

California State University, Chico
Department of Communication Science and Disorders
CMSD 451: Language Disorders
 3 Units, Fall 2018
T/TH 11-12:15 PAC 206

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Course Description and Goals

This course is designed to provide students with a theoretical overview of the nature and types of language delays, disorders, and differences from infancy through adolescence. Assigned readings and discussion of current research will emphasize basic information on assessment and classification of language disorders; intervention procedures and service delivery issues. Current issues related to cultural and linguistic diversity will be discussed.

| Course Objective | Implementation | Program SLO | Accreditation Standards | | |
|--|--|-------------|-------------------------|------|---------------|
| | | | CAA | CFCC | CCTC |
| Identify and discuss the development of language | Class activities, exams, and assignments | 2 | 3.1.2B | IV-B | SLP-2 |
| Identify and discuss the characteristics of a language disorders in children | Class activities, exams, and assignments | 3 | 3.1.2B | IV-C | SLP-2, 3 |
| Describe and interpret basic evaluation procedures for language disorders. Analyze and interpret 2 commonly used language tests on a basic level | Class activities, exams, and assignments | 1, 3, 5 | 3.1.4B | IV-D | PS 4 SLP 4 |
| Describe and develop materials and treatment procedures used for language disorders in children | Class activities, exams, and assignments | 1, 3, 4 | 3.1.5B | IV-D | SLP-5 |
| Demonstrate basic knowledge cultural aspects of language disorders vs. differences | Class activities, exams, and assignments | 2 | 3.1.4B | IV-C | SLP-2 |

Program Student Learning Outcomes

1. Demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
3. Demonstrate knowledge and communication disorders and culturally linguistic differences across the lifespan including etiology, symptomology, prevention, diagnosis and treatment.
4. Demonstrate ability to utilize professional oral and written communication skills.
5. Demonstrate effective interpersonal and team communication skills.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.
<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0

Required Texts

Gosse, C., Norbury, C. F., & Paul, R. (2017). *Language disorder from infancy through adolescence: Listening, Speaking, Reading, Writing, and Communicating* (5th ed.). Elsevier: St. Louis, MI.

Classroom Protocol

Attendance

Attendance for each class period is critical. Should you have to miss a class period it will be your responsibility to obtain the information missed. No Quiz or exam make-ups will be offered for unexcused absences.

Make-up Policy

It is imperative that you take examinations when they are scheduled. Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious and compelling nature. A make-up examination will not be the same as the original examination but will be based on the same body of information.

All assignments must be turned in by their due date. One point will be deducted for each day the assignment is late.

Dropping and Adding

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester (8/27/18-9/7/18) using a Change of Program (COP) form. During the third and fourth weeks of classes (9/10/18-9/21/18), COP forms are required in order to add and drop and need instructor's signature. After the end of the fourth week of the semester (9/21/18), all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog) and require approval signatures of the instructor, department chair, and dean of

the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.

Course Requirements

Assigned Readings: Chapter readings and possibly some supplementary readings will be assigned. Some information contained in your book may not be included in lecture, however, you will be responsible for the content.

Examinations: Two examinations will be administered in primarily multiple choice, true/false format, fill-in-the-blank and short answer format and will include information from readings, lectures, discussions, assignments. See assignment schedule for examination dates.

In-Class Assignments: In-class assignments will be given throughout the semester. Some will be in individual format, others in group. Some may be scheduled, others will not (pop quiz!). These may range in point values from Credit/No-credit to 10 points each. **Quizzes/in-class assignments can only be make-up if you have an excused absence. A maximum of 2 quizzes/in-class assignments can be made up in one semester. All make up quizzes/in-class assignments must be completed within one week of the assigned quiz/in-class activity.**

Course Assignment 1: Disorder Fact Sheet and Presentation

Groups will prepare a fact sheet describing a disabilities selected from a list presented in class. This fact sheet must include the following headings:

- 1) Brief Description of the Disability
- 2) Causality/Contributing Factors
- 3) Language Characteristics
- 4) Intervention Strategies

Each group will prepare a 10-minute presentation to share their fact sheet with the class.

Course Assignment 2: Evidence-Based Intervention Presentation

Groups will review and make a 10 minute presentation on one EBP intervention strategy appropriate to use with the infant/toddler/preschool/school-age population. The format for this review and presentation will be discussed in class.

Grading Policy

Grades will be assigned on the basis of the above listed course requirements. Attendance and class participation will be considered particularly if your final grade lies near the cut-off for the next higher or lower grade.

- Two scheduled examinations, each worth 100 points. Total points **200**
- Course assignments 1 & 2 listed under “*course requirements*”, each worth 25 points. Total points **50**
- Additional individual and group assignments and quizzes to be administered throughout the course of the semester, each worth 5-10 points. Total points **50**

Grades (points). Total possible: **300**
94-100%=A

90-93% =A-
87-89%=B+
84-86%=B
80-83%=B-
77-79%=C+
74-76%=C
70-73%=C-
60-69%=D
59% & below=F

Here's a conceptual grading guideline that may help you to understand how your assignments and tests are graded: An "A" constitutes outstanding performance, work that is above and beyond expectations; a "B" is very good work, commendable; a "C", acceptable, accurate, and complete work, but not beyond ordinary; "D" is barely passing for university standards, but is unsatisfactory for the profession of speech-language pathology and audiology and will require repeating; and "F" is failing work.

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>

Rigorous Learning (*excerpted from CSU statement of Academic Rigor*)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the ARC Office (Accessibility Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Accessibility Resource Center office to coordinate reasonable accommodations for students with documented disabilities. Disabilities Support Services online: <http://www.csuchico.edu/arc>.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a CMSD Faculty

member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

CMSD 451: Language Disorders, Fall 2018

(Note: subject to change with fair notice.)

| Week | Topics, Readings, Assignments, Deadlines | |
|-------------|--|------------------------------|
| 1 | Models of Child Language Disorders | Chap. 1 |
| 2 | Evaluation and Assessment | Chap. 2 |
| 3 | Evaluation and Assessment (cont.) | Chap. 2 |
| 4 | Tests and Testing Materials | |
| 5 | <i>9/25 & 9/27 Course Assignment 1</i> | |
| 6 | Principals of Intervention | Chap. 3 |
| 7 | Principals of Intervention (cont.) | Chap. 3 |
| 8 | <i>10/15- Examination 1</i> Assessment and Intervention | |
| 9 | Assessment and Intervention in the Prelinguistic Period | Chap. 6 |
| 10 | Assessment and Intervention for Emerging Language | Chap. 7 |
| 11 | Assessment of Developing Language | Chap. 8 |
| 12 | Intervention for Developing Language | Chap. 9 |
| 13 | Holiday- No School | |
| 14 | <i>11/27 & 11/29 Course Assignment 2</i> | |
| 15 | Language Samples and Narratives | <i>*Supplemental reading</i> |
| 16 | Language Samples and Narratives | <i>*Supplemental reading</i> |
| 17 | <i>Examination 2: TBD</i> | |