Proposed: Special Topics in Atypical Development

COURSE INSTRUCTOR

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Office Hours T: 1:00-3:00pm, and by appointment

GENERAL DESCRIPTION

We focus on understanding the physical and/or cognitive mechanisms that underlie child development and disorders. Students will develop knowledge and skills a specific area of disability and develop an understanding of how interventions work.

TOPIC

The topic of this course focuses on understanding the cognitive and linguistic mechanisms that underlie language development and language disorders and a framework for thinking about intervention. Topics will include linguistic and psycholinguistic theories of language disorder, social bases of language ability and disability, input and interactional influences on language development, functional relationships between oral and written language, research on information processing functions (e.g., attention, memory, perception) and implications of this research for development of intervention. Goals are to: 1) develop skills in the critical review of the research in language and language-related disability, and 2) develop an understanding of how interventions work and how they can be improved. Course assignments will adapted to support graduate students’ unique professional and scholarly goals.

COURSE OUTLINE

Readings will be posted on Canvas.

1. Introduction: What is SLI and DLD? Typology, History & Terminology


2. Typology: Comorbidity with DLD


3. Bases: Processing, Attention, & Memory


4. Bases: Perception and Production


5. Context: Language Variation


6. Intervention: General Principles


7. Intervention: Bilingualism


8. Intervention: Morphosyntax & Grammar


9. Intervention: Semantics & Vocabulary


10. Intervention: Manualization, Structure & Implementation


ASSIGNMENTS

Reaction Papers (25%, 5% each) —5 total (select from readings during weeks 2-10)

In these weekly 1-page papers, you will closely analyze the ideas presented in one of your readings and form an opinion/reaction to the key content. You will use independent readings and other assigned readings to support your position. The general organization of the reaction paper is an introduction summarizing the authors’ perspective(s), a thesis statement expressing your reaction to the work. The body of the paper should present 2-3 key points in support of your reaction using the literature as evidence to support each point. The conclusion restates the thesis and summarizes your reaction. The paper should be written using APA style, double spaced, and up to 3 pages in length using 12-point times roman or 11-point arial font. The paper should be submitted by midnight before the class meeting (and should focus on the class topic and readings). You may select any 5 topics for these reaction papers. Please include a bibliography using APA style on a separate page.

Class project (75%)

You will write a paper on your choice of topic. The topic you choose can be on any area of language or language disorder. The paper can take several forms including: original research study, secondary analysis of existing data, an evidence-based practice review, or a tutorial (I am open to other ideas). The goal of this assignment is to develop a deep understanding of one of the issues addressed by this course through independent study. Research is a collaborative process. Part of doing and thinking about research is having the opportunity to discuss, defend, and expand ideas with your peers. This process allows you to refine your ideas and to get feedback in the early stages of idea generation. The class project will be something you work on throughout the quarter and we will dedicate time as part of the class for each of you to present your ideas and preliminary findings. This project will be completed in two parts (with 2-3 steps each):

Part 1: Project Proposal

A. 5 page proposal (15%)

This paper will be in the form of a short proposal (about 5 double-spaced pages plus references) for your final paper. It is designed to get you thinking about what you will work on for your project and it will be peer reviewed. The paper should include a short background section motivating your question; the research question(s); and a research or analysis strategy with expected outcomes. Turn this in by the end of week 2.
B. Peer review of proposal (15%)

Each of you will review 2 proposals (so that everyone receives feedback from two peers). Here, you will complete a rubric to rate different aspects of the paper and complete a written review. The review should include a written summary of the paper in your own words and an evaluation with recommendations (at least 3) for strengthening the paper. Due by end of week 3.

C. In-class presentation—Project Proposal – sign up during first class (weeks 2-6) (10%)

Each of you will have the opportunity to present your on-going work for the class for the purpose of soliciting feedback, trying out ideas, and brainstorming. Each designated week, there will be two 30-minute slots for you to present the problem you are trying to address. For each, we will dedicate 10-15 minutes to presentation and 10-15 minutes for discussion. Note that this workshop is for you to present ideas in the making, and to help you refine your ideas and procedures. It is not expected that you will have a completed and polished project. And it is perfectly fine to present something in class and to change your mind by the time you start working on part 2.

Part 2: Final Paper

D. In-class presentation—preliminary findings (weeks 7-10) (10%)

This in-class presentation is designed to keep you on-track! You will share what you’ve done so far relative to your proposal with a focus on findings. Here preliminary data analysis, classification or appraisal schemes should be the emphasis, depending on your project. As before, there will be two 30-minute slots for you to sign up for. For each, we will dedicate about 10-15 minutes to presentation and 10-15 minutes for discussion.

E. Final write up (20%)

This paper should build on the project so far and will include an abbreviated background, research questions, methods, and results with short discussion (note that the emphasis is on methods and results). I expect the paper to be about 10-15 double-spaced pages in length excluding references.

GRADING

Assignments will be graded using a point system from 0-100. The final course grade will be a weighted average of the assignments as indicated above, using the following scale:

A  100-95   B+  89-87   C+  79-77   D  69-60   F   59 and below
A-  90-94   B   82-86   C   72-76
B-  81-79   C-  71-69
ACADEMIC POLICIES

CODE OF CONDUCT

All participants in the course are bound by the University of California Code of Conduct, found at https://aisc.uci.edu/policies/pacaos/

ACADEMIC HONESTY POLICY

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

Students who knowingly or intentionally conduct or help another student engage in dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of the School of Education.

DISABILITY SERVICES

If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC’s website: https://www.dsc.uci.edu/ The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.

REGULAR ATTENDANCE

One aspect of professional behavior is being dependable and taking responsibility in terms of attendance and timeliness. Your final grade can be affected by tardiness and absence. Attendance in class is important because the quality of learning is enriched by participation in our discussions. Simply completing an assignment does not provide you with the same quality of learning that attending class provides you. Timely attendance is within 5 minutes of the start of class.

Please note that absence will only be excused by written permission from a physician. Physician excuse must document inclusive dates of illness and date when you were released from physician care to return to class. Unexcused absences will result in a zero grade for that day/assignment; make-ups will not be scheduled.

Only in severe and extenuating circumstances will an incomplete be given, and only when the student's completed work is of passing quality. In other cases, the student's final grade will be based on total points earned, even if all work has not been completed.