

Syllabus
CODI 118 – FALL 2018
Introduction to Communicative Disorders

Instructor: Amanda Percle M.S., CCC-SLP

Office: B 230

Class Time: M/W/F 10:00-10:50 am

E-mail: C00162383@louisiana.edu

Class Location: B 226

Office Hours: M/W/F 9:00-10:00 or by
appointment

Required Text: Gillam, R.B., Marquardt, T.P. (2015). *Communication Sciences and Disorders: From Science to Clinical Practice (3rd Edition.)* Sudbury, MA: Jones and Bartlett Publishers.

Course Description: This is an introductory course designed to provide students with an overview of the various communicative disorders and knowledge about the professions of speech- language pathology and audiology. Students will become familiar with the etiology, nature, and manifestation of communicative disorders across the life span including speech, language, literacy, and hearing disorders, as well as disorders of swallowing.

Course Objectives:

1. To introduce the anatomical and physiological aspects of various speech, language, and hearing disorders.
2. To provide information and activities relevant to understanding how communication disorders affect individuals across the lifespan as well as the interaction of cultural and social factors with the various disorders.
3. To acquaint students with the professional vocabulary and terminology they will encounter in subsequent classes within the major.
4. To provide students with knowledge of the roles and responsibilities of speech-language pathologists and audiologists.

Learner Outcomes: Upon completion of the course, students will be able to:

1. demonstrate knowledge of the processes of normal development of communication
2. describe how the ability to communicate can be disrupted across the life span
3. name and describe specific disorders that can have a detrimental impact on the individual's ability to communicate
4. discuss the impact of communication disorders on both the individual and his/her social environment
5. understand and discuss multicultural and multilingual issues as applied in the field of speech-language pathology and audiology
6. describe and discuss the roles and responsibilities of speech-language pathologists and audiologists to their clients, the profession, and the community

Course Requirements: Complete assigned readings and attend class regularly. Show reflective listening and reading. Complete course exams and assignments.

Grading: The grading scale, on a percentage basis, is as follows:

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

Grading Breakdown (subject to change):

Attendance/Participation: 100 points (-5 points per unexcused absence)

1 Midterm Exam: 100 points

1 set of cumulative Essay Questions 100 points

Final Exam: 100 points

Reflection Papers: A total of ten reflection papers will be assigned on a topic of interest to you in that week's reading (one page each; typewritten and double-spaced). 10 points each, for a total of 100 points. Please turn these in on dates noted on syllabus. Late papers will lose one point for each day that they are turned in after the initial due date.

In-class assignments: Some weeks we will have in-class assignments that may take the place of the reflection papers, at the discretion of the professor.

Class Attendance:

Regular and punctual class attendance is a requirement of this university. Please notify the instructor ahead of time if you plan to miss class for a university approved absence. **Each student is required to complete all assignments or homework readings, whether class absence is excused or not. It is the responsibility of the student to obtain any missed notes/information.** See the University of Louisiana at Lafayette Undergraduate Bulletin for more detailed information regarding the university attendance policy. Participation points are subject to reduction if absences become excessive.

Remediation:

Students who are not making sufficient progress toward the specified learner outcomes and are concerned about not passing the course may seek remediation. Remediation may include, but is not limited to the following:

1. additional readings and oral and/or written reflections on selected topics
2. additional assignments specific to areas of concern or deficits

Remediation work is not considered to be extra credit assignments, though they may be used as such at the instructor's discretion. Rather the extra work is to help the student

meet the learner outcomes of the course. **It is the responsibility of the student to request an opportunity for remediation in a timely manner.**

Academic Misconduct:

All work submitted must be your own work. Cheating carries severe consequences at this university. Academic misconduct guidelines are strictly upheld. Cheating, plagiarism or other forms of academic misconduct will result in a zero for the assignment/quiz/test in question and greater penalties if possible. These penalties can be applied to the student who is cheating, and to those who are knowingly assisting them.

Services for Students with Disabilities:

Services for students with a documented disability are available through the Office of Services for Students with Disabilities (SSD). The director is Carol Landry at 482-5252. Students should be aware that there is also free confidential help on campus for students with psychological disabilities (Bipolar, Depression, Anxiety etc.) Contact Kim A. Warren, Supported Education Advisor (SEP), at 482-5252 or at kimwarren@louisiana.edu. Both of these offices are located in the Conference Center, Room 126. You can also visit the SSD website for information on SSD and SEP services and eligibility requirements.

Course Evaluation:

Students will have the opportunity to evaluate the course by completing the Student Evaluation of Instruction administered by the University near the end of the semester.

Emergency Evacuation Procedures:

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. *Students who may need assistance should identify themselves to the instructor early in the semester.*

TENTATIVE SCHEDULE—(SUBJECT TO CHANGE)

Aug 20-24	WEEK 1	Chapter 1, Introduction
Aug 27-31	WEEK 2	Chapter 2, Communication Across the Life Span Reflection Paper #1 Due Sunday Sep 2nd

Sep 5-7 NO CLASS MON SEP 3rd	WEEK 3	Chapter 3, Social and Cultural Bases of Communication Dialect assignment-in class Reflection Paper #2 Due Sunday Sept 9th
Sep 10-14	WEEK 4	Chapter 4, Speech Science in-class activity Reflection Paper #3 Due Sunday Sept 16th
Sep 17-21	WEEK 5	Chapter 5, Developmental Speech Disorders Review Friday
Sep 24-28	WEEK 6	MIDTERM EXAM / essay Qs Monday Chapter 6, Voice Disorders
Oct 1-3 NO CLASS OCT 5	WEEK 7	Chapter 7, Cleft Lip and Palate Reflection Paper #4 Due Sunday Oct 7th
Oct 8-12	WEEK 8	Chapter 8 Fluency Disorders in-class activity Reflection Paper #5 Due Sunday Oct 14th
Oct 15-19	WEEK 9	Chapter 11 Language Impairment in Children Review for midterm exam
Oct 22-26	WEEK 10	MIDTERM EXAM Monday Chapter 10, Dysphagia in-class activity
Oct 29-Nov 2	WEEK 11	Chapter 9 Motor Speech Disorders Reflection Paper #6 Due Sunday Nov 4th
Nov 5-9	WEEK 12	Chapter 12, Acquired Neurogenic Language Disorders Reflection Paper #7 Due Sunday Nov 11th

