

SPED 4867 - Intervention and Remediation of Receptive/Expressive Language Dysfunction

Fall 2026 Syllabus, Section 01, CRN 41673,

Credit hours: 3

Instructor

Joanne Franks

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Public Instructor Information

Instructor Title: Joanne Franks, Ph.D

Instructor Professional Qualifications:

Ph.D, Special Education, Kent State University, 1995

M.Ed., Special Education, Youngstown State, 1989

Instructor Office Location: Dept Of Teacher Education and Leadership Studies BCOE 1101

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Course Description

4867. Intervention and Remediation of Receptive/Expressive Language Dysfunction. Theory and practice of intervention and remediation of basic cognitive processes especially in the areas of receptive and expressive language and cognitive skills for the intervention specialist. Field hours required. Prereq.: TELS Upper Division Status. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Teaching Students with Language and Communication Disabilities	Kuder, S.J. (2018)	

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Chapter 1	Welcome and Course Introduction Language and Language Disorders	
8/31	Chapter 2	Elements of Language	Read Chps 1 & 2 review power pts.
9/7	Labor Day - Legal Holiday University Closed		
9/14	Chapter 3	Bases of Language Development	Read Ch 3 and Review power pt.
9/21	Chapter 4	Language Acquisition models	Read Ch 4 Article Review and Presentation Due
9/28	Chapter 5	Language Development: Birth through the Preschool Years	Read Ch 5 Review Guide for Exam 1
10/5	Exam 1 (Chapters 1-5)		
10/12	Chapters 6 & 7	Language and Literacy in the School Years Language and students with learning disabilities and students with attention disorders	Read Chps 6 & 7 and review power pts.
10/19	Chapter 15	Augmentative and Alternative Communication	Read Ch 15 and review power pt



10/26	Chapter 8	Language and students with Intellectual Disabilities	Read Ch 8 and review power pt.
11/2	Chapter 9	Language and students with Autism Disorder	Read Ch 9
11/9	Chapter 10	Language and students with Emotional and Behavioral Disorders	Read Ch 10 and review power pt.
11/16	Chapters 11 & 12	Language and students with Sensory Disabilities Language and students with Neuromotor Disabilities and Traumatic Brain Injury	Read Chps 11 & 12 and review power pt.
11/23	Chapters 13 & 14	Language and Assessment and Instruction in the Classroom Intensive Language and Communication Assessment and Instruction	Read Chps 13 & 14
11/30	Chapter 16	Language, Culture, and English Language Learners Presentations and Wrap-Up	Critical Task Due on Blackboard (SL&L) by 5:00pm
12/7	Final Exam		

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.