

**Communicative Disorders 267 Fall 2016**

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**Office hours:** there will be a sign up on my office door for appointments. If my stated hours are unable to “fit” with your schedule, let me know and we will try to work out a mutually convenient time. Typically I am usually available Monday, Wednesday, and Friday mornings before 11:00.

**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
- 3) Attend an orientation for working at the child care center; specific date will be announced.
- 4) Attend class meetings as announced and only if necessary. Class meetings will be at the regular class meeting time, but we will not meet each time as currently scheduled.

### **Assignments/Grading:**

**1. Language Sample (LS) Assignment:** You will audio record **one** interaction between you and a child at the childcare center, approximate age 3-5 years. 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\*;
- 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 across from my office door.

**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 then.

**Late papers will not be accepted unless arrangements are made ahead of time.**

**Returning papers:** You will have a designated mailbox near the student lounge and 024 CPS. All papers will be returned there. The lounge is near the South exit, near a bank of computers.

**Attendance:** Class meetings and attendance of a minimum of 2 hours a week at the child care center is mandatory. If the childcare 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.

You will start at the child care center the week of September 26<sup>th</sup>, and continue through the rest of the semester (**even the last week of class**) BUT not during finals week.

**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](mailto: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.

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

Language Sample.....	145 pts
Observation paper first draft .....	25 pts
Observation paper final draft.....	55 pts
Weekly attendance at the childcare.....	must be completed to pass the course
<b>Total.....</b>	<b>225 pts</b>

**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	In-service for childcare volunteers; date/time to be provided	TBA
Weeks 4 - 15	Mandatory attendance at the childcare	<b>Begins week of Sept. 26<sup>th</sup> and continues through December 15<sup>th</sup>.</b>

	Language Sample Part 1 due	Sept 26 <sup>th</sup> 4:00
	First draft of Observation paper.	November 4th, 4:00
	Language Sample Part 2 due	December 5th, 4:00
	Final copy of Observation paper due	December 14th, 4:00

**\*still must go to the childcare center during the week of May 9<sup>th</sup>, but not during finals week.**

**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 ☺**)