



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009 **NEXT REVIEW: 2013-2014** **STATUS: A**
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: Teaching K-12 Students with Language and Communication Disorders

COMMON COURSE NUMBER: EEX 3103

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other: 10

PREREQUISITE(S): EEX 3010 Introduction to Exceptional Student Education

COREQUISITE(S): Field Experience

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program in Teacher Education. This course is designed to introduce knowledge and skills for teaching students with language and communication disorders in a variety of settings and inclusive classrooms. This course covers language and communication behaviors of children with specific exceptionalities and emphasizes research-based instructional strategies for facilitating and improving communication skills in a variety of contexts. It includes an understanding of the connection between language and literacy, language development, language disorders and characteristics, and intervention strategies. It also includes exploration of adaptive and assistive communication devices.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Components of Language - Phonology, Morphology, Syntax, Semantics, & Pragmatics
2. Language Acquisition & Development
3. Language & Culture
4. Language & Literacy
5. Language & Students with Learning Disabilities
6. Language and Students with Mental Retardation
7. Language and Students with Autism Spectrum Disorders
8. Language and Students with Sensory Disabilities
9. Language Characteristics of Hearing & Visual Impairments
10. Language and Students with Emotional & Behavioral Disabilities
11. Assessing Language & Communication
12. Interventions for Enhancing Language & Communication Instruction in the Classroom
13. Augmentative & Alternative Communication Components of ACC

14. Implementing & Integrating ACC into the Classroom

EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

Final grade will be based on course requirements, and examinations. The graded activities may reflect both alternative and traditional assessments. Graded activities are as follows:

- Research Article
- AT Project – Class Presentation
- Language Assessment Report
- Critical Assignments
- Field/Clinical Experience
- Mid Term Exam
- Final Exam
- Pop Quizzes

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills *:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: <i>(highlight in green ALL that apply)</i> 1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA

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| 13. Demonstrate self-direction and self motivation | NA |
| 14. Assume responsibility for and understand the impact of personal behaviors on self and society | NA |
| 15. Contribute to the welfare of the community | NA |

** General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

Common Course Number: EEX 3103

UNITS

Unit 1

General Outcome:

1.0 The student shall:

Acquire knowledge and skills in the areas of normal language development and characteristics of language disorders

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Define and explain the concepts of speech, language, and communication
- 1.2** Describe typical developmental milestones of language acquisition.
- 1.3** Use assessment strategies to assist the continuous development of the learner
- 1.4** Discuss Models of Language Acquisition

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Unit 2

General Outcome:

2.0 The student shall:

Critique augmentative and alternative communication devices appropriate for students with language disorders.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Compare augmentative/assistive technology and alternative communication systems to facilitate communication devices
- 2.2** Explore a variety of low to high technology augmentative and alternative communication
- 2.3** Identify appropriate technology for teaching and learning processes

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Unit 3

General Outcome:

3.0 The student shall:

Discuss the impact of language and communication disorders on the development of literacy.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Understand and identify the components of language as a basis for understanding communication
- 3.2** Define and describe the characteristics of a speech disorder and a language disorder.
- 3.3** Identify language difficulties associated with specific disability types.
- 3.4** Explain the relationship between language and literacy

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Unit 4

General Outcome:

4.0 The student shall:

Make recommendations for effective specific instructional strategies for working with students with language and communication disorders, including students from culturally diverse backgrounds.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Differentiate between communication deficits and communication differences.
- 4.2 Identify research-based instructional strategies that support academic performance of students with communication disorders to include students from culturally diverse backgrounds.
- 4.3 Identify appropriate culturally sensitive assessments, interventions, and strategies for communication disorders
- 4.4 Compare and contrast various interventions for enhancing language & communication