

國立清華大學課程概述

課程名稱	中文：溝通障礙			科目編碼
	英文：Communication Disorders			
開課單位	竹師教育學院	特殊教育學系	學分數	2
			時數	2
開課年級	三年級	先修課程(編碼&名稱):語言發展與矯治		
		授課教師：許馨仁 E-mail: julie.h.hsu@gapp.nthu.edu.tw		
課程概述	溝通牽涉雙向的訊息及意圖交換，透過非語言的肢體動作和聽說讀寫等語言和口語的表達和接收進行，過程中任何一方的失常行為，都可影響溝通的進行。本課內容介紹溝通、語言、口語三概念的定義及範圍並據此分析各類特殊需求兒童的多種溝通障礙問題區別性的本質和特徵，及臨床診斷、介入及相關的特殊教育教材教法。			
課程內容	<ol style="list-style-type: none"> 1 溝通、語言、口語、言語的基本概念和差異 2 溝通障礙的本質 3 溝通障礙成因 4 學前溝通障礙兒童的評估與介入 5 學齡溝通障礙兒童的評估與教學 			
專業素養指標	<ol style="list-style-type: none"> 1-1 了解有關教育目的和價值主要理論或思想，以建構自身的教育理念與信念。 1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。 1-3 了解我國教育政策、法規及學校實務，以作為教育實踐的基礎。 2-1 了解並尊重學生身心發展、社經及文化背景差異，以作為教學與輔導的依據。 2-3 了解特殊需求學生的特質及鑑定歷程，以提供適切的教育與支持。 3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學及評量。 5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。 			
核心內容	<ol style="list-style-type: none"> 1-a 一般教育與特殊教育的發展趨勢 1-b 國內外一般教育與特殊教育的重要議題及其影響 1-c 我國一般教育與特殊教育的主要法規與重要政策 1-e 教育相關支持服務與支援系統的連結與運用 2-a 特殊教育學生的身心特質與學習需求 2-c 特殊教育學生篩選與轉介的協助 2-d 特殊教育學生轉介前介入的協助 2-e 特殊教育學生的鑑定方式與工具 3-a 依學生特質、能力及需求課程調整與適性教學 5-c 理論與實務的整合以解決問題 			

融入議題	● 十二年國教 19 項議題融入					
	性別平等教育		生命教育		能源教育	√ 多元文化教育
	人權教育		法治教育		安全教育	閱讀素養
	環境教育		科技教育		防災教育	戶外教育
	海洋教育		資訊教育	√	家庭教育	國際教育
	品德教育		(含數位學習)	√	生涯規劃教育	原住民族教育
	● 其他教育議題					
	藝術與美感教育		原住民教育		理財教育	生活教育
	勞動教育		媒體素養教育		消費者保護教育	
	家政教育		藥物教育		觀光休閒教育	
	新移民教育		性教育		另類教育	
	● 新興議題					
媒體識讀		通用設計				

Course schedule

Week	Topic
wk1	Introduction and course requirements/ <u>Telepractice project Intro</u> ¹
wk2	Speech Sound Disorders (SSD)
wk3	Functional SSD (Online assessment: 3/5 ; transcription due by 5am on 3/7) ¹
wk4	Organic SSD(30 minutes in-class group discussion of transcription) (Assignment: finalizing group transcription; Reading: sample assessment video & report) ¹
wk5	Assessment & Intervention considerations/ Writing assessment reports (Assignment: working on group assessment report) ¹
wk6	<u>Telepractice project: oral presentation & discussion</u> (Written assessment report due on 3/30) ¹
wk7	Language disorder in children (Reading assignment: Roth & Worthington chap 4, 5) ²
wk8	Language disorder in children (Reading assignment: Roth & Worthington chap 4, 5) ²
wk9	Midterm Exam
wk10	Oral presentation and case discussion: case 1 & case 2 (Roth & Worthington chap 4) ²
wk11	Oral presentation and case discussion: case 3 & case 4 (Roth & Worthington chap 5) ²
wk12	Neuroanatomy of Language functions
wk13	Aphasia
wk14	Aphasia
wk15	Aphasia/ Case discussion (bring your own laptop and headphone)
wk16	<i>Final Exam</i>

Evaluation and Grades

- (1) Telepractice project: 25% (transcription 5%; oral presentation 8 %; assessment report 8%; peer evaluation 4%)
 (2) Midterm: 30%

(3) case discussion 10%

(4) Final: 30%

(5) Participation: 5%

Textbooks

1. Roth, F. P., & Worthington, C. K. (2015). *Treatment resource manual for speech language pathology*. Nelson Education.
2. Owens Jr, R. E., Farinella, K. A., & Metz, D. E. (2014). *Introduction to communication disorders: A lifespan evidence-based perspective*. Pearson Higher Ed. (溝通障礙導論：以實證本位觀點為導向)
3. 錡寶香 (2010)。兒童語言障礙-理論評量與教學。台北市：心理出版社。
4. Norbury, C. F, Tomblin, J. B., & Bishop, D, V. M (2008). *Understanding developmental language disorders: from theory to practice*. Hove: Psychological Press.

Assignment and Course requirements

1. Telepractice project

(a) Online assessment: assessment will start at **8am sharp on Saturday, 5th March**. Students need to log on 10 minutes (i.e., **no later than 7:50 am**, link will be provided) before the beginning of the assessment session in order to ensure access to the online assessment session. ZOOM will be used. If you do not have an account, you need to register and be familiar with the software ahead of the time.

(b) Send your transcription: each student should send a copy of their transcription to the instructor via E-mail transcription by **5pm on Thursday 7th March**.

(c) Group transcription: Members of the same group should start to work on a final version of your transcription after 8th March. This should be a group effort and will be best achieved if members of the same group can work together to resolve inconsistency.

(d) Group assessment report: after the class on 17th of March, members of the same group should start to work on a written assessment report.

(e) Oral presentation: Oral presentation of the assessed case will take place on **24th March** in the class. Each group has 20 minutes to present their assessment report. A **hardcopy** of your assessment report should be provided to all students and the instructor in the class. **Powerpoint slides are not required.** Each member of the group should be fully prepared to present your assessment report and answer questions as the instructor will randomly assign presenters right before group presentation. Assigned presenters should go through their report and be ready to take questions from your classmates and the instructor. Non-presenters should be ready to ask questions. Active participation in the discussion is strongly encouraged necessary and 5% of the final grade will be scored based on the quality and quantity of the questions/ comments.

(f) Group assessment report: a copy of group assessment report should be sent to the instructor via E-mail by 5pm on Wednesday 30th March. Modifications based on the comments given a week before in the class is expected. Both the completeness of the content and quality of the writing as well as peer evaluation will contribute to the score of your assessment report.

2. Reading assignment

Reading: sample assessment video & report

Roth & Worthington chap 4: p166-190 & Appendix

Roth & Worthington chap 5: p224-263 & Appendix

3. Attendance

Class attendance is required and will be taken. Students should email, and/or speak with the instructor ahead of time if they know they will be absent from class.

