



UNIVERSITY OF  
ARKANSAS

Service Learning Initiative

**Domestic Course Designation Questions**

Please complete this form and email it to Jennie Popp ([jhpopp@uark.edu](mailto:jhpopp@uark.edu)) AND Febriyanti Lestari ([svclrn01@uark.edu](mailto:svclrn01@uark.edu)). Please also email your syllabus if one is available.

**Date of Application: 2/15/2018**

**COURSE BASICS**

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1. Course Title: **Language, Learning and Literacy**
2. General Approval Status of Course:  
 Approved by the appropriate college/school curriculum committee  
 Submitted for review by the appropriate college/school curriculum committee  
 Not submitted for review by the appropriate college/school curriculum committee
3. Primary Course Instructor: **Lisa Bowers**
4. Email: **lmbowers@uark.edu**
5. Phone: 479 575 3267
6. University Address: 606 N Razorback Road
7. Course Alpha: **CDIS**
8. Catalog Number: **5273**
9. Next Semester/Year it will be taught: **Fall 2018**
10. Credit Hour(s): **3**
11. Have you identified your community partner?  Yes  No
  - a. If yes, please list here: **Head Start**
12. Number of required service hours for the course: **15**
13. Is this class always taught with a service-learning component?  Yes  No
14. Is the service learning component optional?  Yes  No
15. Expected number of student enrolled in the service learning section. **25**
16. Are you submitting a syllabus along with this application?  Yes  No
17. **Course Description (1,500 characters or fewer – may copy from existing syllabus):**  
This course provides an in-depth examination of language-based literacy skills and disorders associated with reading, writing, and spelling. The role of the speech language pathologist in providing assessment, prevention, and intervention for language-based



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literacy problems will be discussed. Students will participate in screening and assessment procedures for children at risk for language and literacy delays.

**18. Learning Objectives (1,500 characters or fewer – may copy from existing syllabus):**

1) discuss the findings of the National Reading Panel. 2) demonstrate knowledge of the roles and responsibilities of a speech-language pathologist in assessment, intervention, and prevention of reading and writing disorders. 3) define common terms associated with reading and writing acquisition. 4) determine the appropriateness of literacy assessment tools, standardized and non-standardized, for different age groups. 5) discuss the SLP's role in Response to Intervention (RtI). 6) accurately administer, score and interpret the results of language and literacy assessment tools

### CRITERIA

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1. Criterion: *A service learning course demonstrates a clear and articulated connection between service activity and course content.*

**Please describe (1,500 characters or fewer) the connection between the course content and the service learning activity.**

Students in this course are expected to demonstrate an understanding of: skills related to reading and writing development, different types of literacy assessment, preventative measures for children at risk for difficulties with literacy, and appropriate strategies for literacy intervention for different age groups. Adding a service learning component where students are required to screen and assess local children who are at risk for language and literacy delays will solidify many of the concepts we discuss throughout the course. Additionally, the service learning component will provide U of A students opportunities to interact and collaborate with community partners and current service providers in the field of communication disorders.



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2. Criterion: *Service learning activity supports attainment of one or more course learning objectives.*

**Please explain (1,500 characters or fewer) how the service learning activities support the attainment of one or more course learning objectives.**

Learning objective 2) demonstrate knowledge of the roles and responsibilities of a speech-language pathologist in assessment, intervention, and prevention of reading and writing disorders. - By assisting in the screening and assessment procedures for children who are at risk for language and literacy disorders, U of A students will have the opportunity to apply their knowledge base of the procedures while administering, scoring, and interpreting assessments that they have administered. Learning objective 4) determine the appropriateness of literacy assessment tools, standardized and non-standardized, for different age groups. - Students will be able to use their test administration experiences as well as their interactions with community service providers to critically discuss and evaluate the current tools we use to assess language and literacy skills. Students will also be able to use their first-hand knowledge of administering standardized assessments to discuss the benefits and limitations of these types of tools. Learning objective 6) accurately administer, score, and interpret the results of language and literacy assessment tools - The service learning component will take the place of "mock trainings" and "simulation examples" in the classroom and will provide students the opportunity to administer, score, and interpret test results with direct supervision from qualified professionals in the community.

