



**CSD 3260 – Spring 2023**  
**Language Disorders**  
**January 9, - May 6, 2023**  
**10:00 – 10:50 pm MWF**  
**Room: Swaid 215**  
**Tim Chance, M.S., CCC-SLP**

**Harding University Mission:** “Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.”

**Speech Pathology Program Mission:** at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the University’s goal of integrating faith, learning, and living for the students to function within professional and global communities.

**Course Description:**

Identification and remediation of language disorders. Delayed and disordered language, environmental deprivation, intellectual disability, and brain injury.

**Contact Information:**

Tim Chance, M.S., CCC-SLP

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**Course Interaction:**

During this course, interactions between students and/or faculty should take place via email or in Canvas announcements, Harding’s learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I recommend a text message or phone call. During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at [tchance1@harding.edu](mailto:tchance1@harding.edu) or phone. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email or text, please include your name and what class in which you are enrolled.

### **REQUIRED TEXTS:**

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

### **Suggested Additional Text:**

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

You may purchase the textbook from the [Harding University Bookstore](#), [Amazon](#), etc.

### **CANVAS**

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

### **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.**

### **COURSE REQUIREMENTS:**

#### **Exams:**

There will be **4-5 exams** including the final exam. **Each exam is worth 100 points.** The fifth and **final exam is scheduled for Monday, May 1, 2023, from 10:30 am-12:30 pm.**

**Exam 1: Standards IV-C and IV-D**

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: Standards IV-C and IV-D**

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: Standard IV-C and IV-D**

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: Standards IV-C and IV-D**

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: Standards IV-C and IV-D**

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.**

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: IV-B, IV-C, IV-E, IV-F, V-A, V-B, V-C, V-D

**Observations:**

Students must complete three 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**. There will be three hours of observation total. In order to receive credit for the hours, any and all appropriate forms must be completed and signed and submitted to Calipso correctly. **This will be YOUR responsibility.**

**All observations and documentation must be completed by Monday, April 17, 2023, in class. This assignment (three hours of language therapy observation) is worth 40 points. No credit will be given for late assignments or partially completed assignments. Observations for this class MUST be separate from observations from another class. No double dipping.**

### **Language Disorders Notebook Assignment- Standard IV-F**

For this assignment, you will be responsible for putting together a disorders and syndromes notebook. For each of the following disorders you will need to include information regarding the etiology(ies), physical characteristics, speech and language characteristics, current prevalence and incidence statistics, how it impacts all 5 areas of language (syntax, morphology, phonology, semantics, and pragmatics) and diagnostic criteria.

**Keep in mind that because this is a research-based project that you will need to site information gathered from any sources, including your textbook, as well as include a text cited/reference page. For this you will need to refer to Owl Purdue APA online guide, also the writing lab at Brackett Library, and John Boone, also at the Brackett Library.**

**This project will be due to me Monday, February 13, 2023, before 10:00 am and is worth 100 points.**

The disorders and syndromes should include:

Fetal Alcohol Syndrome  
Down Syndrome  
Fragile X Syndrome  
Autism Spectrum Disorders  
Velo-Cardio- Facial Syndrome  
ADD/ADHD

These notebooks will be graded on the following:

Organization of information presented  
Accuracy of information included  
APA and Grammar  
Visual Presentation and Creativity

### **Literature Review Research Paper:**

#### **ASHA Standard IV-F and V-A**

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 and hard copy on Friday, March 31, 2023 and is worth 100 points. Research papers will be submitted via email prior to 10:00 AM. Fifteen (25) points will be deducted each day the paper is late.**

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

**There will be a total up to 50 points in quiz grades. These quizzes will be announced and unannounced in nature. It is your responsibility to maintain all reading for this class.**

### **Student Learning Objectives:**

#### **Relationship to ASHA standards:**

This is an introductory undergraduate course that begins to address knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence: ASHA Standard IV-A, ASHA Standard IV-B, ASHA Standard IV-C ASHA Standard IV-D, ASHA Standard IV-E, ASHA Standard IV-F, ASHA Standard G, and ASHA Standard V-A ([www.asha.org](http://www.asha.org)). Clinical observations (3 hours-language therapy) are required.

#### **Relationship to undergraduate Student Learner Objectives for Communication Sciences and Disorders:**

SLO 1: Demonstrate knowledge of the principles of biological, physical, social/behavioral sciences, and mathematics.

SLO 2: Demonstrate knowledge of basic human communication processes including biological, acoustic physiological, developmental, and linguistic, and cultural bases across the life span.

SLO 4: Demonstrate the basic assessment and intervention for persons with communication disorders including the anatomical/physiological, developmental, linguistic, and cultural correlates in the following areas:

receptive and expressive language  
hearing, including the impact on speech and language

SLO 6: Demonstrate a basic knowledge of evidence-based practice.

#### **Relationship to Undergraduate Learner Outcomes (ULO):**

ULO 2: Students will analyze ethical concerns and apply Christian values to evaluate solutions to ethical conflicts.

ULO 4: Students will gather and evaluate available information and make a reasoned argument based on that data.

ULO 5: Students will contribute effectively as a member of a team working toward a shared goal.