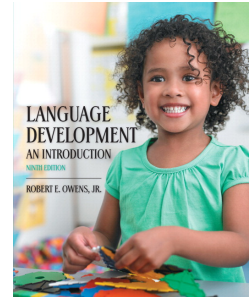
Nov 12-16	WEEK 13	Chapter 13, Hearing Science Chapter 14, Hearing Disorders Reflection Paper #8 Due Sunday Nov 18th
Nov 19-21 NO CLASS NOV 23	WEEK 14	Chapter 15, Audiologic Rehabilitation Reflection Paper #9 Due Sunday Nov 25th
Nov 26-30	WEEK 15	Revisiting content and review week Reflection Paper #10 due finals week
Final date TBD	FINALS WEEK	FINAL EXAM



Department of Communicative Disorders

CODI 275 LANGUAGE ACQUISITION Fall 2018

Class: 9:30-10:45 a.m., Tuesday & Thursday, Burke Hall 216
Instructor: Rachel W. Saffo, Ph.D., CCC-SLP
Office: Burke Hall
Email: Rachel.Saffo@louisiana.edu
Office Hours: See posted hours OR by appointment



Required text: Owens, R.E. (2016). *Language development: An introduction, 9th ed.* Boston, MA: Pearson. [ISBN: 0-13-381036-4]

Course Description: The purpose of this course is to provide an introduction of child-language acquisition and development. This course is designed to teach patterns of typical language development in children, which is foundational to understanding child-language and speech disorders. Additional topics include bidialectism, bilingualism, and language research and analysis. Prerequisites: CODI 200 or consent of the instructor.

ASHA KASA Standards

1. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (III-B).
2. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas (III-C, a-d):
 - a. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
 - b. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
 - c. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
 - d. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)
4. Students will acquire knowledge regarding cultural and dialectal variability and individual variation in communicative development and learn strategies for effectively communicating with client/patient, family, caregivers, and relevant others (IV-G-3a).

Student Learning Outcomes

By the end of the semester, students will have the knowledge and skills necessary to:

1. Describe speech, language, and communication.
2. Explain components of language and theories underlying language acquisition/development.
3. Identify language, cognitive, social, and motor milestones of development.
4. Apply various indices measuring language development.
5. Recognize the influence of dialect and bilingualism (i.e., second-language learning).

Course Requirements

Students are expected to read, comprehend, and be able to demonstrate their understanding of the text, assigned readings, and other class activities. Students can earn points through exams, the projects, and participation/attendance.

Exam 1	100 points (18.2%)
Exam 2	100 points (18.2%)
Exam 3	100 points (18.2%)
Project	200 points (36.4%)
Participation/attendance	50 points (9%)

Grading

Each student’s final grade will be determined by adding all points earned during the semester divided by the total number of points available. A total of 550 points can be earned in this class. Letter grades will be assigned relative to the following percentages of points earned.

100- 97%	A+	76- 72%	C
100- 92%	A	71- 70%	C-
91- 90%	A-	69- 67%	D+
89- 87%	B+	66- 62%	D
86- 82%	B	61- 55%	D-
81- 80%	B-	54- 0%	F
79- 77%	C+		

Academic Misconduct

Students are expected to abide by the UL policy on academic honesty at all times. Academic misconduct by students includes all acts of dishonesty in any academically-related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

1. Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information.
 2. Plagiarism: representing the words, data works, ideas, computer program or output, or
-

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- anything not generated in an authorized fashion, as one's own.
3. Fabrication: presenting as genuine any invented or falsified citation or material.
 4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

University policy concerning academic misconduct will be strictly enforced. Any documented episode of academic dishonesty will result in a 0.

<http://catalog.louisiana.edu/content.php?catoid=9&navoid=2064#Academic%20Honesty>

Office of Disability Services

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2. Bring a letter to the instructor from ODS indicating your need for academic accommodations. This should be done in the first weeks of class.

For more information, contact ODS

Conference Center, Room 126

T: (337) 482-5252 (voice)

<https://disability.louisiana.edu>

ods@louisiana.edu

Academic support

Students who would like to improve their study skills or who would like tutoring can contact:

The Learning Center

Lee Hall, 2nd Floor

Mon-Thu 8:00a.m.-4:30p.m. & Fri 8:00a.m.-12:00p.m.

337-482-6583

tlc@louisiana.edu

Attendance

Attendance is expected at each class. If you miss a class, you are responsible for the information presented in the class, including any announcements. Please notify the instructor in advance if you will miss or turn in an assignment late. The instructor reserves the right to decide whether a tardy or make-up assignment will be allowed; a point penalty may accompany it.

Class Notes

Modified lecture notes and supplemental materials will be posted on Moodle. Lecture notes are intended to assist student learning but do not provide all of the important class content. Students must attend class and read the required text/readings to obtain the content necessary to pass the course and to integrate the information.

Late Assignments

Assignments are ***due at the beginning of class on the due date***. Therefore, assignments turned in after that time will be considered late. Late assignments will be deducted 5 points for each calendar day late, and will not be accepted if they are more than 5 calendar days late. Unexpected conflicts due to family or medical emergencies will be excused at the discretion of the instructor.

Exams

All exams must be taken on the scheduled date. If an exam is missed due to illness or emergency, the student is responsible for contacting the instructor as soon as possible. Make-up exams are provided in ***rare circumstances*** at the discretion of the instructor, and may be associated with a point penalty.

Cell phones

The use of cell phones is not permitted in class without permission from the instructor. Please turn off cell phones during class. If you have an emergency, please notify the instructor ahead of time.

Project

This project is designed to give you clinical experience in language transcription and analysis. There are two parts to the project:

Part 1: Collect a language sample of a small child with typical development. Turn in the audio recording with a 1- to 2-page description.

Part 2: Transcribe and analyze the language sample based upon knowledge acquired in the class.

Note: Detailed information regarding Project Parts 1 and 2 will be posted on Moodle.

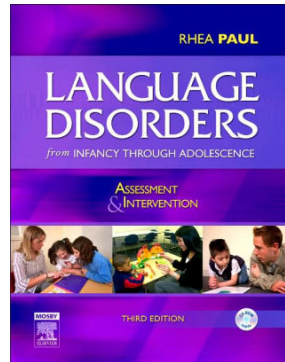
SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice.