3. Criterion: *Service learning addresses a community (which includes schools, organizations, agencies and companies that comply with the rules of University of Arkansas) need through formal collaborations with program-identified appropriate partners.*

**Please explain (1,500 characters or fewer) how the service learning activity addresses a community need and the role of the student in the activity.**

Graduate clinicians will screen children who attend local Head Start programs utilizing a norm-referenced screener. The clinicians will score the assessment protocol and make appropriate referrals as needed. Head Start Centers are required by law to screen all students. Typically, screening procedures are completed by classroom teachers; however, it is difficult to complete in a timely matter, as they must also provide instruction in the classroom and keep strict teacher/student ratios. Our graduate clinicians are trained to administer norm-referenced assessments and the opportunity to partner with Head Start



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locations in a systematic way would benefit both Head Start as well as University of Arkansas graduate clinicians.

4. Criterion: *Service learning involves training for students before working with partners.*

**Please explain (1,500 characters or fewer) how the students will be prepared to work with the community partners.**

When graduate students are admitted to the CDIS program, they are required to have a bachelor's degree in Communication Disorders or have completed a post-baccalaureate curriculum of 33 hours of CDIS undergraduate courses. Upon entering the graduate program, students attend an intensive training program prior to the start of the fall semester to learn about on and off campus clinical procedures. In addition, before going to any off-campus placements, students are required to complete formal Health Insurance Portability and Accountability Act (HIPAA) training, child maltreatment training, and follow all requirements of potential placements sites (including TB Skin tests, background checks, etc. if applicable). While interacting with off-campus communication partners, students are in constant contact with licensed Speech-language Pathologists, all of whom hold their certificate of clinical competence, who have committed to answering students' questions in a timely manner.

5. Criterion: *Service learning involves structured student reflection.*

**Please describe (1,500 characters or fewer) how reflection is incorporated into the course.**

Final paper – Students will be required to submit a 3 page (minimum) paper reflecting on their service learning experience. Each student will be required to address the following questions in their individual reflection. (1) How did your off-campus experience impact you? Please provide a minimum of 3 specific examples. (E.g. personally, academically, professionally) (2) How did this experience expand your knowledge base and/or clinical skills in the areas of language and literacy? (3) What skills did you learn that you feel you will be able to apply professionally to better serve your future clients?

6. **In 2-3 sentences can you summarize for us the specific value that is added to your course by including the service learning component? Please be specific, this information in part will help us market your course.**

By adding a service learning component to Language, Learning and Literacy (CDIS 5273), UofA graduate students will have the opportunity to screen and assess the language and pre-



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literacy skills of local children who are from low income homes. Graduate students will gain application-based skills for many knowledge-based concepts discussed in class. Additionally, the service learning component will provide graduate students opportunities to interact and collaborate with community partners (specifically Head Start centers) and current service providers (e.g., SLPs who work at the Northwest Arkansas Educational Cooperative).

### ASSESSMENT

1. What assessment activities or final work products are you considering, to help students connect the academic and service components of the course?
  - Final paper
  - Class presentation
2. Are you willing to share assessment activities or final work products with the Service Learning Committee? **YES**

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**Thank you for your submission!** Courses for designation are sent to the committee on the 15<sup>th</sup> of the month for review. You will be notified of the result the following month.

Please note: The University's course scheduling procedures require identification of designated courses well in advance of the semester it will be taught. The committee will inform you of what semester this designation will be effective.

Please direct questions to Jennie Popp ([jhpopp@uark.edu](mailto:jhpopp@uark.edu)), Angela Oxford ([afoxford@uark.edu](mailto:afoxford@uark.edu)), or Febriyanti Lestari ([svclrn01@uark.edu](mailto:svclrn01@uark.edu))

**Language, Learning and Literacy**  
**Fall 2018**  
**CDIS: 5273, Section 001, 3 credit hours**

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Professor: Lisa Bowers, Ph.D. CCC-SLP  
Department: Communication Disorders  
E-Mail: [imbowers@uark.edu](mailto:imbowers@uark.edu)  
Phone: (479) 575 - 3267  
Office: 266 Epley Center for Health Professions (ECHP)  
Office Hours: by appointment

**Course Description:** This course provides an in-depth examination of language-based literacy skills and disorders associated with reading, writing, and spelling. The role of the speech-language pathologist in providing assessment, prevention, and intervention for language-based literacy problems will be discussed.

