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## Master's & Credential Program

### DHH: Language to Literacy EDU 237

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1:30 PM-4:30 PM

### Course Description

This course is designed to develop an understanding of the nature of typical language development in young children and the ways that language later supports the development of literacy skills. Importantly, scholars will study the ways that hearing loss often interrupts the access of a robust language system that is needed to support the development of a range of literacy skills. It examines the components and nature of language, theoretical perspectives on language acquisition, the influence of lexical and phonological development, and the ways in which language facilitates cognitive development and Theory of Mind. Because scholars study, observe and interact within an interdisciplinary professional development school model, they are able to observe, record and analyze the differences in language and literacy development between children with typical hearing and children who are deaf or hard of hearing. Fieldwork opportunities provide additional observations of children and youth with hearing loss. Scholars study and discuss research on literacy development, with attention to the following questions: Is skill in the language domain a prerequisite to the trouble-free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood and educational settings, in initial literacy instruction, and reading comprehension? Students will be expected to: participate in discussions; analyze the utterances of a preschool deaf child vs. that of a child with typical hearing; to recognize the skills needed for youth to move from **learning to read to reading to learn**. Scholars will recognize the appropriate requisites needed to support the language and literacy of children and youth who are deaf or hard of hearing and identify assessment tools that can be used to identify the specific needs of students, then implement appropriate RTI strategies to support the robust development of language and literacy in children and youth who are D/HH.

**Field Work: Language Sample/MLEU:** As a part of this course, you will be required to do a language analysis of a young child between the ages of 2;6 to 4 years. You will be responsible for identifying a

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child, however, should you need assistance doing this inform the instructor of this course ASAP. **Field Trip to ASL Literacy in Action:** Observe language and literacy/ translanguaging

### Course Purpose

To prepare candidates to become effective teachers of the deaf by understanding the ways in which language impacts literacy and the consequential impact that auditory deprivation has on the brain and the consequent influence this has on neurodevelopment, language and literacy development.

**Initial Program:** Meets part of the CCTC Preliminary – Education Specialist Credential for Deaf and Hard of Hearing and meets part of the requirement for the MSMC/JTC Master’s in Education, Deaf and Hard of Hearing.

**Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMC mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMC’s graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the College.

**Course Outcomes Aligned with Standards:** This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:

- MSMC Graduate Program Learning Goals and Student Learning Outcomes
- California Commission on Teacher Credentialing (CCTC) Standards:
  - Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)

### Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs) Focus

#### **TPE 1: Engaging and Supporting All Students in Learning:**

1.1 Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a **heritage language**), **research-based bilingual education methodology, translanguaging** practices and current effective learning.

**Introduced:** Creating learning environments to meet the unique needs of learners via UDL

**Practiced:** In class group project – How UDL can be used to meet all students’ needs

1.4 Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

**Introduced:** The impact of language deprivation early in life – neuroplasticity, the critical window, semantic and syntactic development. **Practiced:** Poster of Linguistic development b-3 & Research on

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Genie Wilder **Assessed:** Mean Length of Utterance Project and Mid and Final Exams

**1.7** Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.

**Introduced:** Utilizing knowledge of students' diverse needs when considering support materials that facilitate students funds of knowledge in learning **Practiced:** Observe in a variety of preschool instructional settings (manual and auditory) utilizing a variety of multimodal

### **TPE 2: Creating and Maintaining Effective Environments for Student Learning:**

**2.1** Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.

**Introduced:** Language is developmental – strategies for supporting the communication skills of all learners – utilizing the ZPD and UDL to develop student self-advocacy skills. **Practiced:** Observations in the preschool of the ways in which curiosity, self-advocacy are supported and utilized- present in class the language and affect used to encourage intellectual risks and that build self-confidence etc.

**2.2** Design learning environments that maximize opportunities to progress from emerging to a formal language and using **translanguaging techniques** appropriate to each student to further English competency.

