their student and a walk through of the activities in the suitcase. Both suitcase and commercial are in digital format and completed in a professional and polished way to best promote literacy and partnership with parents. This project will be worth a total of **100 points**, 50 points awarded for the suitcase and 50 points for professional info commercial.

Exams

A final exam will be given on the last day of class. The exam will consist of multiple choice questions, short answer, and/or essay questions. The exam requires you to analyze and synthesize what you are learning and will be worth **50 points**.

Late Assignments

Late assignments are not professional and therefore not acceptable. Assignments that are late due to severe illness or an emergency situation *may* be accepted with a penalty of twenty percentage points off per day. If you find yourself in a situation that prohibits you from turning in your assignment on time, it is in your best interest to address that issue with your instructor as soon as possible.

Evaluation

Participation	50 points (10 points per day)
Reading(8)	120 points (15 points each)
Chapter Quizzes (7)	35 points (5 points each)
Canvas Observations (4)	40 points (10 points each)
Indicator Assignment./Ending Project	100 points
Final Exam	50 points
Total	395 points

Your final grade will be based on the percentage of the 395 total points you earn.

Course Outline

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Introduction • Aspects of Language Knowledge • Theoretical Perspectives and Contexts of Language Development • Language Development Among Children of Linguistic Diversity 	<ul style="list-style-type: none"> • Language of Infants and Toddlers • Enhancing Language Development in Infants and Toddlers • Language Development in Preschoolers • Enhancing Language Development in Preschoolers 	<ul style="list-style-type: none"> • Language Development in Kindergartners • Enhancing Language Development of Kindergartners • Language Development in Primary Years • Enhancing Language Development in the Primary Years 	<ul style="list-style-type: none"> • Language Assessment: Observing, Screening, Diagnosing and Documenting • Enhancing Language Development Among Children with Communication Disorders • Fostering Language Development Trough School-Home Connection 	<ul style="list-style-type: none"> • Review and Follow Up • Project Presentations • Final Exam

****Please note lectures for topics will be published before day listed on class. Lectures, discussions and other activities must be completed on Canvas before coming to class. See Canvas for more details.***