

Communicative Disorders 267 Fall 2018

Instructor: Maggie Watson, PhD

Phone: 346-2072 **Office:** CPS 048

Email: Maggie.Watson@uwsp.edu

Office hours: The best way to meet with me is to send me an email and we can work out a mutually convenient time to meet. Typically, I am usually available Tuesday and Thursday mornings between 9:00 and noon; but I also have other times available throughout the week.

Required Text: none

Recommended: Retherford, K. (2000). Guide to the Analysis of Language Samples. Super Duper Company. (Available in the CMC, 043 CPS)

Bulletin Description: Pre-practicum experience to become familiar with typical language behaviors of preschool children.

Disability Statement: UWSP provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

Course Objectives:

As a result of being enrolled in this course, students will have the opportunity to:

- ❑ participate in “guided observations” of preschool children; observing across developmental domains,
- ❑ participate in activities designed to enhance the development of preschool children across the developmental domains,
- ❑ observe and reflect on the interaction of classroom teachers with preschool children,
- ❑ observe and reflect on the interaction of children with each other,
- ❑ interact and then reflect on your own interactions with children,
- ❑ analyze/interpret the language skills of a preschool child using current language analysis procedures, and
- ❑ learn procedures to create a safe learning environments for preschool children.
- ❑ Observe and reflect on children’s development across the developmental domains

Rationale:

- ❑ In order to perform their function properly, professionals involved with young children as teachers, therapists, interventionists, and advocates must understand thoroughly the young child's typical and expected behavior and development.
- ❑ In addition, most professionals need observational knowledge and skills to aid them in curriculum planning and in recognizing the individual needs and interests of children.
- ❑ Observational skills and information are also important to professionals in their partnerships with parents.

- ❑ The opportunities offered by this course are expected to improve students' skills in observing, identifying and interpreting children's behaviors.
- ❑ The opportunities offered by this course are expected to improve students' interaction skills with young children

Student objectives:

- ❑ Learn/improve language sampling and analysis skills,
- ❑ Improve child interaction strategies
- ❑ Learn/improve methods for observing and reporting child behavior
- ❑ Demonstrate understand the development of communication within the context of the “whole” child
- ❑ Learn/improve how to create a “safe” environment for children
- ❑ Demonstrate professional behavior within the context of the childcare center
- ❑ Understand/report the importance of play and child learning

Course requirements:

- 1) Collect, transcribe, and analyze/summarize **one** language sample from a typically developing preschool child. Detailed information about that assignment will be discussed further and is available on the website.
- 2) Spend two hours a week at the Campus Child Center participating in a variety of activities designed to assist your understanding of child communication use and child-adult interaction strategies; as well as to improve your adult-child interaction skills.
- 3) Complete a writing assignment covering child-child, child-adult, and child literacy interactions.
- 4) Attend an orientation for working at the child care center; specific date will be announced.

Assignments/Grading:

1. Language Sample (LS) Assignment: You will audio record **one** interaction between you and a child at the childcare center. That interaction will be transcribed using conventional language sample transcription procedures, and then analyzed across language components (content, form, & use). Detailed handouts regarding this assignment are available on D2L and will also be discussed in class. Some class meeting times will be devoted to working on this assignment.

The Language Sample project will be completed in **two parts** with a **different due date for each part:**

Part 1:

- introduction,
- language sample transcript, numbered, and MLU count for each utterance, and
- “Determining MLU” work sheet.
- Grading rubric (must be turned in)

Part 2:

- Semantic, syntactic, morphological & pragmatic analysis*;
- Your graded language sample transcript from Part 1
- a summary paper of your findings from the language sample
- Grading rubric with your grade from Part 1

*all forms are provided on D2L

Turn your language sample in to me (each time) in a **two pocket folder** with your name on the outside, staple together any multiple pages that belong together (e.g., the summary). Turn those into **my mailbox** which is located near 037-038 (by Dr. King's office).

2. Observation paper Assignment to include the following topics:

1) Overview	10 pts
2) peer interaction (between children)	20 points
3) adult-child interaction	15 points
4) child literacy	10 pts
5) reflection	10 points

This Observation paper consists of several short topics, combined into one paper with a separate heading for each section. Details are provided in a separate handout. You will turn in an "effortful first draft". I will provide feedback and you will turn in a final draft.

Turning assignments in to me: Place your written assignments in a **two-pocket folder** with your name on the outside. Those can be placed in **my mailbox** OR if you are in ComD 266, just turn it in to me then.

Late papers will not be accepted unless arrangements are made ahead of time; if an unavoidable emergency occurred that prevented you from turning in papers, you must discuss this with me prior to turning the paper in.

Returning papers: You will have a designated mailbox in 002CPS. All papers will be returned there. Start at Mrs. Reynolds office, walk down the hallway where all of our therapy rooms are located (toward the back of the clinic) and it is the first room on your left.