**Introduced:** Environments that maximize language and literacy. Using students' lived experiences. Translanguaging as culturally responsive methodology. **Practiced:** View examples of translanguaging in action. **Assessed:** Mid Term Exam

**2.5** Select, adapt, create and use culturally-relevant language-rich resources to support deaf students with diverse language and learning needs.

**Introduced:** The importance of recognizing each child's cultural experiences, including language, to support learning. **Practiced:** Read and present article on ways in which capitalizing in diverse students cultural experiences enhances learning (Scaffolding Writing). **Assessed:** Mid Term Exam

### **TPE 3 Understanding and Organizing Subject Matter for Student Learning**

**3.1** Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

**Intro:** The relationship between vocabulary and phonological awareness and literacy. **Practiced:** Create hands on activities to support vocabulary growth

**3.2** Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

**Introduced:** Strategies that support comprehension. **Practiced:** identify a language goal in the CCSS and with your group determine the vocabulary and comprehension strategies that can be used to support the delivery of content knowledge

**3.3** Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).

**Introduced:** Formal and informal language assessments. **Practiced:** Read Chapters in "Assessing Children with Hearing Loss". Identify assessments that are Fair, Valid and Reliable; mock assessments and ID the language skill assessed. **Assessed:** Students identify appropriate assessments for a variety of language and content needs e.g auditory comprehension, vocabulary, syntactic levels etc.

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3.4 Demonstrate knowledge of **translanguaging** and **transliterating techniques** (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

**Introduced:** Compare on contrast Emergent literacy practices and Translanguaging and transliteration techniques. **Practiced:** Grads will observe live or recorded video/ documentary of instruction utilizing translanguaging strategies. **Assessed:** Mid Term Exam – response to strategies used to teach English reading for students whose first language is ASL

3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

**Introduced:** Candidates are introduced to culturally relevant pedagogy within the context of language and literacy. **Practiced:** Candidates create deaf-related and multi-cultural literature resources for students K-12. **Assessed:** Candidates identify one of the resources chosen and write an essay on (a) the rationale for choosing the resource and (b) strategies they will use to present and support student learning

#### **TPE 4 Planning Instruction and Designing Learning Experiences for All Students**

4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

**Introduced:** Intro to language development and consideration of the ways that deprivation affect language learning. **Practiced:** Hands on activity 1, comparison of typical and deaf language samples & creating activities to support atypical language dev’t. **Assessed:** hands on activities idiom game, story book & final exam.

4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

**Introduced:** Understand language development as a progression of skills. Examine Browns stages of syntactic development, CASLLS protocols and vocal development **Practiced:** review a variety of assessments – CASLLS, OWPVT, TACL, language samples etc. **Assessed:** Choose language targets based on assessment results – Case Study.

4.4 Plan and design instruction that develops students’ self-advocacy skills and learning needs from ages birth to 22.

**Introduced:** Developing Theory of Mind and metacognition to develop student self-advocacy skills

4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.

**Introduced:** Identify typical language development benchmarks and strategies to promote the language acquisition of learners who are deaf **Practiced:** Create a phonological awareness game and an idiom game **Assess:** Analyze the needs of a case study child and identify or suggest strategies to promote child’s receptive and expressive language skills.

#### **TPE 5: Assessing Student Learning**

5.1 Apply knowledge of federal and state special education laws and regulations, assessment

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terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring.

**Introduced:** Selecting and implementing accommodations in assessments for student who are DHH

5.2 Gather relevant information through reading, interpreting and using informal and formal assessments data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications. **Assessed:** After reading relevant student IFSP, IEP, ITP and or 504 plan candidates will identify student needs and create 2 objectives to meet the identified language goals.

5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student. and socioemotional progress to all **stakeholders**.

**Introduced:** Assessments explored and examined to determine the ways their outcomes can be utilized to inform of student needs and drive goals and instruction. **Assessed:** Using the MLU activity determine the student's language levels, skills they have, skills missing and skills to work on –determine appropriate IEP/IFSP goals.

