1. COURSE AND INSTRUCTOR INFORMATION

Instructor: Dr. Lisa Archibald
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larchiba@uwo.ca

Office Hours: often Wednesdays 11:00-12:00, or by appointment
Class times: Tuesday, 12:30-2:00; Thursday, 11:30-1:00

2. TEXTBOOK AND COURSE MATERIALS

Readings are listed in the course schedule, and are made available on OWL whenever possible.

The required textbook for DLD1 will be a useful reference for this course as well:

Here are some other texts you might consider purchasing (in alphabetical order):

Note: The Beck et al. & Stone et al. texts are available to browse through the Western Library, and I have the other 2 and will happily let you browse them.

3. COURSE OBJECTIVES

Goals of the Course: (1) To provide sufficient knowledge and basic clinical skills to begin practice in the area of language and related disorders affecting school age children, and (2) to develop clinical reasoning skills necessary to address the ambiguity characteristic of professional practice in this area.

Objectives
1. To review relevant education policies, initiatives, and curriculum especially with regards to special education
2. To explore the range of services provided by speech language pathologists to school age children with language and language-related disorders, and the service delivery models supporting these services
3. To develop a conceptual understanding of the multiple factors affecting language competence and performance including cognitive, affective, and environmental influences
4. To understand the links between language and learning as applied to literacy and other academic domains
5. To provide basic knowledge of age and context appropriate assessment procedures for language and related disorders affecting school age children
6. To provide basic knowledge of age and context appropriate intervention options for language and related disorders affecting school age children
7. To promote flexible, problem-solving in order to apply knowledge in various and novel situations as may be necessary in practice

4. POLICIES

Participation / Attendance
Attendance and participation in all aspects of the course is an expectation of the course. Students wishing to document a medical reason for missing classes, assignments, or exams should present such documentation to the Office of the Dean / Counseling office.

Statement of Academic Offences
Scholastic offences are taken seriously. Students are responsible for understanding the nature of, and avoiding the occurrence of, plagiarism and other academic offenses, and are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf
Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate, and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Appealing academic evaluations
Students are referred to the CSD student handbook for policies regarding appeals.
Rules of Conduct in the Classroom

Students are expected to maintain the same high standards of conduct and moral judgment in the classroom as will be expected when they become Speech-Language Pathologists/Audiologists. Therefore, they are asked to comply with the following reasonable expectations for classroom conduct:

1. Students and the instructor will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
2. Students are expected to participate in the course by asking questions and contributing comments during lectures.
3. *Conduct that could distract fellow students or the instructor during a lecture must be avoided.* This includes but is not limited to talking when others are speaking, passing notes, sleeping, and overt inattention.
4. Please arrive on time for class. If you are unavoidably late, please enter quietly and take the nearest seat.
5. Cell phones, MP3 players, and PDAs are to be turned off during class. Receiving and sending text messages should not be undertaken during the lecture.
6. Computers may be used solely for course purposes, e.g., taking notes. Students must not browse the web, use email or engage in instant messaging during class.

Support Services – Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page [http://www.music.uwo.ca/](http://www.music.uwo.ca/), and our own McIntosh Gallery [http://www.mcintosh.gallery.ca/](http://www.mcintosh.gallery.ca/). Information regarding health- and wellness-related services available to students may be found at [http://www.health.uwo.ca/](http://www.health.uwo.ca/)

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [http://www.health.uwo.ca/mental_health/module.html](http://www.health.uwo.ca/mental_health/module.html). This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

5. EVALUATION

Method of Instruction

This course is designed to provide an authentic graduate experience by providing you with the opportunity to take an active role in directing your own learning. The course employs a ‘flipped classroom’ format in which you build your background knowledge and skills using resources outside
of class time then you come to class to clarify information, and to discuss the application of what you have learned. The role of the instructor is one of ‘guide on the side’ rather than the more traditional ‘sage on the stage’. This approach was adopted to facilitate intentional learning as defined by Katz and Dack (2013): True learning occurs when the learner is an active participant in constructing knowledge and is constantly thinking about how new information confirms or challenges previously existing beliefs and ideas.

