Eastern Illinois University
New Course Proposal
CDS 4200, Language and Literacy

1. Catalog Description
   a) CDS 4200
   b) Language and Literacy
   c) (2-0-2)
   d) S
   e) Lang &Lit.
   f) Course will address the oral-to-written language connection and the role of the speech pathologist in facilitating development of literacy skills. Assessment and intervention techniques will be included.
   g) Admission to the major, CDS 2200, 3200; or permission of the chair.
   h) Spring 2004

2. Objectives and Evaluation of the Course
   a) Student Learning Objectives
      - The student can describe characteristics and etiologies of normal and disordered oral and written developmental language
      - The student demonstrates knowledge and skills necessary for assessment of oral and written developmental language disorders
      - The student demonstrates knowledge and skills related to the prevention and intervention of oral and written developmental language disorders
      - The student will be able to summarize normal literacy development and expectations in preschool, early school years and later school years.
      - The student will examine the relationship between literacy development and speech-language skills.
      - The student will discuss the role of the SLP in facilitating the development of literacy skills.
   b) Instructor will evaluate each student on the course objectives using a nine point rating scale ranging from "No knowledge/skill; requires constant instructor modeling/intervention" to "Mastered knowledge/skill; performed independently; seeks instructor consultation as appropriate". Students will be evaluated based on quizzes and discussion of reading assignments, case study assignments, and examinations.
   c) NA
   d) NA
   e) Course is writing active. Students will engage in frequent brief topic centered writing assignments.

3. Outline of the Course
   a) Course will meet for 30 fifty-minute class periods over 15 weeks or the equivalent.

   Week 1 Models of oral and written language
   Week 2 Subtypes of reading difficulties
   Weeks 3-4 Preschool Age Children
      Normal development of oral and written language skills
      Difficulties of children with speech or language impairments
Formal and informal assessment of precursors to reading and writing skills

TERA, Phonological Awareness Profile, print conventions, oral narrative and script skills, vocabulary

Intervention of precursors of reading and writing skills
Incorporating concepts of print awareness, early phonological awareness, alphabetic knowledge, story knowledge, and experience with writing materials with traditional preschool intervention

Weeks 5-8  Early Elementary School (grades kindergarten through second)
Normal development of reading & writing skills
Later phonological awareness and decoding skills, spelling development, sentence writing, early written narratives
Difficulties of children with speech or language impairments
Assessment of reading and writing skills
PAT, C-TOPP, Eckwall-Shanker Reading Inventory, Woodcock Reading Mastery Test, Gray Oral Reading
Intervention of reading and writing skills
Later phonological awareness, LIPs Program, Reading Recovery
Cultural Differences in Reading and Writing

Weeks 9-13  Middle Elementary School (grades three through seven)
Normal development of reading & writing skills
Expository texts, advanced narratives, essay and persuasive writing
Difficulties of children with speech or language impairments
Assessments of reading and writing skills
TOWL, OWLs, Curriculum-Based Assessment
Intervention of reading and writing skills
Reading comprehension strategies, metacognitive awareness, graphic organizers

Weeks 14-15  Reading and writing skills of adults with acquired language or cognitive disorders
b) NA

4. Rationale
a) This new course is designed to address updated standards and scope of practice for speech-language pathologists in the assessment and intervention of reading and writing skills. This course is needed to fulfill the requirements for accreditation and certification.
b) This course contains advanced content and is intended for students with a background in normal and disordered oral language skills. The prerequisites include CDS 2200, 3200, and admission to the major.
c) This course expands the undergraduate curriculum to meet the new scope of practice.
d) This will be a required course in the undergraduate CDS major.

5. Implementation
a) This course may initially be assigned to Dr. Rebecca Throneburg.
b) No additional costs.

6. Community and College Transfer: NA
7. Date approved by the department: 1-28-03
8. Date approved by the COS Curriculum Committee: 2-21-03
9. Date approved by CAA