**Course Goals:** Students in this course are expected to demonstrate an understanding of: skills related to reading and writing development, different types of literacy assessment, preventative measures for children at risk for difficulties with literacy, and appropriate strategies for literacy intervention for different age groups.

I am interested in you successfully demonstrating knowledge of the material presented in class as well as various resources that will be made available to you. Please ask questions, refer to resource materials, set up an appointment or contact me via email if you do not understand any concepts that have been presented in class.

**Service Learning Component:** Students will participate in screening and assessment procedures for children at risk for language and literacy delays. Adding a service learning component where students are required to screen and assess local children who are at risk for language and literacy delays will solidify many of the concepts discussed throughout the course. Additionally, the service learning component will provide UofA students opportunities to interact and collaborate with community partners and current service providers in the field of communication disorders.

**Competencies:** Upon completion of the course, students should be able to:

- 1) discuss the findings of the National Reading Panel,
- 2) demonstrate knowledge of the roles and responsibilities of a speech-language pathologist in screening, assessment, intervention, and prevention of reading and writing disorders,
- 3) define common terms associated with reading and writing acquisition,

- 4) determine the appropriateness of literacy assessment tools, standardized and non-standardized, for different age groups,
- 5) discuss the SLP's role in Response to Intervention (RtI),
- 6) accurately administer, score and interpret the results of language and literacy assessment tools, and
- 7) design an individual & a group/class intervention plan for different grade levels (e.g., kindergarten, grades 1-2, grades 3-5, middle school-high school).

**Required Text:** Kamhi, A., & Catts, H. (2012). *Language and Reading Disabilities - Third Edition*. Boston, MA: Pearson Education, Inc.

**Content:**

- 1) Basic definitions related to reading and writing
- 2) Findings of the NRP regarding effective instructional practices
- 3) Roles and responsibilities of SLP in provision of reading & writing services
- 4) Assessment of reading and writing in different age groups
- 5) Prevention programs – preschool/kindergarten
- 6) Response to Intervention (RtI)
- 7) Intervention programs for school-age students

**Examinations:** Tests in this course will consist of a mixture of multiple choice, short answer and essay questions. There will be two examinations: a midterm and a final. The final exam is a cumulative assessment of course content.

**Assessment and Intervention Assignments:** All students will be assigned a literacy assessment and intervention approach to research and present to the class.

**Service Learning reflection paper** – Students will be required to submit a 3 page (minimum) paper reflecting on their service learning experience. Each student will be required to address the following questions in their individual reflection.

1. How did your off-campus experience impact you? Please provide a minimum of 3 specific examples. (E.g. personally, academically, professionally)
2. How did this experience expand your knowledge base and/or clinical skills in the areas of language and literacy?
3. What skills did you learn that you feel you will be able to apply professionally to better serve your future clients?

**Online Resource Notebook:** All students will be required to create an online resource notebook designed to meet their resource and referencing needs for literacy. The notebook should be organized so that materials are easily accessible and useful.

**Student Responsibilities and Grading:**

- Required readings should be completed by the date indicated on the syllabus.
- All course assignments are to be completed by the due date.
- Tests must be taken on the date indicated. The only make-ups will be allowed when accompanied by a physician’s excuse or notice of a family bereavement. Tests with excused absences must be made up in a timely matter.
- A late assignment will have one full letter grade deducted for each day it is late.

