

Janice Carter Smith, M. S., CCC-SLP, Instructor

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Catalog Course Description: Independent but guided inquiry of pre-approved topics in the field of Speech Pathology-Audiology.

Grading -

- A – successful completion of all activities as proposed and on time
- B – most activities completed and on time
- C – activities were incomplete and submitted inconsistently
- D – activities were poorly completed; typically late
- F – activities were not completed

Communication with Instructor

While this study is largely completed independently, communication with the instructor is essential for successful completion of the project. The communication can be in whatever format is best for the project. Students are welcome to arrange face to face meetings, schedule times for phone calls, email, skype, adobe connect, or other medium. Any combination is acceptable. As a part of the contract that students will develop, specification of how and when this communication will take place must be included. Certainly, as the need arises, the type and frequency of the communication can be adjusted.

This course allows the graduate student to investigate a specific topic in the field of speech-language pathology. The accumulation of activities in which the student engages in during the semester should be equivalent to the breadth and depth of information/knowledge expected in a lecture course.

In a formal lecture course, success is based on several different components (exams, projects, presentations, papers, etc.); likewise, success in this type of course is based on a variety of components. Each student will design his or her study using several different components to complete his or her inquiry.

Students will benefit the most by exploring their topic from several vantage points. It is important that both the process (finding and exploring information) and product (final submitted project) be considered. The process is how the student will independently study a topic. The product may include a research paper, a series of interviews, development of a resource manual, an annotated bibliography, review of the literature, creation of a therapy kit, or any number of strategies...get creative!

You will benefit the most if you choose a topic that will help you professionally. If you have administrative aspirations, you may want to explore that topic. Do you have several children who are visually impaired and you want to know more about that? Are you interested in role of public policy and local school board decisions on the practice of speech pathology in the schools? Are you working in early intervention but think you may want to switch to geriatrics? The topics are endless.

What follows is a sample 'contract' that may help you to develop your own. Your project does

not have to be like this one—this is just an example. The dates are obviously fictitious and provided just to give you idea of the approximate pace at which you should be developing your independent study. This person chose to do six things. If you think that four is better, that's fine. However, similar to a lecture course, achievement is best judged on more than one component (not just one test or one test and one paper).

Students should make contact with the instructor during the first week of the class to review goals and begin to establish targets.

Sample Project

Language-Learning Disorders in the Schools

Abstract. Many children with language-learning disabilities (LLDs) will find their way onto the case loads of speech-language pathologist (SLP). These students may be those that may not make obvious errors in phonology or syntax but have subtle problems with communication making them harder to identify at first. These problems seem to have a significant impact on students' ability to acquire the skills needed for school success, conducting themselves appropriately in the classroom and also affect interaction among their peers. This becomes distracting and distressful to the student, parents and teachers. In the past, these students were often written off, placed into special education programs or passed along to the next grade. Today, since more research has been conducted on LLDs, students are given more of a chance to make good grades by receiving additional services to bridge the gap. To better equip these students with the skills they need to succeed, SLPs assess and implement treatment bases on the deficits revealed. Since I plan to work in the schools, the findings I will make during this project may increase my knowledge base of the diverse student population that will make up my caseload. Also, I hope to educate teachers on the signs and symptoms and compensatory strategies that may be used with a LLD student.

Component 1. Interview a fourth grade student with a ruling of language-learning disorder. Ask what is hard about school, what is easy, and what he or she likes and dislikes about it. Ask the student to read from a textbook and show samples of homework and offer to do some homework together. Describe the aspects of the language and learning problems observed. *November 21, 20xx.*

Component 2. Observe a student with LLD talking or playing with a normally developing peer. Describe the discourse. *November 21, 20xx.*

Component 3. Interview a school SLP, who holds a CCC and has had at least 5 years public school experience. Ask how he or she interacts with teachers and LLD specialists regarding students' reading programs. Ask about his/her access to the fourth grade curriculum and textbooks. *November 5, 20xx*

Component 4. Examine third grade textbooks in the following subjects: Mathematics, Reading, and Language Arts. Using the protocol provided in *Working with the Curriculum* by Prelock, Miller and Reed (1993), a Language Based Curriculum Analysis will be completed for each of the three texts. Because many school districts do not provide textbooks for Science and Social Studies, an analysis of the Mississippi State Framework (<http://marcopolo.mde.k12.ms.us/frameworks.html>) will be completed. *October 31, 20xx*

Component 5. Write and present an in-service program for teachers on the connection between language and literacy. *December 8, 20xx.*

Component 6. A paper will be developed summarizing current literature and findings from the projects listed above. *The paper and project will be submitted on December 12, 20xx.*

This is an outline to show what you need to complete as you are preparing for this project. You'll note that it is different from the contract listed above because both this contract and the one above are simply provided as guides. Yours does need to contain the items in bold but you may present it however you choose.

The contract is due by January 23rd, 2012. Once the semester has begun, feel free to contact me if you have questions along the way.

Title**Abstract****Outline of the study**

Component 1
Component 2
Component 3
etc.

Dates for submission:

Component 1: 2/7/xx

Component 2: 2/28/xx

Component 3: 4/18/xx

Component 4: 5/5/xx

etc.

Scheduled Meetings (specify if these will be face to face, phone or email updates; at least one needs to be by phone):

3/10/xx

4/9/xx

5/6/xx

etc.

Role(s) of the Instructor

Describe the type of assistance you'd like from the instructor. This can be editing, search suggestions, help with identifying a topic or whatever you think you may be needed. This can be specific or more open.

Plagiarism: From the Faculty Handbook

Definition: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism in ANY portion of this course including but not limited to abstracts, projects, reports, rough drafts, and final papers will be severely penalized.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Contact David Coffey at 270 745 5004 or david.coffey@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance:

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