Grading Plan

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Assessment for/of Learning quizzes</th>
<th>no grade</th>
<th>completed in class</th>
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<tbody>
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<td>(Sept. 20, 29, Oct. 13, Nov. 3,</td>
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| Summative Assessment | Participation, reflective evaluation, and twitter chat | 30% | completed in class |
|                      | Case responses | 30% | completed in class |
|                      | (Oct. 6, 20,  |
|                      | 27, Nov. 10, |  |
|                      | 24, Dec. 1)   |  |

| SLP partner conversation and reports | 15% | by end of term (Dec. 22) |
| Final project | Application | 5% | by Dec. 1 |
|                | Final project | 20% | by end of term (Dec. 22) |

Formative Assessment
Formative assessment refers to a wide variety of methods used to conduct in-process evaluations of comprehension, learning needs, and academic progress. The information provides feedback that can be used by instructors to modify learning activities and by students to improve their learning. In this course, formative assessment in the form of an ‘end-of-unit quiz’ will be used to provide you with an assessment for learning, and an assessment of learning.

- Assessment for Learning is the process of seeking & interpreting evidence regarding where students are in their learning, and where they need to go. By completing the ‘end-of-unit quiz’ at the beginning of each unit, you will assess your current knowledge and reasoning regarding forthcoming concepts. You are encouraged to use this information to help guide your future learning across the unit.

- Assessment of Learning is the process of evaluating how well students have learned. By completing the ‘end-of-unit quiz’ at the end of each unit, you will assess your growth in knowledge and reasoning with regards to the unit concepts. You are encouraged to use this information to identify learning gaps you may still need to address.

Summative Assessment
Summative assessment typically refers to assessments aimed at evaluating learning outcomes of a program of study. Summative assessment also refers to the graded components of the course.

Participation, reflective evaluation, and twitter chat
Consistent with the flipped classroom / intentional learning approach to this course, participation in open class discussions of the facts, ideas, problems, hypotheses, and potential actions of issues or cases under consideration is of paramount importance. Sharing differing views and opinions in an open, ‘error-friendly’ manner is particularly valued.
Class discussions will be based on questions or cases posed by the instructor, or questions raised by you. During the course of the discussion, the instructor will make ‘cold calls’ to students for contributions and/or reflections. The number of cold calls per session will vary as will the students called on, however, calls will be balanced over all course sessions such that all students receive (roughly) the same number of cold calls.

Class participation grading has three components:

1. Peer & Instructor evaluation: At each class session, 2-4 students will be assigned the role of peer evaluator such that all students assume this role at least twice. Each peer evaluator will complete the class participation tool, as will the Instructor at the end of the session. Peer evaluators are responsible for representing the variability in individual participation performance across students in their ratings. Should a peer evaluator return a form with uniform scoring (e.g., all students are given a +2 ranking), the peer evaluator’s scores for that session will be ignored and that peer evaluator will receive a rating of -2 for the session. Peer evaluations will be kept confidential, although those completing evaluations at any one session may discuss rating patterns generally to promote consensus and consistency. Students who are absent from class will not be penalized on the first occurrence only (i.e., no rating will be assigned). After one missed classed, absent students will be assigned a rating of -2. Session ratings will be used to determine a rating for each student for that session, which will then be used to calculate an overall average rating for the course. Ratings will be rank ordered and grades assigned accordingly.

The rating scale for the classroom participation tools is as follows:

-1 or lower – student displays disinterest, is engaged in off-task behaviours such as browsing the internet, and shows no evidence of preparation / review of assigned materials
0 – student follows discussion and/or displays signs of interest in discussion
+1 – student contributes to discussion effectively
higher than +1 – student makes a particularly meaningful contribution to the discussion overall

Average rankings and corresponding participation grades are as follows:

Below 0 - not higher than 60%
0 - 70%
Greater than 0, but less than 1 - 72-82%
1 - 85%
Greater than 1, but less than 2 - 87-92%
2 or greater - higher than 92%

2. Reflective evaluation: At each class session (starting after Unit 1), 2 students will be assigned the task of completing the reflective evaluation tool. One component of the tool encourages self-evaluation through reflection-in-action (during the discussion) and reflection-on-action (after the discussion). Here, students will evaluate their own participation in the group discussion. The second component of the tool elicits reflective evaluation of the learning process and tools employed during the session using the same rubric as that developed for the final project. Students who are absent from class when assigned this role will not be
penalized on the first occurrence only. After the first missed reflective evaluation, the student will be assigned a participation rating of -2 for that session.