ULO 6: Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts.

**Course Schedule:** The course schedule can be found on the opening page of the course in Canvas. It is a tentative schedule and is subject to change.

**Evaluation and Grading:**

Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also, be considered in the final grade. The student will be provided feedback during the duration of the course. This may be in the form of narrative information and/or component grades and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided via email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

- A- 90%-100%**
- B- 80%-89%**
- C- 70%-79%**
- D- 60%-69%**
- F - 59% -0%**

**Attendance/Participation**

**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 3 absences. Any absences beyond 3, is subject to a 25-point penalty per absence 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 the Office of the Provost. Leave a message if you do not reach me. If for any reason the policies of the university change in relation to COVID-19, I am prepared to make an exception to this rule following a discussion with administration.

As a student of higher education, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Attendance and participation are not the same thing. Meeting the attendance requirement does not ensure a good participation grade.

If for any reason this semester we should be forced to go online, participation will be required as an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. **YOUR CAMERA MUST BE ON AND YOU MUST ENGAGE. If your camera is off, you will be counted absent. If needed, a Zoom link for the semester will be posted within the Canvas Course**

**Tardiness:** If you are going to be more than 10 minutes late to class, please do not attend the class. Coming in late is disruptive to many and causes an atmosphere of confusion. If you are more than 10 minutes late for any class, you will be considered absent for that day. If an arrangement has been made prior to a class session, exceptions can be made.

**\*\* 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. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.**

#### **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. Failure to receive authorization is a violation of copyright and might be subject to penalty under the law.

#### **Rubrics**

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. All rubrics used in this class will be discussed prior to the assignment and posted at that time.

#### **Deadlines/Late Policy**

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As college students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a

timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

### **Writing Style/Referencing**

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all CSD and graduate speech pathology students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

### **Student Declaration**

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, when applicable, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's [Code of Academic Integrity](#).



## Reservation Statement

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

## INSTITUTIONAL POLICIES

### Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics

7. *Lurking (online)*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things

that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting(online)*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

### **In Class Professional Conduct:**

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class. Chatting by remote learners to the professor is of course permitted.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with supervisors do not constitute a valid reason for being late or missing a class. Arrange your schedule accordingly.
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

### **Students Needing Accommodations:**

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* to get academic accommodations in place for the remainder of the semester.) Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or [bdsmith@harding.edu](mailto:bdsmith@harding.edu) or room 226 of the Student Center.

**Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy

**Time Management Expectations/Credit Hour Calculator Statement:**

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours. For every hour in class, the typical student should expect to spend at least three clock hours on course-related work, including but not limited to out of class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

**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. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

**Undergraduate Dress Code**

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Students may be asked to leave class or other activities if they are not keeping with this expectation.

<b>CSD 3260  Language Disorders  Across the Lifespan  Course Schedule  Spring 2023  MWF 10:00-10:50</b>			
January	9	**Introduction & Course Requirements	Read Chapter 1
	11	**Chapter 1 –	
	13	** (Continued)	
	16	** (Continued)	NO CLASS MLK Jr. Day
	18	** (continued)	Read Chapter 2
	20	** (Continued)	
	23	**Chapter 2	
	25	** (cont.)	
	27	** (cont.)	Read Chapter 3
	30	**Chapter 3 Discuss Research Paper	
February	1	** (Cont.)	
	3	** (Cont.)	Read Chapter 5
	6	**Chapter 5	
	8	** (cont.)	
	10	** (cont.) & Review for Exam 1	
	13	**Exam 1 Ch. 1-3 &5	NOTEBOOK DUE/Exam 1 Read Chapter 4
	15	** (cont.)	
	17		
	20	** (cont.)	
	22	** (cont.)	Read Chapter 6
	24	** Chapter 6 cont.) Standard IV-F/V-A	
	27	** Chapter 6 Continued	
March	1	** (cont.) Chapter 7	Read Chapter 7
	3	** (cont.)	
	6-10	SPRING BREAK	No Class
	13	Exam 2 Ch 4,6,7	Read Chapter 8

	15	**Chapter 8 continued	
	17	.**Chapter 8 continued	Read Chapter 9
	20	Ch 9	
	22	**Chapter 9	
	24	**Chapter 10	Read Chapter 10
	27	** (cont.)	
	29	Exam 3	Read Ch 11/12/13
	31		Research Paper Due
April	3	**Chapter 11	
	5	** Chapter 12	
	7	** Chapter 13	
	10	Exam 4	Read Ch 14
	12		(CAPCSD Convention)
	14		
	17	Chapter 14	<b>Observations Due</b>
	19	**Chapter 14 continued	Chapter 14
May	21	**Chapter 15	Read chapter 15
	24	**Chapter 15 Continued	
	26	**Chapter 15 Continued	
	28	Review for Final Exam	
Monday, May	1	Final Exam	10:30-12:30

\*\* Denotes Lecture, Discussion, Activities, Videos, Quizzes and/or Exams utilized to assist in the development of ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, and V-A

\*\*\*\*\* THIS IS A TENTATIVE SCHEDULE AND MAY BE CHANGED AS NECESSARY