Course outline, readings, and assignments (*may be subject to revision*):

Week	Date		Lecture Topics	Required Readings	Exam Dates/ Other
1	T	8/21	Introduction		
	R	8/23	Language Properties & Components	Ch. 1	
2	T	8/29	↓		
	R	8/31	Language Theories	Ch. 2	
3	T	9/4	↓	Ch. 2	
	R	9/6	Neurological Basis of SLP	Ch. 3	
4	T	9/11	↓	Ch. 3	
	R	9/13	Early Cognitive development	Ch. 4	
5	T	9/18	↓	Ch. 4	
	R	9/20	Early Language & Spch – Social Comm.	Ch. 5	
6	T	9/25	-----	Ch. 1-4	EXAM 1
	R	9/27	↓ Language Learning & Teaching	Ch. 5 & 6	
7	T	10/2	Language Learning & Teaching	Ch. 6	
	R	10/4	Toddler Talk	Ch. 7	
8	T	10/9	↓	Ch. 7	Project Part I
	R	10/11	PreK Pragmatics & Semantics	Ch. 8	

9	T	10/16	↓	Ch. 8	
	R	10/18	-----	Ch. 5-8	EXAM 2
10	T	10/23			
	R	10/25	PreK Language Form	Ch. 9	
11	T	10/30	Early School-Age Language	Ch. 10	
	R	11/1	↓	Ch. 10	
12	T	11/6	School-Age Literacy	Ch. 11	
	R	11/8	↓	Ch. 11	
13	T	11/13	Adolescent & Adult Language	Ch. 12	
	R	11/15	↓	Ch. 12	
14	T	11/20	Bidialectism & Bilingualism	Ch. 13	
	R	11/22	Thanksgiving Break	-----	NO CLASS
15	T	11/27	-----	Ch. 9-13	EXAM 3
	R	11/29	Language Research & Analysis	Ch. 14	Project Part II
Final Exam Week			TBA		

The University of Louisiana at Lafayette
Department of Communicative Disorders
CODI 384: Language Pathology in Children
Fall 2018



Class: 10-10:50 p.m., MWR Burke-Hawthorne 216
Instructor: Rachel W. Saffo, Ph.D., CCC-SLP
Email: Rachel.Saffo@louisiana.edu
Office Hours: See posted hours OR by appointment

Required Texts

Paul, R., Norbury, C., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Assessment and intervention, 5th ed.* St. Louis, MO: Mosby Elsevier. [ISBN: 9780323442343].

Course Description

This course will provide an introduction to evaluation, assessment, and intervention of developmental language disorders (DLD) in children with atypical communication development. This course emphasizes using a family-centered approach in assessment and intervention. It will facilitate students' application of research-to-practice, development and evaluation of program practices, and implementation of appropriate practices to assesses and enhance the communication development of children with DLD.

ASHA KASA Standards

1. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (III-B).
2. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas (III-C, a-d):

- a. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
 - b. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
 - c. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
 - d. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)
3. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders (III-D, 4, 7-9).
 4. Students will acquire knowledge regarding cultural and dialectal variability and individual variation in communicative development and learn strategies for effectively communicating with client/patient, family, caregivers, and relevant others (IV-G-3a).

Student Learning Outcomes

By the end of the semester, students will have the knowledge and skills necessary to:

1. List and define the 3 language domains (form, content, use) and their components across receptive and expressive language.
2. Identify which language domains and components a case study or class discussion is targeting.
3. Develop appropriate ethnographic interview questions for caregivers and teachers of children with suspected DLD.
4. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD.
5. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD from multicultural/bilingual backgrounds.
6. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD.
7. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD from multicultural/bilingual backgrounds.

Course Requirements

Students are expected to read, comprehend, and be able to demonstrate their understanding of the text, assigned readings, and other class activities. A total of 700 points can be earned in this class.

1. Assignments (5 @ 100 points each). Five assignments given during the semester – see attached course calendar for due dates. These assignments are worth 100 points each. All assignments will be based on material covered in class and in outside readings.
2. Learning Centered Activities (maximum of 200 points). Over the course of the semester you may be asked to complete activities/assignments designed to help you better understand the material being covered. No make-ups will be allowed. These activities may occur in- or out-side of class. Examples of activities: *Group review & discussion*.
3. Complete 5 Clinical Observation Clock Hours (5 @ 10 points each).
 - a. Complete an observation clock hour sheet of every observation session. The supervisor must sign too.
 - b. Complete an observation form for each session and turning it in to the supervisor of the outside lab session. Please note: If the supervisor finds that the observation sheet is lacking, they may require that an observation be redone.

***ALL OBSERVATION CLOCK HOUR SHEETS ARE TURNED INTO THE CLINIC DIRECTOR, JULIE ANDRIES, BY THE DEADLINE POSTED ON THE OBSERVATION SCHEDULE ON MOODLE.**

Grading

Each student's final grade will be determined by adding all points earned during the semester divided by the total number of points available. A total of 750 points is possible. Letter grades will be assigned relative to the following percentages of points earned.

100- 97%	A+	76- 72%	C
100- 92%	A	71- 70%	C-
91- 90%	A-	69- 67%	D+
89- 87%	B+	66- 62%	D
86- 82%	B	61- 55%	D-
81- 80%	B-	54- 0%	F
79- 77%	C+		

Academic Misconduct

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2. Plagiarism: representing the words, data works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication: presenting as genuine any invented or falsified citation or material.

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<http://catalog.louisiana.edu/content.php?catoid=9&navoid=2064#Academic%20Honesty>

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tlc@louisiana.edu

Attendance

Attendance is expected at each class. If you miss a class, you are responsible for the information presented in the class, including any announcements. Please notify the instructor in advance if you will miss or turn in an assignment late. The instructor reserves the right to decide whether a tardy or make-up assignment will be allowed; a point penalty may accompany it.

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Unexpected conflicts due to family or medical emergencies will be excused at the discretion of the instructor.

Exams

All exams must be taken on the scheduled date. If an exam is missed due to illness or emergency, the student is responsible for contacting the instructor as soon as possible. Make-up exams are provided in *rare circumstances* at the discretion of the instructor, and may be associated with a point penalty.

SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice.

Outline of Topics:

Lecture	Chapter/Page Numbers
1	Review of Typical Language Development
2	Ch. 1 Intro. to Language Disorders
3	Ch. 2 Assessment
4	Ch. 5, p. 137-160 Assessment of CLD Pops
5	Ch. 4 Special Pops
6	Ch. 3 Intervention
7	Ch. 5, p. 160-181 Intervention with CLD Pops

CODI 526-02 – Fall 2018 Language Disorder in Children

Instructor: Holly Damico, Ph.D., CCC-SLP Phone: (O) 482-5240

E-mail: hollydamico@louisiana.edu

Office: B222

Location: B216

Class Time: MW 3:30-4:45

Office Hours: As posted on office door, or
by appt

Children who possess a disorder(s) where language impairment is either a primary or secondary characteristic represent a large clinical population that will be encountered across many service delivery settings, especially in public schools. This course will combine real world practicality with a constructivist theoretical perspective to address the topic of language disorders in this age group. Implications of this perspective are most appropriately suited for the assessment and treatment of language disorders in school-aged children. Because of the consistent overlap in language characteristics across disorders we will not focus on specific diagnostic labels and categories. Instead, we will focus on the overall principles and practices needed to deliver services to children with language impairments irrespective of the origin of the deficit. The course content is divided into three general sections: Orienting Issues, Assessment Issues, and Intervention Issues. Specific attention will be focused on the assessment process and tools, and various intervention options and strategies for impaired children from culturally and linguistically diverse backgrounds. The course is intended to prepare you to do effective and innovative work with school-aged, language-disordered children.