3. Twitter chat: On Thursday, November 17th from 11:00am – 12 noon, we will engage in a twitter chat with the hashtag #WesternDLD2. The topic of the twitter chat will be ‘Teaching children to read’. Four chat questions will be posted prior to the chat. Students who contribute 1 tweet during the chat will receive a participation score of +1 for the session. Higher levels of participation will result in ratings of +2 or +3.

   a. You will need to sign up for a free twitter account at twitter.com (if you don’t already have one) in order to participate in the twitter chat. If you would like to learn about twitter chats or observe SLP chats, follow the @WeSpeechies handle (also see, http://speech-language-therapy.com/index.php?option=com_content&view=article&id=147). You can also view my week as the rotating @WeSpeechies curator at https://storify.com/larchiba6/my-week-wespeechies

Case responses
On 6 occasions, you will have the opportunity to respond to a case or problem posed incorporating concepts from the course. Case responses will be completed in the last 15 minutes of respective classes either by writing a paper/pen answer or typing an answer online via the OWL course website. You may be asked to describe the problem posed by the case, to provide a hypothesis regarding the nature of the case, to indicate your next actions, or to describe how you could confirm or disprove your hypothesis. On each occasion, the instructor will mark 50% of student responses chosen at random (from a list of all students enrolled in the class) and provide online feedback. Each question will be marked on a 5-point scale (5 – excellent; 3 – good; 1 – poorly reasoned), and the overall total will be converted to a percentage at the end of term. If no response has been provided by you for a question for which you are selected to be marked, you will not be penalized on the first occurrence only. After that, you will receive 0/5 without adjustment.

SLP partner conversations and reports
A group of SLPs working with school age children with language and language-related disorders have graciously volunteered to act as partners in this course. You will be assigned one (or possibly 2) partner(s). You will have at least three conversations with this SLP corresponding to 3 of the 5 units of the course. You are responsible for making an initial contact with your partner SLP by email and scheduling each of your conversations at your mutual convenience. Although a spoken conversation (via phone or skype, for example) is preferred, any format (including email) is acceptable. Should your SLP partner be unavailable for any conversation, let the instructor know as soon as possible so other arrangements can be made. Please be aware of the privilege it is to receive a gift of time from your SLP partner and do everything possible to contact your SLP partner at each meeting time you set. Should you miss the meeting for some reason, please contact both the instructor and your SLP partner and provide your reasons in a professional manner.

For each conversation, you are responsible for choosing the main questions / issues for discussion. Importantly, conversations should be limited to 30 minutes. Please be sure to stop the conversation after 30 minutes and acknowledge that time is up. After each conversation, post a brief comment in the
OWL forum corresponding to the relevant unit in the course. When posting, please avoid identifying information (e.g., name of the employer or SLP). If you wish to include some identifying information (e.g., the name of an intervention program developed at a particular board), please check with your SLP partner before posting. Each conversation/posting is worth 5 points using an all-or-none scoring of 5 points for an informative comment, and 0 points for no comment or an uninformative comment.

Final project
The final project may take any format. It should reflect some meaningful interaction with, and synthesis of, the course materials, as well as the ability to work with knowledge relevant to the area of school age child language and language-related disorders. Projects that score well will provide a useful reference or tool for your use in clinical practice for this population, or will represent your considered and planned approach to your clinical practice with this population.

There are 2 steps to the final project:
Step 1 – Application for final project
In your application for your final project, you will describe the focus of your project and why, what your project will entail, and how your project will contribute to your own clinical understanding or practice. The Instructor may provide feedback regarding your application and require a revision(s). Completion of the application is worth 5 points using an all-or-none scoring regardless of whether or not you are asked to revise your application.
Step 2 – Final project
See the description above as well as the list of potential examples below.

Here are some possible examples:
- a term paper on a topic of your choice
- a mind map organizing your thoughts, approach, and materials
- a video demonstrating a tool or providing important information for any relevant target audience
- a portfolio of materials gathered and integrated across the course
- a web-based organizer for online resources and/or apps
- an inservice for educators on a topic of your choice
- something with a focus on advocacy

Self-Learning Quiz
For those who may wish to practice identifying T-units in language samples, an optional quiz is provided on the website. No course credit / grades is awarded for completing the quiz. You may complete the quiz as many times as you like.