MASTER SYLLABUS

Administrative Unit: Education Department
Course Prefix and Number: EDUC 515
Course Title: Language Development of the Exceptional Child

Digital Descriptions:

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<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
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Catalog Description: The study of the stages and characteristics of language development with an emphasis on the needs of exceptional children and learners of English as a second language. The course focus is to allow practicing classroom teachers to apply this knowledge to the acquisition and development of exceptional children in various educational settings. Prerequisite: Graduate standing. Offered Spring semester.

Prerequisites/Corequisites: Graduate standing.


Course Objectives:
1. Students will become familiar with the process of oral and written language acquisition.
2. Students will be able to identify the major variations of oral and written language acquisition occurring in children labeled as exceptional.
3. Students will compare various learning theories related to language acquisition theories and be able to analyze the implications of these theories in relationship to the exceptional child.
4. Identify special language problems handicapped children must deal with.
5. Identify resources that can help parents, classroom teachers and special educators facilitate academic and social success for the handicapped child or adult with language disorders.
6. Students will become familiar with methods of facilitating language growth for the exceptional child.
7. Differences between acquisition and learning of first and second languages will be addressed and specific implications for classroom considerations and learning as well as teaching techniques will be examined.
Topical Outline:

- Overview of language development
- Atypical language development
- Semantic uses of language and cultural influence
- Theories of language acquisition
- Implications of theoretical perspectives on practices
- Building a positive language environment for the exceptional child
- Individual differences in language acquisition
- Oral and written language connections
- Establishing a positive language environment for the second language learner
- Becoming an informed language observer
- Assessing language development
- Resources and services for language development of the exceptional child

Recommended maximum class size for this course: 15

Prepared by: Ronald D. Taylor, Ed.D.

Date: September 17, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.