Each class will typically consist of the following:

1. Initial comments by the instructor followed by questions and/or discussion of the previous assignments
2. Student discussion of readings
3. Lecture/discussion expanding on the day's topic by the instructor.
4. At various points in the course, time will also be set aside to interact on various selected topics of interest to the students. The outline and schedule presented here may change as the semester progresses due to the perceived needs and interests of the class members.

Standards Addressed

Upon completion of this course the student servicing school-aged clients with language-impairments will have the knowledge base sufficient to demonstrate acquisition of the following ASHA standards.

ASHA Standard: Standard IV – B, C, D, E

Specific Course Objectives

1. Provide current theoretical and research-based information on language disorders in children.
2. Discuss a constructivist theory of learning consistent with a holistic model of language functioning, how this system may come to be impaired, and the implications of such impairment on overall meaning-making abilities.
3. Describe how multiple internal and external systems interact with the linguistic components to create a proficient (or non-proficient) meaning-maker.

4. Provide sufficient information and experiences to enable the student to conduct appropriate service delivery with regard to prevention, scheduling, planning, collaboration, assessment, intervention, and teacher/parental consultation in school-based and community-based clinical settings.
5. Discuss and incorporate important variables relevant to developmental, linguistic and cultural diversity issues and how they impact on assessment and intervention in school-based populations.

Learner Outcomes

Upon successful completion of this course, the student will be able to:

1. Compare, contrast, and discuss the relative advantages of a constructivist over a behaviorist framework of language and language disorders.
2. Discuss the cognitive, cultural, linguistic, and social variables that come into play when providing service delivery (including prevention, assessment and intervention) to students with or at risk for language impairment.
3. Collect authentic performance data that may be analyzed for assessment purposes from structural as well as functional perspectives.
4. Identify, compare and contrast various language assessment technologies, tools and techniques available from language sciences and disorders.
5. Employ effective tools and techniques for the assessment of school-aged language disorders.
6. Conduct appropriate analysis of collected data by incorporating structural and functional analyses with academic, developmental, and diversity data.
7. Interpret the assessment findings in light of all collected data and the social, academic, and cultural expectations set within the contexts of interest.
8. Employ language assessment data to plan effective and appropriate language, academic, and literacy intervention – including collaborations with teachers and parents for prevention and support activities
9. Be able to critique and apply various types of materials and intervention techniques within school-based and community clinic settings in the remediation of language impairments among school-aged individuals while considering reimbursement and other contemporary professional issues.
10. Establish procedures to monitor the effectiveness and efficacy of the interventions employed for client's benefit as well as reimbursement, credentialing and other contemporary professional issues.

Grades will be determined by class participation and successful completion of the class requirements.

These requirements are as follows:

1. Complete **assigned readings** by appropriate deadlines listed in the syllabus. Readings will be placed electronically on Moodle. You will be asked to sign an affirmation at the end of the semester to self-report the percentage of readings you completed, and that will be factored into the final grade.
2. Complete all **class assignments** as specified during the course.
3. Perform satisfactorily on any **quizzes**
4. Take part in **class discussions**. You will be asked to self-assess at the end of the semester, including the amount of time you spent on a device for non-related class activities (see below). This will be compared to Dr. Damico's assessment and factored into the final grade.
5. **Attend Classes (see attendance below).**

6. **A final examination.**

Attendance

It goes without saying that regular, on-time class attendance is required as part of a graduate level, professional-preparation course; however, we will say it anyway: Regular, on-time class attendance is required. Doctor's notes are acceptable for excused absences. More than 1 unexcused absence or a pattern of tardiness (being late to class 3 times equals a class absence) *will result in the reduction of a letter grade.* Students can discuss extenuating circumstances with Dr. Damico.

Device Usage

The only acceptable reason to be online during class time on a personal device is to pull up an electronic copy of the readings or be on the course Moodle site. *Any instance of other online activity during class will count as an absence for that class period.* If you have a device during class, I am more likely to call on you because I assume you are taking good notes, have access to your previous notes, and have a copy of the day's readings in front of you.

Grading

Assessment of performance in this course is focused on the demonstration of the ability to think and apply the information to clinical situations and settings. Students will accumulate points for all reading, assignments, quizzes and the final. The final grade will be based on the total number of points accumulated by the student on all requirements and expressed as a percentage (%) of the total points possible during the semester. Points will be deducted for all assignments that are turned in late unless the student presents a written excuse that is acceptable to Dr. Damico. Letter grades will be assigned using the following percentage scale:

91 - 100	-	A
82 - 90	-	B
73 - 81	-	C
65 - 72	-	D
Below 65	-	F

Assignments

Students will be expected to participate in collaborative group projects both in and out of class. Both within and outside of class activities will be assigned

- Based on case studies provided to students
- Based on lecture from previous class/readings
- Based on reading assignments
- Some focus on use of procedure (specifically from the 4 technologies)
- Analysis and goal writing activities
- Some focus on problem solving and analysis

- Discussion of particular topics using various grouping or distance learning strategies
 - Problem solving
 - Structured Controversy
 - Brainstorming

Demonstrations from actual client data will be used throughout the course. In order to ensure confidentiality of these data, students are not allowed to audio or video record any portion of class sessions unless special arrangements are made beforehand with Dr. Damico.

Class Participation

At the beginning of each class 1 or 2 students may be asked to discuss the applications of the assigned readings or prior lectures. Students are expected to participate in class discussion and activities. Active participation in class discussion at some point during the semester, is required in order for a student to receive a grade of 91% or higher.

Learner Outcomes Assignment

Prior to the final exam, students may be asked to prepare written responses to each of the 10 learner outcomes in the syllabus. Responses should include a personal narrative response to each outcome and an outline of readings, notes and information that supports the narrative of each outcome. Where appropriate, you may reference your work (done during the semester or from other clinical settings) as an indicator of your acquisition of a specific learner outcome. Additionally, this final version of the learner outcomes may be the course product that will be included in your student portfolio.