Final grades will be based on the following point system:

Midterm	100 points
Service Learning Reflection	50 points
Assessment Assignment	15 points
Intervention Assignment	15 points
Electronic Resource Notebook	20 points
Final Examination	<u>150 points</u>
Total possible points	350 points

<u>Grading Scale:</u>	<u>Percentage of Possible Points</u>	<u>Letter Grade</u>
	90-100%	A
	80-89%	B
	70-79%	C
	60-69%	D
	Below 60%	F

**Instructor Policies -**

**Class Participation and Attendance:** Attendance is required in this course.

**Syllabus and Class Schedule:** The instructor reserves the right to make changes as necessary to this syllabus and class schedule. If changes are made, advance notifications will be provided to the class.

**Use of Technology in the Classroom:** Cell phones should be turned off BEFORE entering class. There is no emergency important enough to justify leaving the phone on and disturbing other class members.

**University Policies -**

**Academic Honesty Policy:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible



with intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.umark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Disability Policy:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness.

**Inclement Weather Policy:** The University of Arkansas will remain open except in severe weather conditions. Information concerning University closings can be obtained by phoning 575-7000 for announcements. In addition, the University's inclement weather website is updated frequently.

**Expected Performance/Remediation:** In this course, your knowledge and understanding of skills related to reading and writing development, literacy assessment, preventative measures for children at risk for difficulties with literacy, and appropriate strategies for literacy intervention will be assessed via exams, an assessment and an intervention assignment. Graduate students are expected to demonstrate competency for each of the course objectives. Students failing to attain an 80% level for any objective will be provided a remediation plan and an additional attempt to pass the competency. Remediation assignments/assessments will be agreed upon by the instructor and the student. Remediation strategies include: rewrite essay question, retake alternate exam, complete an article critique on appropriate material, take an oral exam given by instructor, etc. If students do not pass the competency a second time, one additional remediation will be provided. Remediation projects are intended to allow students to demonstrate required competencies and may have no effect on the final course grade. Each student's overall performance will be assessed at mid-term and at the end of each semester to determine if a formal intervention plan is required.

<b>Standard</b>	<b>Requirements / Objectives</b>	<b>Learning Activities</b>	<b>Portfolio / Evidence</b>	<b>Evaluation Criteria</b>
<b>IV - C</b>	Demonstrate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, developmental, and linguistic and cultural correlates in the area of receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics) in speaking, listening reading and writing.	review, readings, lectures	exam questions	instructor grading
<b>IV - D</b>	Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including considerations of anatomical/physiological, developmental, and linguistic and cultural correlates	case studies, class discussion, videos, assessment and intervention reviews	exam questions, class presentations on assessment and intervention	instructor grading
<b>IV - E</b>	Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics.	readings, lectures	exam questions	instructor grading
<b>IV-F</b>	Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice by accessing sources of research information and relating research to clinical practice.	journal article reviews and discussion	graded online portfolio, article review	
<b>V-A</b>	Demonstrate skills in oral and written forms of communication sufficient for entry into professional practice		class presentations	instructor evaluation
<b>V-B</b>	Select appropriate evaluation procedures for literacy.	lecture, readings, class discussion	class presentations	instructor grading

### Tentative Course Schedule

Date	Topic	Readings- complete <i>prior to class</i>	Assignment Due
<b>Week 1</b>	Introduction - Language and Reading	Chapter 1	
<b>Week 2</b>	Service Learning Project		
<b>Week 3</b>	NRP	National Reading Panel	
<b>Week 4</b>	Reading Development	Chapters 2&3 Kahmi (2007)	
<b>Week 5</b>		Chapter 4 VanKleeck (2007)	
<b>Week 6</b>	Defining Reading Disabilities	Catts (2009) article	
<b>Week 7</b>	Assessment and Instruction for Phonemic Awareness and Word Recognition Skills	Mason (2013) article	
<b>Week 8</b>	Causes of Reading Disabilities	Chapters 6&7	Service Learning Reflection
<b>Week 9</b>	Review and Exam #1		
<b>Week 10</b>	Perspectives on Assessing and Improving Reading Comprehension	Cirrin & Gillam (2008) article	
<b>Week 11</b>	Assessing and Remediating Text Comprehension Problems	Chapter 8	
<b>Week 12</b>	Assessment presentations		Assessment assignment
<b>Week 13</b>	RtI	Chapter 9	
<b>Week 14</b>	Spelling Assessment and Intervention: A Multiple Linguistic Approach to Improving Literacy Outcomes	Bahr (2012) article	
<b>Week 15</b>	Intervention presentations		Intervention Assignment
<b>Week 16</b>	REVIEW <b>FINAL EXAM</b>		Cumulative Exam

## Required Readings:

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: U.S. Department of Health and Human Services, Public Health Service, NIH, and the NICHD.