#### **TPE 6: Developing as a Professional Educator**

6.5 Demonstrate knowledge of universal design for learning and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.

**Introduced:** The application of UDL to support the learning of all students. **Practiced:** Identify 3 domains of multiple means of learning – create language accommodations for IEPs

6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

**Introduced:** SLP guest speaker to introduce language disorders, disabilities and language differences.

**Practiced:** Given a scenario, candidates determine if the language behavior is a result of – (a) language development; (b) deprivation; (c) disorder e.g. apraxia or (d) language difference

6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

**Practiced:** Candidates are assigned current research for discussion and reflection **Assessed:** Final exam and reflection activities

#### **Course Objectives**

- Demonstrate knowledge of the history of various theories and perspectives regarding language development, and the functional and structural components of language in the typically developing child.
- Demonstrate knowledge of the major theories of language development and the implications of these theories for teaching deaf and hard of hearing children from diverse backgrounds in coursework.
- Demonstrate and apply knowledge of the characteristics of parent/caregiver interactions in natural settings and the implications for language development and phonological and morphological structure of English for infants and toddlers who are deaf/hard of hearing from diverse backgrounds.
- Integrate knowledge about the typical and atypical stages/processes of language development from birth through five in diverse populations, with attention to families from non-English speaking homes.

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- Demonstrate their understanding of the impact of hearing loss on language development in young children including those from diverse backgrounds and the ways that language influences and impacts literacy development.
- Demonstrate their understanding of the progression children and then youth make from language acquisition, phonological development, learning to read and reading to learn.
- Demonstrate an understanding of the stages of life development and the varying needs in language and literacy of learners birth through the teenage years

| Required Texts available at the MSMU Bookstore |         |                         |   |
|--|---------|-------------------------|---|
| Beck, McKeown & Kucan                          | 2013    | Guilford                | <i>Bringing Words to Life</i>   |
| Bradham & Houser                               | 2017    | Plural Publishing       | <i>Assessing Listening and Spoken Language in Children with Hearing Loss</i>  |
| Turnbull & Justice                             | 2017    | Pearson                 | <i>Language Development from Theory to Practice</i>   |
| Robertson, L.                                  | 2013    | Plural Publishing       | <i>Literacy and Deafness: Listening and Spoken Language (2<sup>nd</sup> Edition)</i>  |
| Eisenberg                                      | 2017    | Plural Publishing       | <i>Clinical Management of Children with Cochlear Implants</i>   |
| National Institute for Literacy                | 2000    | Partnership for Reading | <a href="https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a>       |
| Literacy Resource                              |         | Adams et al             | <a href="https://www.hand2mind.com/pdf/kindergarten/chapter2.pdf">https://www.hand2mind.com/pdf/kindergarten/chapter2.pdf</a> |
| Golinkoff, Roberta M., & Hirsh-Pasek, Kathy    | 2000    | Penguin                 | <i>How Babies Talk: The Magic and Mystery of Language in the First Three Years of Life</i>                                    |
| Various  | Various | Proquest                | <b>A NOTEBOOK WITH CURRENT RESEARCH WILL BE PROVIDED IN CLASS OR ON CANVAS</b>  |

**Attendance Class Attendance & Participation Rubric:** 1 point will be allotted for the attendance to each session. Half of the attendance point may be subtracted for late arrivals or early exits. Candidates are graded on how they actively respond to instruction, questions, & answers for 1 point may be earned for each session. After each session the professor grades candidate participation based on the quality of contribution. Any distraction by the use of tech devices, during any portion of the class session, will conclude with a score of 0 for participation.