Readings

We will not use a textbook in this course. Rather, a set of articles/chapters will be utilized. These are the **required** readings for the course. Each student is required to read these articles/chapters and you will be responsible for them during classes and on quizzes. ***This component of the class can hardly be over-emphasized.*** Active learning requires discussion and analysis on the part of all participants. The readings are listed below by date required. Discussions of assignments and/or quizzes may be required of any article on or after the expected day of completion.

Remediation:

Students who are not making adequate progress toward specific learner outcomes will be provided an opportunity for remediation. Remediation may include, but is not limited to the following

1. Additional readings and oral and/or written reflections on selected topics
2. Individual tutoring on selected topics
3. Additional assignments specific to areas of concern or deficits.

Remediation work is not considered to be extra credit, though it may be used as such at the instructor's discretion. The extra work is intended to assist the student in meeting the learner outcomes of the course and satisfy clinical education requirements specified by ASHA. It is the student's responsibility to pursue and follow up on any necessary remediation.

Course Evaluation:

Students will have the opportunity to evaluate the course by completing the Student Evaluation of Instruction administered by the University near the end of the semester.

Class Topics and Schedule (this schedule is only a rough guide)

- 08/20 An Orienting Discussion: Personal Experiences
- 08/22 Language and its Disorders
- 08/27 Theory of Learning: The Construction Meaning
- 08/29 Theory of Learning: The Construction Meaning
- 09/03 Labor Day
- 09/05 Assessment in Education Systems: Descriptive and authentic assessment
- 09/10 Principles of Intervention /the Assessment Technologies
- 09/12 The Assessment Technologies: Observation I
- 09/17 The Assessment Technologies: Behavioral Sampling I & II
- 09/19 The Assessment Technologies: Behavioral Sampling III
- 09/24 The Assessment Technologies: Protocols, Checklists, Rating Scales
- 09/26 The Assessment Technologies: Probes and Problems
- 10/01 The Assessment Technologies: Probe Techniques
- 10/03 Interpretation
- 10/08 Interpretation: Patterns of Strengths and Weaknesses
- 10/10 Intervention Components
- 10/15 Interpretation: Explanatory Analysis
- 10/17 Turning Assessment Data into Intervention Planning
- 10/22 Intervention Components
- 10/24 Interactionally-based Contexts
- 10/29 Interactionally-based Contexts
- 10/31 Literacy-based Contexts
- 11/05 Literacy-based Contexts
- 11/07 Play-based Contexts
- 11/12 Play-based Contexts & Story-based Contexts
- 11/14 Story-based Contexts
- 11/19 Academic-based Contexts
- 11/21 DAY BEFORE THANKSGIVING-Academic-based Contexts
- 11/26 Other Contexts
- 11/28 TBA
- TBA Final Exam and/or Grading Conferences**

Readings Schedule

The required readings are listed under each date. Most of the readings will be made available, however students have primary responsibility for locating readings from the library or online. The items are mandatory reading and will be required for class discussion on the date under which they are listed – even if they are not covered in class lecture. ***Dr. Damico reserves the right to modify the number, schedule and specific required readings based upon student interest, needs and how the course progresses.***

08/20

08/22 **Holzman, L.** (2010). Without creating ZPDs there is no creativity. In M.C. Connery, V.P. John-Steiner, & A. Marjanovic-Shane (Eds.) *Vygotsky and Creativity: A Cultural-Historical Approach to Play, Meaning Making and the Arts*. (pp. 27-39) New York: Peter Lang Publishing.

Geekie, P., Cambourne, B. & Fitzsimmons, P. (1999). Chapters 1, *Understanding Literacy Development* (pp. 1-26). Staffordshire, UK: Trentham Books.

Perkins, M.R. (2001). Compensatory strategies in SLI. *Clinical Linguistics and Phonetics*, 15, 67-71.

08/27 **Perkins**, M.R. (2005) Pragmatic ability and disability as emergent phenomena. *Clinical Linguistics and Phonetics*, 19, 367-377.

Damico, J.S., Nelson, R., (2005) Interpreting Problematic Behavior: Systematic Compensatory Adaptations as Emergent Phenomena in Autism. *Clinical Linguistics and Phonetics*, 19, 405-428.

Damico, J.S. (1988). The lack of efficacy in language therapy: A case study. *Language, Speech and Hearing Services in Schools*, 19, 51-67.

08/29 **Kohn**, A. (2004) Standardized testing and its victims, In A. Kohn (ed.) *What does it mean to be well educated? And more essays on standards, grading, and other follies*. (pp. 54-61) San Diego: College-Hill Press.

Duckworth, E. (1987). The having of wonderful ideas. In E. Duckworth (Ed.). *The having of wonderful ideas and other essays on teaching and learning*. (Pp. 1-14). New York: Teachers College Press.

Dudley-Marling, C. (2000) *A family affair: When school troubles come home*. Portsmouth, NH: Heinemann (Pages 1-19; Things only go wrong for other people's children: Anne's story).

09/03 Labor Day

09/05 Hamayan, E., Marler, B., Sanchez-Lopez, C., Damico, J. (2013) *Special education considerations for English Language Learners: Delivering a continuum of services*. (2nd ed.). Philadelphia, PA: Caslon (Pages 1-52, Chapters 1-3)

(optional) Brinton, B. & Fujiki, M. (2010). Living with language impairment. *Journal of Interactional Research in Communication Disorders*, 1, 69-94.

09/10 van Kraayenoord, C.E. (2010). Response to intervention: New ways and wariness. *Reading Research Quarterly*, 45, 363-376.

Allington, R.L. (2009). *What really matters in response to intervention: Research-based designs*. Boston, MA: Allyn & Bacon. (Pages 1-26, Chapter 1).

(optional) Damico, J. (1993). Adolescent language: Language assessment in adolescents: Addressing critical issues, *Language, Speech, and Hearing Services in Schools*, 24, 29-35.

09/12 Wesby, C. & Watson, S. (2010). ADHD and communication disorders. In J.S. Damico, N. Muller, & M.J. Ball (Eds.), *The Handbook of Language and Speech Disorders*. Oxford: Blackwell Publishing. (pp. 529-555).

Dunaway, C. (2004). Attention Deficit Hyperactivity Disorder: An authentic story in the schools and its implications. *Seminars in Speech and Language*, 25, 271-275.

