

CSD 326
Language Disorders- Across the Lifespan
Spring, 2012 MWF 10:00-10:50
Tim Chance, M.S., CCC-SLP

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Required Text:

Vinson, B. P. (2012). *Language disorders across the lifespan* (3rd ed.) Clifton Park, NY: Thomson -Delmar Learning

Suggested Additional Text;

American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author (ISBN: 1557988102)

Course Objectives:

This course adheres to university guidelines regarding workload requirements per credit hour.

Learner Outcomes:

- The student will gain a basic understanding of language differences, delays, and disorders in children and adults.
 - The student will gain knowledge concerning differences related to multicultural aspects of language and communication, as well as delays and disorders related to developmental language deficits, language-learning disabilities, reading disorders, attention deficit disorders, aphasia, dementias, and traumatic brain injury.
 - The student will gain knowledge associated with professional requirements of persons assessing and treating language-based communication disorders.

The is an introductory undergraduate course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence: ASHA Standard III-C, ASHA Standard III-D (www.asha.org). Clinical observations (3 hours-language therapy) are required. Case studies and in-class video presentations will be used for practical application and critical thinking skills.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and

Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Attendance: Your attendance is required for successful mastery of course material. ***You are expected to attend every class.*** Roll will be taken. You will be allowed three absences. For each absence after the three allowed, 10 points may be subtracted from the final grade. For any absences to be excused, you must contact me before you are absent even if you have contacted the nurse or Dr. Long. Leave a message if you do not reach me. I may be prepared to make an exception to this rule only if you have no unexcused absences.

All assignments will be submitted at the assigned time (during class) unless arrangements have been made **prior** to the deadline. All assignments submitted late will receive a penalty of a loss of **25% points a day** (including weekends) for each day late. If for any reason you fail to complete **ALL** assignments are not completed your final grade will be lowered one letter grade at the end of the semester.

Participation is key in this class. Classroom participation, effort, and involvement are basic components of communication. This will be taken into consideration in the case of borderline grades.

**** If you miss class please get notes from a fellow classmate. This includes any handouts, lecture notes or special instruction. It is YOUR responsibility to get any materials that you missed.**

*****If you are unable to attend class on the day of an examination, an alternate format of the exam (essay or written paper) may be substituted for the missed exam. In order, to be allowed the opportunity to make up the exam you MUST contact me PRIOR to the exam. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.**

*****If you are unable to attend class on the day of an examination, an alternate format of the exam (essay or written paper) may be substituted for the missed exam. In order, to be allowed the opportunity to make up the exam you MUST contact me PRIOR to the exam. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.**

Classroom Rules: The classroom of higher education is a place in which many share instruction, ideas, theories, questions, and answers. In this classroom and in the daily world it is my intent to treat each person that I encounter with respect and dignity. I ask

that of my students in return. Matthew 7:12 “Do unto others as you would want them to do unto you,”

Cell Phone/Computer Usage: As part of respect in this classroom cell phones should be silenced or turned off prior to class. Text messaging or use of cell phones *will not* be allowed. If this occurs you may be asked to leave the classroom and will be allowed to re-enter only after we have met to discuss this issue. Cell phones or computers *will not* be allowed or visible on exam days. **If for any reason this occurs the result will be an “F” for this exam.**

This is acceptable for the purpose of taking notes only. Surfing the Internet, watching videos, instant messaging, playing games, etc., *will not be tolerated*. If this should occur you will be asked to leave the classroom and allowed to re-enter only after we have met to discuss the issue. If the issue should happen more than once *your final grade will be lowered one letter grade for each occurrence and possible dismissal from the class.*

Video/Audio Recording:

If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor.

Academic Integrity: “Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. “ This includes cheating on exams as well as submitting “unoriginal” work at any time.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedure delineated in the Harding University catalog.

In addition to the more familiar terms such as “*plagiarism, cheating and copying*” another way in which academic integrity is challenged is through “Aiding and Abetting”. This is a relatively new topic that has proven to be problematic for the university. This refers to the sharing of materials from on class to another or from one student to another. These actions could easily affect both students and place both students in jeopardy for academic sanctions as set forth in the handbook.

Students with Disabilities: "It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019." **It is the responsibility of each student requesting such accommodation to notify me of each accommodation.**

Course Requirements:

Exams:

There will be **five exams** including the final exam. **Each exam is worth 100 points.** The fifth and **final exam is scheduled for Wednesday December 14, from 8:00–10:00 am.**

Exam 1:

Chapter 1 – Delays Disorders and Differences
Chapter 2- Setting the Stage in the Preschool Years
Chapter 3 – Classification of Language Abnormalities Based on Etiology and Diagnostic Labels
Chapter 5 – General Considerations in Assessment of Language Deficits in Infants and Preschool Children

Exam 2:

Chapter 4- Pervasive Developmental Delay
Chapter 6 – Treatment of Language Delays and Disorders in Preschool Children
Chapter 7 – Persistence of Language Deficits Throughout the Lifespan

Exam 3:

Chapter 8 – Language-Based Learning Disabilities in the School-Age Population
Chapter 9 – Spelling and Reading Disorders
Chapter 10 – Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity

Exam 4:

Chapter 11 – Language After Traumatic Brain Injury
Chapter 12 – Assessment of Language Disorders in School-Age Children
Chapter 13 – Treatment in the School-Age Population

Exam 5:

Chapter 14 – Alzheimer’s Disease and Other Types of Dementia
Chapter 15 – Aphasia in Adults

These exams will also include material from additional resources and texts.

Observations:

Students must complete two clinical observation hours of language therapy by observing an **ASHA certified speech-language pathologist (CCC-SLP)** in a variety of work settings and/or in the Harding University Speech Clinic. Observations must include **one (1) hour of CHILD language treatment and one (1) hour of ADULT language treatment.** In order to receive credit for the hours, the appropriate forms must be completed and signed by the SLP, the student, and the Harding University Clinic Director: Observation, Daily Clock Hour, and Semester Summary. The forms will be explained in detail in class. The ASHA number (8 digits) of the SLP that you observe must be recorded on the appropriate form along with his/her signature. Students must follow the dress requirements and rules of the facility in which you choose to observe. Students will be asked to sign a Confidentiality Statement regarding observations. **All**

observations must be completed by Friday, March 23, 2012, and turned in prior to 3:00. This assignment (two hours of language therapy observation) is worth 60 points. No credit will be given for late assignments. Extra credit will be given for off-site observations.

Literature Review Research Paper:

Each student will individually write a literature review research paper on one of the language delays or disorders in the pediatric or adult populations covered in this course or a similar topic with my approval. The paper should include causes and defining characteristics and must include evidence-based practice for assessment and intervention strategies. The paper must be written in APA format including a title page and references. The paper should be a minimum of five pages of content (not counting title page or reference page) with at least five different references. The literature review research paper will be graded on content, writing style, appropriate references, and APA format. A rubric will be provided prior to this assignment. **This paper is due via email on Monday, April 16, 2012 and is worth 100 points. Research papers will be submitted via email prior to 3:00pm. Fifteen (15) points will be deducted each day the paper is late. If a paper is not completed, the course grade will be a C or lower.**

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

* Other assignments, quizzes, and class participation will also be factored into your final grade.