**IF YOU ARE ABSENT OR LATE TO CLASS! 0 pts. for each absence. Participation points may be earned if the candidate investigates what they missed during the session and writes out a review of the major facts taught and discussed in class. .5 points per double spaced (12 pt. font) page may be earned. Up to 2 point may be restored between the participation grade and activity point, depending upon**

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**quality of content. This must be turned in before the start of the next class session. Anything later will not restore points.**

- **Tardiness: [sample]** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Peer Support: [sample]** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- Please see MSMU's policy on attendance: <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

**If the class structure has changed to online due to the COVID19 Pandemic you must attend online for the full duration of the class with your camera on**

### **Course structure**

This course will consist of the following components:

1. **PowerPoint Presentations:** These presentations will include outlines of text and voice lecture related to the topic(s) for that week.
2. **Text and Supplemental Readings:** Readings will be assigned from texts and additional readings that will be found on Canvas. These items may be downloaded and printed out by the candidates. Students are responsible for the readings as assigned and should come to class prepared to discuss the content. Information, sources and electronic documents will be made available to students as needed for this class. Access to the Internet is required and provided on the JTC campus.
3. **Discussion:** Candidates are expected to engage instructor and each other in a thorough, ongoing discussion of critical issues in the field and to cite readings and experiences to support their thinking.
4. **Charts and Visual Representation of Learning:** Candidates will create charts to clarify learning and visual presentations of the issues specific to theories of language development, observations of language development, aspects of language, parent-infant interactions. Some assignments will be team assignments.  
**Analysis and Reflection of Videos:** Candidates will reflect on videos shown in class and personal learning surrounding the issues and perspectives in the field of the education of children who are deaf or hard of hearing.
5. **Projects, Readings, and Assignments:** Candidates will complete various readings, projects, and assignments integrating concepts throughout the course with skills learned in previous courses, practicum, and professional experience.
6. **Field Observations:** Candidates will observe and document the language of: students who have typical language, students who are English learners and students who have a hearing loss.
7. **APA:** Candidates will utilize the APA style in all assignments. The following is a resource: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)



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**Assignments**

\* Rubrics for each assignment will be posted with the assignment. General rubrics are attached to this syllabus.

| Graded Assignments  | Points  |
|---|---|
| <p>Evaluation will be based on 2 exams (1 midterm/quizzes and 1 comprehensive final), 5 easy-to-do <i>hands-on</i> homework activities, class group activities and response papers to readings and weekly quizzes on readings.</p> <p>a. Exams will be based on <i>book chapters, slides, lectures, and class activities</i>. <b>Reading the textbook is strongly required for the best outcome.</b> There will be a variety of questions consisting of, but not limited to, multiple choice, true/false, fill-in-the-blank, short answers and responses to case study scenarios.</p> <ul style="list-style-type: none"> <li>• <b>The midterm exam</b><br/><i>Mean Length of Utterance</i> <span style="float: right;"><b>100 pts</b></span></li> <li>• <b>Final comprehensive</b> <span style="float: right;"><b>200 pts</b></span></li> </ul> <p>b. You will submit 4 <b>response papers</b> to selected readings from Golinkoff &amp; Hirsh-Pasek (2000)'s book which has eight chapters. Each response paper should reflect your understanding of the chapters assigned..</p> <ul style="list-style-type: none"> <li>• <b>Submissions should be uploaded to Canvas</b></li> <li>• Each RP has <b>a max score of 25.</b></li> <li>• For each day after the deadline, <b>1 point will be subtracted automatically.</b></li> </ul> <p>c. <b>4 Hands-on activities:</b> This is a set of 5 <b>practice activities</b> designed to facilitate your understanding of the information covered in readings, lecture and class discussions (<b>each assignment = 50 pts</b>)</p> <p>d. A <b>quiz</b> at the start of each class will be given to assess your comprehension of readings assigned for homework</p> <p>e. Attendance in class hands on activities and presentations</p> | <p><b>Midterm and Final</b><br/>a. 300</p> <p><b>Response Papers</b><br/>b. 100</p> <p><b>Hands-on</b><br/>c. 200 points</p> <p><b>Quizzes</b><br/>d. 240</p> <p>e. 160</p> |
| <b>Total Points</b>   | <b>1000</b>   |