(optional) Damico, J.S., Muller, D., and Ball, M.J. (2004) Owing up to complexity: A Sociocultural orientation to Attention Deficit Hyperactivity Disorder. *Seminars in Speech and Language*, 25, 277-285

09/17 Pils, L. (1991). Soon anofe you tout me: Evaluation in a first-grade whole language classroom. *The Reading Teacher*, 45, 46-50.

Goodman, Y. (1985). Kid watching: An alternative to testing. *National Elementary Principal*, 57, 41-45

09/19 Damico, J.S. (1985). Clinical Discourse Analysis: A functional approach to language assessment. In C.S. Simon (ed.) *Communication Skills and Classroom Success: Assessment of language-learning disabled students*. (pp. 165-204) San Diego: College-Hill Press.

09/24 Westby, C. (1997). There's more to passing than knowing the answers. *Language, Speech and Hearing Services in Schools*, 28, 274-287.

Goodman, Y.M. & Goodman, K.S. (1994). To err is human: Learning about language processes by analyzing miscues. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*. (pp. 101-123) Newark, DE: International Reading Association.

09/26 Holland, A. & Nelson, R. (2013). Counseling issues with children who have communication disorders. In A. Holland & R. Nelson, *Counseling in Communication Disorders: A Wellness Perspective 2nd Edition* (pp. 147-185). San Diego, CA: Plural Publishing.

Common Core Handouts and IEP Handout

10/01 Kratcoski, A.M. (1998). Guidelines for using portfolios in assessment and evaluation. *Language, Speech and Hearing Services in Schools*, **29**, 3-10

10/03 Brinton, B. & Fujiki, M. (1992). Setting the context for conversational language sampling. *Best Practices in School Speech-Language Pathology*, **2**, 9-20.

10/08 Nelson, N.W. (1992). Targets of curriculum-based language assessment. *Best Practices in School Speech-Language Pathology*, **2**, 73-86.

McCabe, A. & Rollins, P.R. (1994). Assessment of preschool narrative skills. *American Journal of Speech-Language Pathology*, **3**, 45-56.

10/10 Creaghead, N. (1992). What does this student know about school? Analysis of classroom scripts for interaction. *Best Practices in Speech-Language Pathology*, **2**, 65-72.

Wade, S. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, **43**, 442-451.

10/15 Fey, M., Long, S., Finestack, L.H. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, **12**, 3-15.

Freppon, P. & Dahl, K. (1991). Learning about phonics in a whole language classroom. *Language Arts*, **68**, 190-197.

10/17 Baumann, J., Jones, L., and Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, **47**, 184-193.

Dudley-Marling, C. (1993) Challenging the children: A holistic approach to teaching students with learning problems. In A. Bauer & E. Lynch (Eds.), *Children who Challenge the System*. (pp, 89-115). Norwood, NJ: Ablex Publishing Corporation.

(optional) Nelson, N.W. (1990). Only relevant practices can be best. *Best Practices in School Speech-Language Pathology*, **1**, 15-28.

10/22 Bergeron, B. and Rudenga, E. (1996). Seeking authenticity: What is "real" about thematic literacy instruction? *The Reading Teacher*, **49**, 544-551.

Kohnert, K., Yim, D., Nett, K., Kan, P.F., and Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251-263.

10/24 Brinton, B., Robinson, L.A. & Fujiki, M. (2004). Description of a program for social language intervention: “if you can have a conversation, you can have a relationship”. *Language Speech and Hearing Services in Schools*, 35, 283-290.

(optional) Brinton, B. & Fujiki, M. (1994). Ways to teach conversation. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 59-71). Englewood Cliffs, NJ: Prentice-Hall.

10/29 Damico, J.S. & Damico, S.K. (1993). Mapping a course over different roads: Language teaching with special populations. In J.W. Oller, Jr. (Ed.). *Methods that work: A smorgasbord of language teaching ideas* (2nd Ed.). (pp. 320-331) New York: Newbury House.

Ellis, E., Schlichter, C., & Sonnier, C. (2001). Using student investigation to water up content-area instruction for adolescents with learning disabilities. In L. Denti & P. Tefft-Cousin (Eds.) *New Ways of Looking at Learning Disabilities: Connections to Classroom Practice*. (pp. 287-314). Denver, CO: Lovelace Publishing Company.

10/31 Johnson, D.W., & Johnson, R.T. (1999). Making cooperative learning work. *Theory Into Practice*, 38, 67-73.

Harvey, S. & Daniels, H. (2009). *Comprehension & collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann. (55-95, Chapters 4 & 5).

11/05 Ohanian, S. (1994). Will you recognize the ready moment? *Who's in Charge?* (Pp. 80-87). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

Ohanian, S. (1994). Reading for What? *Who's in Charge?* (Pp. 110-120). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

(optional) Ohanian, S. (1994). A plea for more disorderliness. *Who's in Charge?* (Pp. 159-163). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

11/12 Smith, F. (1999) Why systematic phonics and phonemic awareness instruction constitute an educational hazard. *Language Arts*, 77, 150-155.

Norris, J.A. (1988). Using communicative reading strategies to enhance reading acquisition. *The Reading Teacher*, 41, 668-673.

Stillman, J., Anderson, L., & Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn. *Language Arts*, **91**, 146-160.

(optional) Bode, B.A. (1989). Dialogue journal writing. *The Reading Teacher*, April, 568-571.

11/14 Paley, V.G. (1994). Every child a story teller. In J.F. Duchan, L.E. Hewitt, & R.M. Sonnenmeier (Eds.) *Pragmatics: From theory to practice*. (Pp. 10-19). Englewood Cliffs, NJ: Prentice-Hall.

Culotta, B. (1994). Representational play and story enactments: Formats for language intervention. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 105-119). Englewood Cliffs, NJ: Prentice-Hall.

11/19 Schuler, A.L. & Wolfberg, P.J. (2004). Promoting peer play and socialization: The art of scaffolding. In A.M. Wetherby & B.M. Prizant (Eds.), *Autism Spectrum Disorders. A transactional developmental approach. 3rd Edition* (pp. 251-278). Baltimore: Paul H. Brookes Publishing Company.

(optional) Beilinson, J.S. & Olswang, L.B. (2003). Facilitating peer-group entry in kindergartners with impairments in social communication. *Language Speech and Hearing Services in Schools*, **34**, 154-166.

11/21 Olivos, E.M., Gallager, R.J., & Aguilar, J. (2010). Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. *Journal of Educational and Psychological Consultation*, **20**, 28-40.

