Miami Dade College

Course Description

EEX3120| Language Development and Communication Disorders | 3.00 credits

The student will learn about typical language and speech development, characteristics and manifestations of communication disorders, and educational neuroscience research concerning first and second language acquisition. The student will learn about effective strategies and accommodations that can be used in planning instruction for P - 12 students with speech and language disorders and differences. Pre/Co-requisites: EDG3321.

Course Competencies

Competency 1: The student will demonstrate a general understanding of speech and language development and disorders by:

1. Comparing and contrasting 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. Listing criteria for communication disorders sufficient to make professional judgments regarding referrals to speech-language pathologists and/or audiologists
4. Indicating the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities
5. Delineating the sequence of expressive and receptive language development and the components of language structure
6. Correlating language acquisition to literacy development

Competency 2: The student will demonstrate an understanding of planned instruction to ameliorate speech disorders by:

1. Identifying errors in oral and written language of students with disabilities
2. Selecting appropriate interventions for identified communication deficits
3. Indicating strategies for integrating communication instruction into educational settings
4. Exploring strategies to support and enhance communication skills of individuals with exceptional learning needs
5. Comparing and contrasting communication alternatives for individuals who have communication disorders
6. Selecting appropriate assistive technology and alternative communication systems to facilitate communication
7. Planning instruction on the use of assistive and augmentative communication strategies and systems.
8. Designing and using technology and resources required to educate individuals whose disabilities interfere with communication

Competency 3: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support English Language Learner (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 modeling 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 build 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 as a second language

Competency 5: The student will demonstrate an understanding of the components of literacy, and 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 and at varying English proficiency levels
2. Demonstrating understanding of similarities and differences between L1 and L2 literacy development
3. Demonstrating understanding of how L1 literacy influences 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

Competency 6: The student will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, to inform their instruction as well as, understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:
1. 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

Learning Outcomes:
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information