**Grades and Evaluation Standards**

|                       |                       |
|-----------------------|-----------------------|
| <b>Passing Grades</b> | <b>Failing Grades</b> |
|-----------------------|-----------------------|



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|    |           |    |            |
|----|-----------|----|------------|
| A  | 95 – 100  | C+ | 78 – 79.9  |
| A- | 90 – 94.9 | C  | 74 – 77.9  |
| B+ | 88 – 89.9 | C- | 70 – 73.9  |
| B  | 84 – 87.9 | F  | BELOW 70.0 |
| B- | 80 – 83.9 |    |            |

**PLEASE NOTE:** *\*\* You must maintain a GPA of no less than B- or 85% each semester to remain in the program*

**Late assignments** will be marked in Canvas and 1 point deleted for each day they are late. If you are having difficulty understanding the assignment or have an unexpected turn of events in your life please contact me prior to the due date and time so that I can extend your time.

**Format:** Please submit all assignments using a Microsoft/word/excel/ powerpoint format.

**Academic Integrity:** A violation of academic integrity is any instance when a student attempts to pass off someone else's words as their own, no matter where s/he found those words or ideas, and no matter where these ideas are presented. Always give credit to the source of your material via quotes and citation. The following academic violations will result in an F on the assignment and or an F on both the assignment and the course.

**Cheating:** Cheating is the unauthorized use of attempted use of material information, study aids, devices or communication during an academic exercise such as a test/ final exam.

**Plagerism:** Plagerism is the act of presenting another person's ideas, research or writings as your own.

**APA:** Please use the APA format when writing papers. The link below describes APA formatting.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Class Schedule – 15 Classes and Final**

| # | Date | Topic  | Knowledge and Skills  | Due   |
|---|------|--|---|---|
| 1 | 8/25 | <b>Course introduction</b><br>Syllabus/requirements<br>Exploration of Language<br>Language as a human condition & the impact of deprivation on language.<br>View Victor of Aveyron:<br><a href="https://vimeo.com/215596192">https://vimeo.com/215596192</a>   | Is Language uniquely human?<br>Break out: (1) Alex the parrot (2) Koko the gorilla, (3) Chaser the border collie (4) Kanzi the bonobo chimp. What is the significance of the studies? What were the conclusions of the studies?<br>Observe interactions between baby and a family utilizing sign language<br>Is language uniquely human?  | Read & reflect Ch.1 How Babies Talk: Pages: 1-37<br>Research Genie Wiley - What was her language trajectory?<br><b>What were the consequences of her language deprivation?</b>                                |
| 2 | 9/1  | <b>Language and the Brain</b><br><b>Creating Language Rich Environments</b> to foster social and academic learning using LSL strategies and UDL considerations   | Discuss language as a uniquely human phenomenon<br>Patricia Kuhl Communication development in Infancy<br><a href="https://www.youtube.com/watch?v=g6msl-eXOuo">https://www.youtube.com/watch?v=g6msl-eXOuo</a> <b>Group discussion: How do educators create learning environments</b> to support and sustain language and literacy? <b>UDL – how each component of UDL contributes to Language and Literacy</b> | Components of Language<br><b>Crossword Puzzle</b><br><b>Read</b> Ch. 2 How Babies Talk: Pages: 39-85<br><b>Read:</b> Fromkin et al Ch. 2 “Brain and Language”<br><b>Early Linguistic Milestone Poster due</b> |
| 3 | 9/8  | <b>Theories of language development - how knowledge of theories strengthens your conceptualization of language dev’t</b><br>Nature vs Nurture<br>Luis Moll – Funds of Knowledge<br><b>The role of culture in language</b><br><b>UDL- how it supports diverse language learners</b><br><b>Translanguageing as CRP</b> | Examine each major language theory<br>Groups: Search theories and report on theory assigned.<br><b>Align theory to a language learning activity (a) Behavioral, (b) socio-cultural, (c) developmental; (d) emergentist. Which theory supports the auditory and language development in young children -</b>   | Read & reflect: Ch 3,4 & 5<br>How Babies Talk: Pages 87-147<br>Create a table/ figure comparing theories & the linguistic behaviors it supports.<br><b>Complete IRIS modules on diversity</b>                 |
| 4 | 9/15 | <b>Semantic &amp; Syntactic Development</b>  | Roger Brown’s Stages of Development   | Read & reflect Ch 6,7 & 8<br>How Babies Talk: Pages 149-227   |