Paradice, R. and Adewusi, A. (2002). 'It's a continuous fight isn't it?': Parents' views of the educational provisions for children with speech and language difficulties. *Child and Language Teaching and Therapy*, **18**, 257-288.

11/26

11/28 Damico, J., and Hamayan, E. (1991) Implementing assessment in the real world. In E. Hamayan and J. Damico (Eds.) *Limiting bias in the assessment of bilingual students* (pp. 303-316) Austin, TX: Pro-Ed.

Green=Theoretical
Yellow=Assessment
Blue=Intervention

Emergency Evacuation Procedures:

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Services for Students with Disabilities

Students should be aware that there is free confidential help on campus for students with psychological disabilities (Bipolar, Depression, Anxiety etc.). Please contact Kim A. Warren, Supported Education Advisor, at 482-5252 or at kimwarren@louisiana.edu. Her office is located in the Conference Center, Room 126. You can also visit SSD website for information on SSD and SEP services and eligibility requirements.

Academic Misconduct

Academic misconduct guidelines are strictly upheld. Cheating, plagiarism or other forms of academic misconduct will result in a zero for the assignment in question and Dr. Damico will seek to assess greater penalties if possible. Please consult the Graduate Bulletin under “Academic Honesty”.

CODI 611 - Fall 2018

Doctoral Seminar on the Human Narrative

Instructor:	Holly Damico	Office:	Burke-Hawthorne 222
E-mail:	hollydamico@louisiana.edu	Office Hours:	As posted on my door and announced on Moodle, or by appointment
Class Time:	12:00-2:50 Monday		
Location:	Burke Conference Room		

This seminar will focus on the theoretical and cognitive aspects of narratives as a unique human construction. We will employ a readings format to discuss the foundational thinking about narratives. We will address the complexity of this unique human capacity and a number of applications ranging from the impact of experience and the context on narrative ability to the ways that they have been properly and improperly approached in the clinical setting. This course will mesh the theoretical with the practical and will cover some of the best thinkers in the area of human narrative.

SEMINAR STRUCTURE

As a readings course, most of the information will be presented as review and discussion of the assigned readings. Additionally, prepared essays and some lecture or other material from Dr. Damico will be provided. With regard to the articles assigned, Dr. Damico will provide some questions and guidance during the seminar but you will be responsible for the content based upon the readings covered that week and any connections you may make between the readings and your extensions of those readings. Additionally:

- We will plan to meet each week for approximately 150 minutes
- Each session will consist of
 - Any mini-lesson prepared for the class period
 - A review of the assigned work for the session
 - A discussion of how it integrates with previous work
 - A discussion of any needed background information
 - A discussion of theoretical and practical implications

LEARNING OUTCOMES

Following an engagement with the readings and course discussion/activities, the student will be able to:

- Connect a constructivist theory of learning to narrative as a human construction of mind
- Describe the implications of narrative for organizing human experience
- Discuss the impact of cultural diversity on narrative construction
- Outline theoretical aspects of narrative as it relates to consciousness and identity
- Apply principles of narrative assessment and intervention to clinical populations

COURSE REQUIREMENTS

- Attendance and Participation in the Weekly Discussion
- Completion of all readings according to the scheduled dates
- Completion of a three-page essay (typed and double or single-spaced) for every class period, uploaded to Moodle before class.
- Completion of a 15 – 20 page (typed and double spaced) project based upon some aspect of this course. This will be considered the final project.

ADDITIONAL INFORMATION

Essays

Essays are an attempt to get you thinking with more active engagement and with some structure to your thinking. Each student will be expected to write and submit each week, while assigned students will read their essays to the class. You may choose to write about any relevant topic of your choice, provided it links to the assigned readings and discussion.

Final Project

Your final project (the 15 – 20 page paper) can be on a topic or issue of your choice. Additionally, the format or objective of the paper can be of your choice as well. For example, you can prepare a review paper on a particular topic in narratives, design a data-based and procedural plan of action to create a program or training, prepare a research prospectus or proposal to address a research-related issue, prepare a research paper on a particular topic. There may be other creative things that you might propose in this regard. **However, Dr. Damico must approve both the topic and the format in advance.**

ASSIGNED READINGS

Readings (excluding next week's) will be made available either on the Moodle site or as hard copies for you to copy. Depending upon the interests of the students, the readings may be modified. This means that some weeks may have different materials from what is listed here.

WEEK ONE –Foundation and Background (8/20)

WEEK TWO – Narrative as a gateway to the mind I (8/27)

Readers: Amanda and Samuel

Bruner, J.S. (1986). *Actual minds, Possible worlds*. Chapters One through Five (pp. 3-78)
Cambridge, MA: Harvard University Press.

WEEK THREE - NO CLASS, LABOR DAY HOLIDAY (9/3)

WEEK FOUR – Narrative as a gateway to the mind II (9/10)

Readers: Monica and Megan

Bruner, J.S. (1986). *Actual minds, Possible worlds*. Chapters Six - Afterword (pp. 79-160)

Cambridge, MA: Harvard University Press.

WEEK FIVE – Epistemology and Cognition (9/17)

Readers: Karen and Amanda

Bruner, J.S. (2006). Life as narrative. In J.S. Bruner, *In search of pedagogy. Volume II. The selected works of Jerome S. Bruner.* (pp.129-140). New York: Routledge.

Bruner, J.S. (1998) The narrative construal of reality. In *The Culture of Education.* (pp. 130-149). Cambridge, MA: Harvard

WEEK SIX – Consciousness and the Novel (9/24)

Readers: Samuel and Monica

Lodge, D. (2002). *Consciousness and the novel. Connected essays.* Chapter One (pp. 1-91). Cambridge, MA: Harvard University Press.

WEEK SEVEN – Development I (10/1)

Readers: Megan and Karen

Astington, J.W. (1994). Children's developing notions of others' minds. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice.* (pp. 72-87). Englewood Cliffs, NJ: Prentice-Hall.

Nelson, K. (2003). Narrative and the emergence of a consciousness of self. In G.D. Fireman, T.E. McVay, Jr., & O.J. Flanagan, (Eds.), *Narrative and consciousness. Literature, psychology, and the brain.* (17-36). Oxford: Oxford University Press.

Hardcastle, V.G. (2003). The development of self. In G.D. Fireman, T.E. McVay, Jr., & O.J. Flanagan, (Eds.), *Narrative and consciousness. Literature, psychology, and the brain.* (37-50). Oxford: Oxford University Press.

Egan, K. (1995). Narrative and learning. A voyage of implications. In H. McEwan, & K. Egan, (Eds). *Narrative in teaching learning, and research.* (pp. 116-124). New York: Teachers College Press.

