

California State University, Chico
Department of Communication Sciences and Disorders
CMSD 652: Seminar in Language Disorders
Fall 2018

INSTRUCTOR INFORMATION

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 Office Hours: M 8:30-9:30 and 12-1; Th 11-12 or
 by appointment

COURSE DESCRIPTION

This course will focus on language disorders in children birth to adolescence. Focus will be placed on language assessment and intervention.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon completion of this course, the following objectives will be met:

Course Objective	Implementation	Criteria	Program SLO	Accreditation Standards		
				CAA	CFCC	CCTC
Identify and discuss the characteristics of a language disorder in the preintentional, intentional, emerging, language for learning, and advanced language stages.	Class activities, exams, and assignments	80% accuracy	1, 2	3.1.2B	IV-C	SLP 2, 3
List and discuss preventive measures of childhood language disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 5
Develop ability to implement assessment procedures for children with language disorders. Interpret standardized norm referenced tests appropriately.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	PS 5 SLP 4
Complete semantic analysis, language samples, and narrative assessments and interpret results.	Class activities, exams, and assignments	80% accuracy	3	3.1.4B	IV-D	PS 5 SLP 5
Develop appropriate intervention goals and procedures for children with language disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.5B	IV-D	SLP 5
Demonstrate knowledge of Common Core and appropriate language goals that meet these educational standards.	Class activities, exams, and assignments	80% accuracy	3	3.1.5B	IV-D	SLP 2
Demonstrate knowledge of literacy (academic language, oral and written language) and an SLPs involvement in therapy (characteristics of reading and writing).	Class activities, exams, and assignments	80% accuracy	2, 3	3.1.3B 3.1.3B	IV-D	PS 3 SLP 2, 4, 5
Discuss multicultural and linguistic correlates in regards to language disorders.	Class activities, exams, and assignments	80% accuracy	2	3.1.2B	IV-C	PS 3

Program Student Learning Outcomes

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

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

STUDENT RESPONSIBILITY

Students are responsible for attending class lecture and completing reading assignments. Attendance is vital and student participation is expected.

ACADEMIC HONESTY

Any work submitted that is not the product of the student who has their name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. If you do not understand what constitutes academic honesty, review the University Catalog.

STUDENTS WITH DISABILITIES

If you have a documented disability that may require reasonable accommodations, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. ARC is located in the Student Services Center 170. The ARC phone number is 898-5959 V/TTY or fax 898-4411. Visit the ARC website at [ARC Website](#)

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. 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

ADD/DROP POLICY:

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or using the Chico State Connection. During the third and fourth weeks of classes, COP forms are needed to add and drop and will require the approval signature of the instructor (COP Forms are available at: [Chico State Website](#)). After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will automatically be dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedures or you risk getting a failing grade for the class.

COURSE MATERIALS

Textbook: Paul, Rhea. Language disorders from infancy through adolescence. St. Louis: Mosby. There are multiple editions; I feel that any will do.

Handouts: A packet is available. You may print your own from the file on Bb Learn. Note that the packet is 89 pages. If anyone would like me to have the packet at the bookstore, this can be done.

Articles: Journal article readings will be posted on Bb Learn.

GRADING

Grading will be on a point scale. You will be graded on assignments. All assignments must be turned in by their assigned due date. Ten percent of the grade will be deducted for each day the assignment is late. No assignment will be accepted 3 days after the due date without instructor approval. Grades are determined by percentage of total points received as follows:

94-100	A
90-93	A-
88-89	B+

84-87	B
80-83	B-
78-79	C+

74-77	C
70-73	C-
below 70	F

EVALUATION

- Causation and Prevention Assignment** (10 points): The Causation and Prevention Quiz is a take-home quiz that assesses your understanding of the causes of language disorders and the prevention measures speech-language pathologists can take to decrease language disorders.
- Thinking Questions** (55 points total): I will give you 5 assignments that address information we covered in class. You will respond to the questions. Please type your answers.
- Parts of Speech Activities** (10 points - You must complete these with 70% accuracy to pass the class and to get the 10 points). On Bb Learn, you will find a Parts of Speech section. In this folder, there are documents that describe 7 parts of speech. On the last page of each of the documents, you will find an “assignment” based on that part of speech. You are required to complete and submit these assignments.
- Narrative Analysis #1** (40 points): You will be provided a narrative which you will be required to separate into t-units and then analyze. A short write-up will accompany the analyses.
- Narrative Analysis #2** (40 points): You will complete the Peterson, Gillam, and Gillam (2008) analysis on 2 narratives and provide a brief write-up.
- Language Sample Analysis** (60 points): You will be required to complete a language sample analysis using the following: MLU, Brown’s, and Sentence Analysis. A short write-up will be required for each analysis and you will be asked to write goals.
- Language Sample SUGAR** (40 points): The same language sample will be analyzed using the SUGAR approach.
- Multicultural/Multilingual Assignment** (10 points). The Multicultural/Multilingual Assignment Quiz is a take-home quiz that assesses your understanding of best practices for diverse learners.
- Assessment Interpretation, Goal Development, & Treatment Plan** (50 points): This assignment is the final project and is due on the day of the final. You will be provided assessment results for 2 children. You will then be required to interpret the assessment, develop goals, and develop treatment plans for each goal for ONE of the children.

SCHEDULE –

This schedule is subject to change should we spend more or less time on a topic. Changes in due dates will be made with class input.

	TOPIC	READING	ITEMS DUE
8/29	<ul style="list-style-type: none"> Review Definitions Experiencing a Language Disorder 	Ch. 1, 4	
9/5	<ul style="list-style-type: none"> Assessment (if needed) Treatment (if needed) Hierarchies Language 4 Learning 	Ch. 2 Ch. 3 Ch. 11	Causation and Prevention Assignment
9/12			
9/19	<ul style="list-style-type: none"> Narratives 	175-177 (145-148); (403-404) 438-441 (439-449); 494-500	Parts of Speech

	<ul style="list-style-type: none"> • Maze Behaviors/Disrupted Speech 	(505-511); 487 (434-436)	
9/26	<ul style="list-style-type: none"> • Narratives 	Ch. 10	
10/3	<ul style="list-style-type: none"> • Literacy/Academic Language • Phonological Awareness • Morphological Awareness • Common Core and language goals L4L 	Ch. 12	Narrative Analysis #1
10/10	<ul style="list-style-type: none"> • Language Samples • Developing Stage 	Ch. 8 Ch. 9	Narrative Analysis #2
10/17	Developing Stage	Ch. 9	Thinking Question #1
10/24	Developing Emerging Stage	Ch. 7	Language Sample Analysis Thinking Question #2
10/31	Emerging Stage	Ch. 7	
11/7	Emerging Stage Prelinguistic Stage	Ch. 6	Thinking Question #4 SUGAR Analysis
11/14	Prelinguistic Stage	Ch. 6	
11/21	NO CLASS - Thanksgiving	Ch. 6	Thinking Question #3
11/28			
12/5	<ul style="list-style-type: none"> • Multicultural Considerations • Advanced Language Stage 	Ch. 5	Multicultural/Multilingual Assignment
12/12	<ul style="list-style-type: none"> • Advanced Language Stage • Finishing up all topics 	Ch. 13, 14	Thinking Question #5
12/19			Assessment Interpretation, Goal Development, & Treatment Plan In my box by 5:00