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|          |             |  |  |  |
|----------|-------------|--|--|--|
|          |             | <b>Cultural differences</b><br><b>The role of authentic language assessments</b>   | <b>Language Sampling &amp; (MLU).</b> View online a 2;0 & 2;6 child with typical hearing talking Calculate MLU of each child and Brown’s stages of development present in samples. Create list of Culturally responsive literature/ multimodal supports  | Find and confirm students for MLU project<br>Choose a CR resource. Write and essay on why & how it will support student language development   |
| <b>#</b> | <b>Date</b> | <b>Topic</b>   | <b>Knowledge &amp; Skills</b>  | <b>Due</b>   |
| 5        | 9/22        | <b>From coos to First Words:</b><br>Differentiating instruction to meet the unique needs of children & families<br><b>CRP material choices – books, songs, games</b> | The emergence of spoken first words – the relationship of sound to word. <b>Examine the correlation between the development of auditory skills, receptive and expressive skills in ASIPs. Assessing Language &amp; auditory skills</b>   | Assessing LSL in Children with Hearing Loss:<br>Lindfors: Language Acquisition: developmental sequence:  |
| 6        | 9/29        | <b>Emergent Literacy</b><br>Strategies that support the <b>progression from emerging to formal language and literacy: Phonological Awareness</b>                     | Emergent Literacy behaviors – reading and writing<br>How each supports the other<br><b>Observe ways in which Translanguaging is utilized to support language and literacy in students using ASL</b>  | Robertson - Literacy & Deafness<br>Read Ch 1,2 &4<br><b>Complete IRIS module: Reading, literacy and Language Arts</b>  |
| 7        | 10/6        | <b>Mid Term</b>  | Knowledge assessed is listed under Mid Term  | <b>10/6</b>  |
| 8        | 10/13       | <b>Vocabulary, phonological awareness and literacy</b><br><b>Read PLP of case-study child’s PLP.</b>   | <b>Determine student’s strengths, challenges and needs</b><br>Strategies to support the vocabulary and language acquisition of students who are DHH.<br>In groups create a lesson plan with strategies to (a) introduce vocabulary, (b) strategies for the comprehension of a concept and (c) choose key vocabulary to expand on that will accommodate the comprehension of instruction<br><b>Group determines a Goal for language and 2 objectives to assist the child’s successful attainment of goal identified</b> | <b>Research “Phonological Awareness”</b> in children who are DHH. Share in class<br><b>Robertson: Literacy &amp; Deafness</b><br>Read & reflect Ch 5 & 6<br><b>Hands on Phonological awareness game/activity due</b> |
| 9        | 10/20       | <b>SLP – presentation on language disorders</b><br>Determining the need<br><b>From Tier 1 to Tier 2 words</b>  | Candidates review language scenarios with the guest speaker and determine if the challenge is in a disorder, disability or language difference.<br><b>Students present: MLU project results</b>  | <b>Bringing Words to Life: Beck et al.</b><br>Beck et al chapters 1 and 2.<br><b>Create lists of tier 1 with correlate tier 2 vocabulary</b>   |