Kamhi, A. G. (2007, May 29). Knowledge Deficits: The True Crisis in Education. *The ASHA Leader*. Retrieved from:  
<http://www.asha.org/Publications/leader/2007/070529/070529f.htm>

Van Kleeck, A. (2007, August 14). SLPs' Foundational Role in Reading Comprehension: A Response to Alan Kamhi. *The ASHA Leader*. Retrieved from:  
<http://www.asha.org/publications/leader/2007/070814/070814g.htm>

Montgomery, J. (2008). Models of RtI for SLPs: Is this what we have been waiting for? *Perspectives on Language Learning and Education*, 15, 13-21.

Catts, H. W. (2009). The Narrow View of Reading Promotes a Broad View of Comprehension. *Language, Speech, and Hearing Services in Schools*, 40, 178-183.

Mason, L. H., Davison, M. D., Hammer, C. S., Miller, C. A. & Glutting, J. J. (2013). Knowledge, writing, and language outcomes for a reading comprehension and writing intervention. *Reading and Writing*, 26, 1133-1158. doi:  
10.1007/s11145-012-9409-0

Cirrin F. M. & Gilliam R. B. (2008). Language Intervention Practices for School-Age Children With Spoken Language Disorders: A Systematic Review. *Language, Speech and Hearing Services in Schools*, 39, 110-137.

Kim, J. S., & Quinn, D. M. (2013). The effects of summer reading on low-income children's literacy achievement from Kindergarten to Grade 8: A meta-analysis of classroom and home interventions. *Review of Educational Research*. DOI:  
10.3102/0034654313483906

Justice L. M. & Kaderavek, J. N. (2004). Embedded-Explicit Emergent Literacy Intervention I: Background and Description of Approach. *Language, Speech and Hearing Services in Schools*, 35, 201-211.

Bahr, R. H., Silliman, E. R., Berninger, V. W. & Dow, M. (2012). Linguistic Pattern Analysis of Misspellings of Typically Developing Writers in Grades 1-9. *Journal of Speech, Language and Hearing Research*, 55, 1587 - 1599.

### **Supplemental / Suggested Readings:**

- Carlo, M. (2007) Best practices for literacy instruction for English-language learners. In Linda B. Gambrell, Lesley Mandel Morrow & Michael Pressley (Eds.) *Best Practices in Literacy Instruction (3<sup>rd</sup> Ed.)*. Gilford Press, New York.
- Catts, H., Fey, M., Tomblin, J. & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research, 45*, 1142-1157.
- Catts, H. W., Adloff, S. M. & Weismer, S. E. (2006). Language Deficits in Poor Comprehenders: A Case for the Simple View of Reading. *Journal of Speech, Language, and Hearing Research, 49*. 278-293.
- Allington, R., & McGill-Franzen, A. (2009). *Comprehension difficulties among struggling readers*. In S. Israel & G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 551-568). New York: Routledge.
- Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 17*(1), 6-10.
- Snow, C. (1991). The theoretical basis for relationships between language and literacy development. *Journal of Research in Childhood Education, 6*, 5-10.
- Westby, C. (2002). Beyond Decoding: Critical and Dynamic Literacy for Students With Dyslexia, Language Learning Disabilities (LLD), or Attention Deficit-Hyperactivity Disorder (ADHD). In Elaine R Silliman (Ed.) *Speaking, Reading, and Writing in Children with Language Learning Disabilities: New Paradigms in Research and Practice*. Lawrence Erlbaum Associates, Inc., Mahwah, NJ.
- Troia, G. A. (2005). Responsiveness to intervention: Roles for speech-language pathologists in the prevention and identification of learning disabilities. *Topics in Language Disorders, 25* (2), 106 - 119.