

University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations and Psychology
EDUA 5620 – Teaching Children Through
Alternative and Augmented Communication
Fall Term 2013

Instructor: Charlotte Enns
Room 230 Education
474-9017 (office/voice mail)
charlotte.enns@umanitoba.ca

Class Times: Mondays, 5:30 - 8:30pm (room Education Building)
September 9 – December 2, 2013

Office Hours: Mondays, 4:00 to 5:30 p.m.; or by appointment

Text Book: Soto, G. & Zangari, C. (2009) *Practically speaking: Language, literacy & academic development for students with AAC needs*. Baltimore, MD: Paul H. Brookes Publishing.

Course Description:

This course will provide a general understanding of normal language acquisition in children and how difficulties can arise such that alternatives to spoken language are required for effective communication. A further examination of alternative and augmented communication issues, services, assessments, supports, and inclusive teaching and learning strategies will also be provided.

Purpose of the Course:

- To gain an understanding of the nature of language, the nature of language disorders, and the nature of a variety of alternative and augmented communication (AAC) systems
- To gain an understanding of how to address and support the communication demands of the classroom for students who require AAC
- To gain in depth knowledge regarding one particular issue in the area of language and education
- To become aware of the importance and complexity of educating all students

Grading:

96 - 100	A+	75 - 79	C+
90 - 95	A	70 - 74	C
85 - 89	B+	60 - 69	D
80 - 84	B	0 - 59	F

Course Requirements:

Assignment	Points	Due Date
In-Class Case Studies	20 (2 x 10)	Oct. 21 & Nov. 18
Response to Readings	20 (2 x 10)	Sept. 30 & Nov. 4
Demonstration of Teaching Activity	20	Dec. 2
Research Paper	40	Dec. 2
TOTAL	100	

In-Class Case Study:

During the second half of two classes (October 21 and November 18), you will work in small groups (3 – 4 students) to respond to an assigned case study. As a group you will need to identify the problem, determine what resources/referrals are needed, and provide some appropriate suggestions for parents and teachers. Written responses will be handed in at the end of the class. One mark will be given for all group members. **(10 points for each Case Study)**

Response to Readings:

As you read each of the assigned chapters, I expect you to make notes of questions that come to mind, concepts that are not clearly understood or not well-explained, examples that illustrate the concepts, your own comments, reactions, and ideas, or things that you question or disagree with. These notes will primarily be for your own reference; however, twice during the term you will hand in a typed report (two – three pages in length) based on your notes for a particular reading. You may choose which chapter you wish to respond to, as long as you hand in the first response by September 30th and the second response by November 4th. **(10 points for each Response)**

Research Paper:

The Research Paper is a description and literature review of a particular disability influencing students' abilities to use language and communicate. You will need to describe the language learning needs of a student with the disability and suggest strategies to meet these needs within a curricular context. The information should be general, but supported in research. The Research Paper should include the following:

1. Literature Review - a discussion of the issues inherent to the language/communication disability, the typical characteristics and features of individuals with the disability, and the kinds of supports needed from the perspective of various authors in journals and reference materials. **(20 points)**
2. Teaching Strategies - a description and **applied examples** of at least three different teaching strategies appropriate for the classroom. Indicate where and how they could be used most effectively, i.e., establishing routines, within lessons, cooperative group work, and so on. **(15 points)**
3. Style – your paper must be clearly and cohesively written, well organized, and grounded in research. **(5 points)**

The literature review portion of the paper should be 4 - 5 pages in length and should be supported by a minimum of 5 references (including the textbook, if used). Two of the five references can be from the Web, with the author or organization name given (if possible) and the website address. Remember when gathering information from the Web (I am not referring to online journal articles here) to always question the source and try to confirm the information with a non-Web source. The teaching strategies portion of the paper should be 4 - 5 pages in length, so the entire paper should be 8 - 10 pages (excluding references and appendices).

Demonstration of Teaching Activity:

You are expected to present and share information with your classmates during the December 2 class. The presentation will be a demonstration of one of the teaching strategies outlined in your Research Paper. You can work with a partner or individually. You are expected to create an effective and realistic demonstration of how to adapt teaching to include students with language and communication disabilities, and incorporate support materials as necessary. Each presentation should be approximately 5 minutes in length. One mark will be given for group presentations. **(20 points)**

General Comments:

If you require any modifications to ensure your full participation in this course, please talk to me as soon as possible.

Class Participation - You are expected to attend classes, participate in activities, and contribute to the overall learning process. In particular, you will be expected to take an active role in class discussions. To meet these requirements it will be necessary for you to keep up with the assigned readings and be prepared to identify and analyse the key points that are raised.

U of M Policies - The University of Manitoba requires that I draw attention to University policies regarding academic dishonesty (e.g., plagiarism, cheating), incompletes and assignment grades. Please refer to the general calendar for further details.

People First Language - Although many students experience labelling in our school system it remains up to us as teachers and caring citizens to remember that behind every label is a person. Please remember to use "people first" language in references to people with a disability and not use terms such as "the autistic" or "the disabled".

Excuses, Late papers - All assignments must be completed in order to pass the course. Assignments delivered late without prior permission will be penalized 5% a day. Please feel free to contact me to discuss any difficulties or requests for extensions before the final date to submit your assignments.

References – Students are expected to cite and list reference materials according to American Psychological Association (APA) guidelines. In particular, sources cited within a document should include author and date in brackets, e.g. (Sapon-Shevin, 1999), with a full listing at the end of the document, e.g.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston, MA: Allyn & Bacon.

For other reference guidelines please refer to the APA Manual.

Course Schedule

DATE	TOPIC	READINGS/ASSIGNMENTS
Part I - Assessment		
Sept. 9	Introduction to the Course Overview of Language & Language Development	Chapter 14
Sept. 16	Assessing Early Communication Skills	Chapter 2
Sept. 23	Assessing Students with AAC Needs (Language, Reading, Writing)	(Chapter 3 – optional) Chapters 4 & 5
Part II – Instruction and Intervention		
Sept. 30	Academic Adaptations	Chapter 6 Response to Reading #1 due
Oct. 7	Communication Devices & Technology (Class will be held at the Rehabilitation Centre for Children)	
Oct. 14	No class – Thanksgiving	
Oct. 21	Communication Demands of the Classroom	Chapter 7 (Chapter 8 – optional) In Class Case Study #1
Oct. 28	Literacy Demands of the Curriculum - Beginning	Chapter 9
Nov. 4	Literacy Demands of the Curriculum – Advanced	Chapter 10 Response to Reading #2 due
Nov. 11	No class – Remembrance Day	
Part III – Supports		
Nov. 18	Positive Social Relationships and Friendships	Chapter 11 In Class Case Study #2
Nov. 25	Collaborative Teams and Families	Chapter 13
Dec. 2	Teaching Activity Demonstrations	Research Papers due