Eastern Illinois University
Revised Course Proposal
CDS 4820, Language and Literacy

Please check one:  ☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION
1. Course prefix and number, such as ART 1000:  CDS 4820
2. Title (may not exceed 30 characters, including spaces):  Language and Literacy
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  2-0-2
5. Term(s) to be offered:  ☐ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☐ Fall  ☒ Spring  ☐ Summer  ☐ Year:  2012
7. Course description (not to exceed four lines):  Course content will cover the oral to written language connection and the role of the speech-language pathologist in facilitating development of literacy skills. Assessment and intervention techniques will be covered.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Admission to the major, CDS 3100, 3200, 3700; or permission of the chair.
   c. Who can waive the prerequisite(s)?  ☐ No one  ☒ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  None
   e. Repeat status:  ☒ Course may not be repeated.
       ☐ Course may be repeated to a maximum of  hours or  times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  CDS Majors only
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  NA
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  None
10. Grading methods (check all that apply):  ☒ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC
11. Instructional delivery method:  ☒ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
       ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other

PART TWO: ASSURANCE OF STUDENT LEARNING
1. List the student learning objectives of this course:
   Students enrolled in this course will
   1. Describe characteristics and etiologies of normal and disordered oral and written developmental language
2. Summarize normal literacy development and expectations in preschool, early school years and later school years.
3. Summarize the relationship between literacy development and speech-language skills and the role of the speech-language pathologist.
4. Explain the knowledge and skills related to the assessment of oral and written developmental language disorders.
5. Explain knowledge and skills related to the prevention and intervention of oral and written developmental language disorders.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge 1, 2, 3
   - Effective critical thinking and problem solving 4, 5
   - Effective oral and written communication 3, 4, 5
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

| Describe characteristics and etiologies of normal and disordered oral and written communication | Exams (3) | Reading/Writing Sample Analysis Papers (1) | Presentation (1) | Article Reviews (3) | Assessment Project (1) |
| Summarize normal literacy development and expectations in preschool, early school years and later school years | X | X | | | X |
| Summarize the relationship between literacy development and speech-language skills and the role of the speech-language pathologist | X | X | | | X |
| Explain the knowledge and skills related to the assessment of oral and written developmental language skills | X | | X | | X |
| Explain the knowledge and skills related to the prevention and intervention of oral and written developmental language disorders | X | | X | | X |

3. Explain how the instructor will determine students’ grades for the course:
   - Exams 50% A 90%
   - Sample Analysis 10% B 80%
   - Presentation 10% C 70%
   - Article Reviews 15% D 60%
   - Assessment Project 15% F below 59%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
      For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled via Elluminate and the discussion function of WebCT to supplement lecture material. The instructor will maintain office hours on campus as well as virtual office hours during which time students can access the instructor through the chat function of WebCT and email.
   b. Describe how the integrity of student work will be assured:
      Integrity of the student’s work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery.
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
      Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The Who’s online function will also be used to allow students to access peers in the course.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
      In addition to the above objectives, the graduate student will be required to:
      1. Apply theory and knowledge of communication and literacy skills for the development of a classroom-based literacy unit.
      2. Summarize the scientific evidence of the prevention/intervention goals for the literacy unit.
   b. projects that require application and analysis of the course content;
      In addition to above listed projects 1) a classroom-based literacy unit 2) a reference list for scientific evidence.
   c. separate methods of evaluation for undergraduate and graduate students.
      Graduate student points will be distributed in the following manner:

      | Requirement                  | Weight | Grade |
      |------------------------------|--------|-------|
      | Exams                       | 50%    | A     |
      | Sample Analysis             | 5%     | B     |
      | Article Reviews             | 10%    | C     |
      | Assessment Project          | 10%    | D     |
      | Evidence                    | 5%     | F     |
      | Literacy Unit/Presentation  | 20%    |       |
      |                              |        |       |

      | Grade | Percentage |
      |-------|------------|
      | A     | 92%        |
      | B     | 84%        |
      | C     | 76%        |
      | D     | 68%        |
      | F     | 67% and below |

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) NA

PART III: OUTLINE OF THE COURSE
2-0-2 course, 30 fifty minute class periods over 15 weeks

Week 1 Language based reading disabilities and the speech-language pathologist
Reading: Chapter 1 –Language Based Reading Disabilities
Eastern Illinois University Course Proposal Format

Week 2-3 Transitioning from oral to written language
Developmental Progression of written language
Reading: Chapter 2 – The Language Continuum

Week 4-5 Domains and Stages
Subtypes/Classification of reading difficulties
Reading: Chapter 3 – Developmental Reading Disabilities

Exam 1

Week 6 Assessment/Prevention – Preschool-Early School

Week 7-8 Assessment/Intervention Phonological Processor
Reading: Chapter 4 pages 120-149
Chapter 5 pages 181-230

Week 9 Assessment/Intervention Orthographic Processor
Reading: Chapter 4 pages 149-153
Chapter 5 pages 233-250
Exam 2

Week 10-11 Assessment/Intervention Meaning Processor
Reading: Chapter 4 pages 153-160
Chapter 5 pages 251-269

Week 11-12 Assessment/Intervention Context Processor
Reading: Chapter 4 pages 160-177
Chapter 5 pages 269-283

Week 13 Literacy intervention in children with severe disabilities

Week 14-15 Presentations

Week 16 Final

PART IV: PURPOSE AND NEED
1. Explain the department’s rationale for developing and proposing the course.
   a. This is an updated version of the current course that exists in the CDS curriculum, adding the technology component.
   b. A section of the course will be technology delivered for those students who are a part of proposed CDS Cohort for speech-language pathologists. The cohort is being developed to address the shortage of speech-language pathologists

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course contains advanced content and is intended for students with a background in normal and disordered language skills. The prerequisites include CDS 3100, 3200, 3700, admission to the major, or
permission of the chair. Traditional graduate students may take this course as an elective, whereas members of the cohort will be required to complete the course as part of their graduate program to meet special topics requirements.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   NA

4. **Impact on Program(s):**
   
   a. This is a required course for undergraduate CDS majors.
   
   b. This is an approved elective for the traditional CDS graduate program and a required course for the CDS graduate cohort program.

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Lynn Calvert or other qualified faculty

2. **Additional costs to students:** There are no additional costs for this course.

3. **Text and supplementary materials to be used (Include publication dates):**


**PART VI: COMMUNITY COLLEGE TRANSFER**

Community college course will not be judged equivalent to this course.

**PART VII: APPROVALS**

Date approved by the department or school: November 10, 2010

Date approved by the college curriculum committee: January 14, 2011

Date approved by CAA: January 27, 2011        CGS: February 8, 2011
*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).