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|    |       |  |   |   |
|----|-------|--|---|---|
| 10 | 10/27 | <b>Receptive and Expressive Lang</b><br>Using Literature to enhance receptive and expressive language supporting Literacy Development<br><b>Choosing culturally appropriate literature</b> | Helping Learners to become Word Collectors<br>Teaching Vocabulary – Tier 1 vs Tier 2 vocabulary<br>Students explore the many genres of reading and create a list of <b>culturally responsive literature</b> .<br>Choose one book – select the Tier 1 words and then identify Tier 2 words. What strategy would you use to help students with limited vocab learn and understand the vocabulary  | <b>Read:</b><br><b>Hands on Culturally Responsive Literature due next week</b>  |
| 11 | 11/3  | Phonics to Fluency<br>“Put Reading First”  | Dahaene: The Brain’s Letter Box<br>Examine the components of “Put Reading First”<br>Phonics and Intentional Instruction<br>Identify elements of teaching fluency and comprehension. Using “Put Reading First”, create a graphic organizer of the components critical to the development of robust literacy skills. Each component must be described, and their importance noted in the graphic organizer. <b>Research and review assessments for fluency and comprehension</b><br>Choose a 2 <sup>nd</sup> Grade Level Reader and Identify how to teach – phonics, fluency and comprehension<br>Assessing Fluency | <b>*Literature and Comprehension Strategies</b><br><b>Put Reading First</b><br>Read Ch 3,4 & 5<br><b>Create a list of accommodations that might be needed to support student phonics, fluency and comprehension</b> |
| 12 | 11/10 | Reading vs Literacy<br>Assessing students who are DHH  | This is a group assignment<br>After identifying the needs in language arts of a student with hearing loss: Create a lesson that: (a) identifies the student’s needs, (b) level of instruction, (c) ID a grade level unit (d) identify the areas that the student would need support in & ID the vocabulary needed, strategies to assist learning and ways that you would avoid cognitive overload and support ToM so that learning occurs <b>Theory of Mind – Motivating students to read.</b><br><b>The Impact of deafness and comprehension</b><br><b>Universal Design for Learning</b> – supporting literacy   | Literacy & Deafness<br>Read Ch 9<br>Scaffolded Writing  |
| 13 | 11/17 | Literacy and the upper grades<br>Guest Speaker   | Quiz: Literacy & Deafness Ch 9<br>Reciprocity of reading and writing<br>The correlation between reading and writing   | <b>* Idiom Game due</b><br><b>Theory of Mind – in what ways does TOM inform your view of</b>  |

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|    |      |  | Writing and encoding the decoding<br>Reading Rockets<br>Strategies for using writing as a tool  | overtly teaching comprehension strategies to students who are DHH? |
| 15 | 12/1 | Assessing Learners who are deaf and who utilize listening and spoken language                    | Review and IEP of a student struggling in language arts.<br>Identify CCSS to work on and form Strategies that Work design a lesson that will support the case study student's progress<br>Assessing Reading Comprehension | Complete assignments and review for final exam                     |
| 16 | 12/8 | High School Presentation of the Importance of language to literacy development. Rubric in Canvas |   |  |

| <b>Four Hands-On Activities</b>   |   |
|---|---|
| 1   | Create a poster illustrating the stages and components of the linguistic development of a child, birth to 3 years old   |
| 2   | Create a Phonological Awareness Game-identify the category of P.A. Explain the ways in which this game assists the development of PA and why this is critical for a child with H.L to develop this skill.   |
| 3   | Select a piece of culturally diverse literature for a 6 <sup>th</sup> grade student. Select vocabulary that you would focus on – what strategies would you use to insure comprehension of the words and of the literature as a whole. Select 4 strategies |
| 4   | Choose 3 well known English Idioms, e.g. “It’s raining cats and dogs” and create 3 lessons on how you would facilitate the comprehension of each. Use strategies from Strategies that Work e.g. visualization   |
| <b>Mid Term Topics: 100 Points</b>  |   |
| Typical and atypical language development, funds of knowledge, CRP, translanguaging, UDL, supporting language development, the application of theories of language development and language, and language assessments                         |   |
| <b>One Hundred Utterance Analysis – 100 Points</b>  |   |
| Identify a child in the preschool with typical hearing. Arrange a “playdate” in a quiet environment with that child. Record your interactions. Analyze the child’s MLU and language levels. How their language supports literacy and learning |   |
| <b>Final: Center Piece Artifact – 100 Points</b>  |   |
| Create a Presentation for co-workers in a middle school setting describing the reasons students with hearing loss need support in comprehension skills. Discuss hearing loss and the skills that learners need in order to become literate.   |   |
| <b>Final Examination</b>  |   |
| Multiple choice and short answers covering key topics in the California TPEs and addressing LSL EBP   |   |