WEEK EIGHT – Development II (10/8)

Readers: Monica and Amanda

McKeough, A. (2000). Building on oral tradition: How story composition and comprehension develop. In J.W. Astington (Ed.) *Minds in the making. Essays in honor of David R. Olson.* (pp. 98-114. Malden, MA; Blackwell Publishers.

Sutton-Smith, B. (1995). Radicalizing childhood: the multivocal mind. In H. McEwan, & K. Egan, (Eds). *Narrative in teaching learning, and research.* (pp. 69-90). New York: Teachers College Press.

Bruner, J.S. & Lucariello J. (1989). Monologue as narrative recreation of the world. In K. Nelson (Ed.), *Narratives from the crib.* (73-97). Cambridge, MA: Harvard University Press.

Feldman, C.F. (1989). Monologue as problem-solving narrative. In K. Nelson (Ed.), *Narratives from the crib.* (98-122). Cambridge, MA: Harvard University Press.

WEEK NINE – Diversity I (10/15) (Pick one of last two)

Readers: Samuel and Megan

Green, A.E. (2003). Learning to tell stories: Social class, narratives, and pedagogy. *Modern*

Language Studies, 33, 80-89.

- McCabe, A. (1989). Differential language learning styles in young children: The importance of context. *Developmental Review*, 9, 1-20.
- Michaels, S. (1981). Sharing time: children's narrative styles and differential access to literacy. *Language in Society*, 10, 423-442.
- Jones, I. & Pellegrini, A.D. (1996). The effects of social relationships, writing media, and microgenetic development on First-grade students' written narratives. *American Educational Research Journal*, 33, 691-718.
- Nicolopoulou, A., Scales, B., & Weintraub, J. (1994). Gender differences and symbolic imagination in the stories of four-year-olds. In A. H. Dyson & C. Genishi (Eds.) *The need for story. Cultural diversity in classroom and community*. (pp. 102-123). Urbana, IL: National Council of Teachers of English.

MALTA WEEK TEN – Diversity II (10/22) (Pick one of last two)

Readers: Monica and Karen

- Wang, Q. & Leichtman, M.D. (2000). Same beginnings, different stories: A comparison of American and Chinese children's narratives. *Child Development*, 71, 1329-1346.
- Hicks, D. (1991). Kinds of narrative: Genre skills among first graders from two communities. In A. McCabe, & C. Peterson, (Eds.). *Developing Narrative structure*. (pp. 55-87). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Michaels, S. (1991). The dismantling of narrative. In A. McCabe, & C. Peterson, (Eds.), *Developing Narrative structure*. (pp. 303-351). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Dyson, A.H. (1994). "I'm gonna express myself": The politics of story in the children's worlds. In A. H. Dyson & C. Genishi (Eds.) *The need for story. Cultural diversity in classroom and community*. (pp. 155-171). Urbana, IL: National Council of Teachers of English.
- Gilbert, P. (1994). "and they lived happily ever after": Cultural storylines and the construction of gender. In A. H. Dyson & C. Genishi (Eds.) *The need for story. Cultural diversity in classroom and community*. (pp. 124-142). Urbana, IL: National Council of Teachers of English.

WEEK ELEVEN – Adolescence (10/29) (Pick two out of the last three)

Readers: Amanda and Samuel

- Wanner, S.Y. (1994). *On with the story. Adolescents learning through narrative*. Chapters One –Four (pp. 1-47). Portsmouth, NH: Heinemann.
- Tobin, L. (1996). Car wrecks, baseball caps, and man-to-man defense: the personal narratives of adolescent males. *College English*, 58, 158-175.
- Heath, S.B. (1994). Stories as ways of acting together. In A. H. Dyson & C. Genishi (Eds.) *The need for story. Cultural diversity in classroom and community*. (pp. 206-220). Urbana, IL: National Council of Teachers of English.
- McCabe, A., Capron, E., & Peterson, C. (1991). The voice of experience: The recall of early adolescent memories by young adults. In A. McCabe, & C. Peterson, (Eds.). *Developing Narrative structure*. (pp. 137-173). Hillsdale, NJ: Lawrence Erlbaum Associates.

WEEK TWELVE Assessment (11/5)

Readers: Monica and Megan

- McCabe, A. & Bliss, L.S. (2003). Eliciting and analyzing personal narratives. (pp. 3-20). *Patterns of narrative discourse. A multicultural, life span approach*. Boston: Allyn and Bacon.
- McCabe, A. & Bliss, L.S. (2003). Assessment guidelines for children. (pp. 105-122). *Patterns of narrative discourse. A multicultural, life span approach*. Boston: Allyn and Bacon.
- Tannen, D. (1982). Oral and literate strategies in spoken and written narratives. *Language*, 58, 1-21.
- Westby, C. (1992). Narrative assessment. *Best Practices in School Speech-Language Pathology*, 2, 53-64.

WEEK THIRTEEN Teaching/Intervention I (11/12)

Readers: Karen and Amanda

- Jackson, P.W. (1995). On the place of narrative in teaching. In H. McEwan, & K. Egan, (Eds). *Narrative in teaching learning, and research*. (pp. 3-23). New York: Teachers College Press.
- Bruner, J.S. (1998) Narratives of science. In *The Culture of Education*. (pp. 115-129) Cambridge, MA: Harvard

WEEK FOURTEEN – Teaching/Intervention II (11/19)

Readers: Samuel and Megan

- Coles, R. (1989). Stories and theories. *The call of stories. Teaching and the moral imagination*. (1-30). Boston: Houghton Mifflin Company.
- McCabe, A. & Bliss, L.S. (2003). Intervention guidelines for children. (pp. 123-133). *Patterns of narrative discourse. A multicultural, life span approach*. Boston: Allyn and Bacon.
- Culotta, B. (1994). Representational play and story enactments: Formats for language intervention. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 105-119). Englewood Cliffs, NJ: Prentice-Hall.
- Paley, V.G. (1994). Princess Anabella and the black girls. In A. H. Dyson & C. Genishi (Eds.) *The need for story. Cultural diversity in classroom and community*. (pp. 145-154). Urbana, IL: National Council of Teachers of English.

WEEK FIFTEEN – Teaching/Intervention III (11/26)

Readers: Karen

- Paley, V.G. (1994). Every child a story teller. In J.F. Duchan, L.E. Hewitt, & R.M. Sonnenmeier (Eds.) *Pragmatics: From theory to practice*. (Pp. 10-19). Englewood Cliffs, NJ: Prentice-Hall.
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