Attendance: Class meetings and attendance of a minimum of 2 hours a week at the child care center is mandatory. If the childcare center happens to be closed on a day you are scheduled, then you are excused from your obligation that week (e.g., Thanksgiving Day, a snow day that closes the University, etc.). However, if you miss due to an illness, another appointment, etc., then you will have to make up your time. The childcare log will be our attendance sheet and it will be checked by my graduate assistant each week. Every unexcused absence, (e.g., not

meeting a weekly minimum requirement at the childcare, missing a class meeting) will result in lowering your final grade by one-third letter grade; e.g., B+ to a B. Attendance is recorded on D2L

You will start at the childcare center the week of **September 24th**, and continue through the rest of the semester, **December 14th**, BUT not during finals week. (Finals week can be used to make up absences.)

Sickness, Emergencies, etc.: let the childcare know that you will not be there for your assigned time, then let me know. **Do not go to the childcare if you are sick.** If you decide you can't go to the center you must:

- call the center Phone: **(715) 346-4370** - Director: Becky Helf (becky.helf@uwsp.com)
and
- email me about your absence.
- Schedule a time to make up the absence. Talk to the childcare staff regarding a mutually convenient time and then
- **Let me know when** you will be making that time up. Working at the childcare during finals week is another possibility to make up any absences. Please see me as early as possible about absences.

ATTENDANCE: Your attendance will be recorded on D2L. You will receive a “+” for every week you attend, a “/” for an excused absence, and a “-“ for an unexcused absence. Excused absences occur when you follow the procedures and let me know of your absence. Once your excused absence is made up, the “/” will be changed to a “+”.

Assignments/Points: (tentative; final point total to be determined at end of the semester)

Language Sample.....145 pts
Observation paper first draft25 pts
Observation paper final draft..... 65 pts
Weekly attendance at the childcare.....must be completed to pass the course
Total..... 235 pts

Grading Scale:

A: 96-100%	A- 92-95%	B+ 87-91%	B 86-84%	B- 80-83%
C+ 79-77%	C 74- 78%	C- 70-73%	D+ 69-67%	D 66-64%
D+ 60-63%	less than 60% = E			

Tentative outline

Week 1	Introduction / Explanation of syllabus CMC; confidentiality; beginning discussion of language samples; Syllabus quiz	
Week 2	Discussion of language samples continued	
Week 3	Discussion of the Observation paper. In-service for childcare volunteers; date/time to be provided	TBA
Weeks 4 - 15	Mandatory attendance at the childcare	Begins week of September 24th and goes through December 14th.
	Language Sample Part 1 due	October 25
	First draft of Observation paper.	November 1
	Language Sample Part 2 due	November 29
	Final copy of Observation paper due	December 14

Sign in: Students **must sign in** at the main office in the Child Care Center. For safety reasons, childcare personnel must know how many people are in the building. In addition, lab attendance will be monitored based on these sign-in sheets.

If a schedule change happens at the childcare (out of your control) that prevents you from doing any assignments, let me know ASAP so we can arrange an alternative or change in your schedule.

CONFIDENTIALITY:

- ♦ Confidentiality is of the utmost importance! You should never discuss the children, their behaviors etc., outside the confines of the childcare center.
- ♦ Make up a first name for the papers you will be writing; in your papers please do not refer to the child you worked with as “the child” “my child”, etc.

OTHER:

- If you are unsure how to handle any situation at the child care, please consult with childcare staff. This could be anything from how much assistance to provide during snack time to how to intervene when problems occur.
- **Don’t allow yourself to be put in the position of being an “expert” on language development or delays. Even though you may have completed a language sample analysis on a child, that doesn’t allow you to make decisions about that child’s language skills.**

- At times, it may be difficult not meeting as a class; however, I will be happy to meet with on an “as needed basis.” This may be most helpful when it comes to completing various aspects of the language sample assignment.
- Do not put assignments in my mailbox and ask me to look them over without your presence. Sometimes “quick” or less involved questions can be handled via email.
- I do like to see a certain amount of independence and problem solving skills when it comes to completing these assignments. For example, if you are unclear as to what “irregular past tense” refers to, look it up! Also, the information you need to complete the language sample assignment is in your “capstone binder”. That information is readily available in many sources. (This is good practice for your future clinical practicum experience since supervisors will expect you to “show what you know”.) However in the course of many language samples, children will produce utterances that are difficult to analyze or may be quite unusual (e.g., what do you do if all of a sudden the child starts to speak in Spanish, or is “oops” really a word? etc).
- Seeing me early about any problems, questions, or concerns that you may have. This shows you are working ahead and taking responsibility (**the stuff that letters of recommendation for graduate school are made of ☺**)