

GENERAL INFORMATION	
Course Prefix/Number: EEX3120	Course Title: Language Development and Communication Disorders
Number of Credits: 3 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C.
Date Submitted/Revised: 2/29/12	Effective Year/Term: 2012-1
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less): The student will learn normal language and speech development and characteristics and manifestations of major communication disorders. The student will identify and plan supportive strategies and accommodations for students with speech and language disorders. (3 hr. lecture)	
Prerequisite(s): EDG3321	Corequisite(s): TSL3243

Competencies:
Competency 1:

The student will demonstrate a general understanding of speech development and disorders by:

1. Comparing the development and characteristics of children with language disabilities to typical development and characteristics.
2. Recognizing indicators of hearing and language impairment and limited English proficiency.
3. Identifying communication disorders sufficient to make professional judgments regarding referrals to speech-language pathologists and/or audiologists.
4. Assessing reliable methods of response for individuals who lack typical communication and performance abilities.
5. Identifying the impact of language development and listening comprehension on academic and nonacademic learning for individuals with disabilities.

Competency 2:

The student will demonstrate an understanding of planned instruction to ameliorate speech disorders by:

1. Selecting appropriate interventions for identified communication deficits.
2. Selecting strategies for integrating communication instruction into educational settings.
3. Selecting appropriate assistive technology and alternative communication systems to facilitate communication.
4. Using strategies to support and enhance communication skills of individuals with exceptional learning needs.
5. Identifying communication alternatives for individuals who are non-speaking.
6. Discussing strategies to teach individuals with disabilities how to monitor themselves for errors in oral language.

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7. Planning instruction on the use of assistive and augmentative communication strategies and systems.
8. Identifying errors in oral and written language for students with disabilities.
9. Selecting, designing, and using technology materials and resources required to educate individuals whose disabilities interfere with communication.

Competency 3:

The student will demonstrate an understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support *English Language Learners* (ELLs') acquisition of English in order to learn, read, write, and communicate orally in English by:

1. Demonstrating knowledge of the components of language and understanding of language as an integrative and communicative system.
2. Applying knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English.
3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
4. Demonstrating proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
5. Identifying similarities and differences between English and other language reflected in the ELL student population.

Competency 4:

The student will understand and apply theories and research on second language acquisition and development to support ELLs' learning by:

1. Demonstrating understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2. Recognizing the importance of ELLs' home languages and language varieties, and building on these skills as a foundation for learning English.
3. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
4. Applying knowledge of the role of individual learner variables in the process of learning English.

Competency 5:

The student will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning by:

1. Applying current theories of second language reading and writing development for ELLs from diverse backgrounds at varying English proficiency levels
2. Demonstrating understanding of similarities and differences between L1 and L2 literacy development.
3. Demonstrating understanding of how L1 and literacy influence L2 literacy development and apply this to support ELLs' learning.
4. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
5. Applying knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

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Competency 6:

The student will use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Understanding and implementing district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
2. Identifying and using a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
3. Using multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

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