The students’ final exam is also their **centerpiece artifact**. In addition to a short answer and objective assessment items, the final will include various scenarios central to language development issues for children who are deaf or hard of hearing. Scenarios are presented to the Candidates as part of the final exam. Most, if not all, of the different aspects of the course to this point are included in the scenarios. Students are asked, given information about four individual preschool children and/or situations (degree of deafness, use of amplification, diagnosis and hearing age, formal and informal language assessment results thus far, play behaviors, cognitive skills, social interaction skills, family information and school experiences) to evaluate what central concerns might be explored, what additional information is needed, what assessments are missing, from which disciplines, what language goals and objectives would be appropriate and what types of language activities would be helpful to meet these goals.

| <b>General Assignment Rubric</b>   |   |  |   |  |
|--|---|--|---|--|
| <i>Refer to the assignment schedule. Teacher Performance Expectations (TPEs) is listed for each assignment. Canvas outlines each assignment expectations</i> |   |  |   |  |
| <b>Grade/Points</b>  | <b>Knowledge of content</b>   | <b>Awareness of Issues</b>   | <b>Critical Thinking</b>  | <b>Utilizes scholarly writing</b>  |
| <b>A</b><br>100% - 93%   | Student demonstrates a comprehensive grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues | Student demonstrates a comprehensive awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students' disability(ies) and culture | Student demonstrates an excellent ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy | The response is written clearly and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited  |
| <b>B</b><br>92% - 83%  | Student demonstrates a thorough grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues      | Student demonstrates a thorough awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students disability(ies) and culture       | Student demonstrates a good ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy       | The response is written clearly, and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited |
| <b>C</b><br>82% - 73%  | Student demonstrates a basic grasp of the subject matter. Including an in-depth understanding of the relevant concepts, theories and issues         | Student demonstrates a basic awareness of differing viewpoints, including a clear understanding of relevant issues and challenges posed by the students disability(ies) and culture          | Student demonstrates a basic ability to critically analyze, synthesize & evaluate the critical aspects & challenges that hearing loss brings to the development of language & literacy      | The response is written clearly and is free of grammar and spelling mistakes. It reflects college-level writing and critical thinking. Arguments are deeply explored, & past readings/ topics revisited  |



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**Department of Education  
Candidate Dispositions Statement**

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.\*

**MSMU Education Candidates are expected to:**

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)
4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and College staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with College staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

**MSMU and Education Department Policies**

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**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2010-2012 MSMU catalog, which is available online at <http://www.MSMU.la.edu/catalog/2010-2012/4076.htm>

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online at <http://www.MSMU.la.edu/graduate-programs/student-handbook.asp>

**Internet Courseware Platform:** It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

#### **Online Participation**

It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

**Students with Disabilities:** MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to make arrangements for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

**Learning Resource Center:** Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance for you according to your needs at (213) 488-2692.

**Absences:** Regular attendance is especially important in the MSMU/JTC DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model. Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the university policy as stated in the MSMU catalog.

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**Credit Hour Policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**This syllabus is liable to change at any time during the semester.**