

Course Syllabus

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University of Texas at Tyler

Speech, Language, and Hearing Sciences

Department of Rehabilitation Sciences

COMD 5350: Aphasia

Fall 2025

Contact

Instructor: Amy Louise Schwarz, Ph.D., CCC-SLP

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Class Times: Mondays & Wednesdays from 3:00 pm to 4:25 pm in H.104

Office Hours:

In-Person in HSC D.251.2: Mondays 12 pm to 1 pm & Mondays & Wednesdays 4:30 pm to 5:30 pm.

Departmental Review of Course Syllabus occurred Fall 2025

UT Tyler Mission Statement

UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public service, and advanced healthcare delivery.

UT Tyler Vision Statement

We aspire to be an impactful, values-centered institution unified in common purpose; a community that fosters opportunity, committed to providing a uniquely balanced student experience and improving the quality of human life.

UT Tyler Shared Values

In pursuing our mission, we, the faculty, staff, and students of UT Tyler, are guided by a shared collection of values:

- **Servant Leadership:** We put the needs of our students, patients, colleagues, and community, first.
- **Excellence:** We work collaboratively every day to be better and strive to establish and achieve exemplary outcomes.
- **Accountability:** We hold ourselves to the highest ethical standards and manage the resources of UT Tyler wisely.

Resources to Assist You in This Course

- **[UT Tyler Student Accessibility and Resource \(SAR\) Office: P](https://www.uttyler.edu/disability-services/)** ➞ [\(https://www.uttyler.edu/disability-services/\)](https://www.uttyler.edu/disability-services/) provides needed accommodations to students with document needs related to access and learning)
- **[UT Tyler Writing Center](https://www.uttyler.edu/writingcenter/)** ➞ [\(https://www.uttyler.edu/writingcenter/\)](https://www.uttyler.edu/writingcenter/)
- **[The Mathematics Learning Center](https://www.uttyler.edu/math/math-learning-center/)** ➞ [\(https://www.uttyler.edu/math/math-learning-center/\)](https://www.uttyler.edu/math/math-learning-center/)
- **[UT Tyler PASS Tutoring Center](https://www.uttyler.edu/tutoring/)** ➞ [\(https://www.uttyler.edu/tutoring/\)](https://www.uttyler.edu/tutoring/)
- **[UT Tyler Supplemental Instruction](https://www.uttyler.edu/si/)** ➞ [\(https://www.uttyler.edu/si/\)](https://www.uttyler.edu/si/)
- **[Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](https://www.uttyler.edu/tutoring/online/)** ➞ [\(https://www.uttyler.edu/tutoring/online/\)](https://www.uttyler.edu/tutoring/online/)
- **[Robert Muntz Library](https://www.uttyler.edu/library/)** ➞ [\(https://www.uttyler.edu/library/\)](https://www.uttyler.edu/library/) and **[Library Liaison](https://www.uttyler.edu/library/research/liaisons.php)** ➞ [\(https://www.uttyler.edu/library/research/liaisons.php\)](https://www.uttyler.edu/library/research/liaisons.php)
- **[Canvas 101: L](https://uttyler.instructure.com/enroll/CBR83G)** [\(https://uttyler.instructure.com/enroll/CBR83G\)](https://uttyler.instructure.com/enroll/CBR83G) learn to use Canvas, proctoring, Unicheck, and other software
- **[The Career Success Center](https://www.uttyler.edu/career-success/)** ➞ [\(https://www.uttyler.edu/career-success/\)](https://www.uttyler.edu/career-success/)
- **[UT Tyler Testing Center](https://www.uttyler.edu/testingcenter/)** ➞ [\(https://www.uttyler.edu/testingcenter/\)](https://www.uttyler.edu/testingcenter/)
- **[Office of Research & Scholarship Design and Data Analysis Lab](https://www.uttyler.edu/research/ors-research-design-data-analysis-lab/)** ➞ [\(https://www.uttyler.edu/research/ors-research-design-data-analysis-lab/\)](https://www.uttyler.edu/research/ors-research-design-data-analysis-lab/)

Resources Available to UT Tyler Students

- **[UT Tyler Counseling Center](https://www.uttyler.edu/counseling/)** ➞ [\(https://www.uttyler.edu/counseling/\)](https://www.uttyler.edu/counseling/)
- **[My SSP App:](https://www.myssp.app/us/home)** ➞ [\(https://www.myssp.app/us/home\)](https://www.myssp.app/us/home) 24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages
- **[Student Assistance and Advocacy Center](https://www.uttyler.edu/studentaffairs/dean-of-students/advocacy/)** ➞ [\(https://www.uttyler.edu/studentaffairs/dean-of-students/advocacy/\)](https://www.uttyler.edu/studentaffairs/dean-of-students/advocacy/)
- **[Military and Veterans Success Center](https://www.uttyler.edu/military-and-veterans-success-center/)** ➞ [\(https://www.uttyler.edu/military-and-veterans-success-center/\)](https://www.uttyler.edu/military-and-veterans-success-center/) (supports for all of our military-affiliated students)
- **[UT Tyler Patriot Food Pantry](https://www.uttyler.edu/service/food-pantry.php)** ➞ [\(https://www.uttyler.edu/service/food-pantry.php\)](https://www.uttyler.edu/service/food-pantry.php)
- **[UT Tyler Financial Aid and Scholarships](https://www.uttyler.edu/financialaid/)** ➞ [\(https://www.uttyler.edu/financialaid/\)](https://www.uttyler.edu/financialaid/)
- **[UT Tyler Student Business Services](https://www.uttyler.edu/current-students/student-business-services/cashier-office/tuition-due/)** ➞ [\(https://www.uttyler.edu/current-students/student-business-services/cashier-office/tuition-due/\)](https://www.uttyler.edu/current-students/student-business-services/cashier-office/tuition-due/): Pay or set up payment plans, etc.

- [UT Tyler Registrar's Office](https://www.utttyler.edu/registrar/) ➞ [\(https://www.utttyler.edu/registrar/\)](https://www.utttyler.edu/registrar/)
- [Office of International Programs](https://www.utttyler.edu/oip/) ➞ [\(https://www.utttyler.edu/oip/\)](https://www.utttyler.edu/oip/)
- [Title IX Reporting](https://www.utttyler.edu/titleix/) ➞ [\(https://www.utttyler.edu/titleix/\)](https://www.utttyler.edu/titleix/)
- [Patriots Engage](https://www.utttyler.edu/engage/) ➞ [\(https://www.utttyler.edu/engage/\)](https://www.utttyler.edu/engage/): Get engaged at UT Tyler.

Instructor Aims

1. Promote a positive learning environment for all students.
2. Provide learning opportunities that are appropriate for students from diverse backgrounds.
3. Provide learning opportunities that are appropriate for students with various learning styles.
4. Provide learning experiences that will expand and expound students' knowledge of diverse backgrounds as it relates to the study of aphasia.

Course Description

This course focuses on etiology, prevention, diagnosis, and treatment of aphasia in adults and children. Students will also learn about health disparities, and socioeconomic and cultural issues that pertain to the etiology, diagnosis, and treatment of aphasia. The various types of aphasia will be differentiated. Students will learn about diagnostic instruments and will administer them. They will explore various treatment methods and design treatment plans with measurable goals.

Course Rationale

This course emphasizes the major components of assessment and intervention of adults with different types of aphasia. This course will review the underlying anatomy and physiology of neurogenic language disorders and introduce the causes, symptoms, typical course, and expected outcomes of neurogenic language disorders. Emphasis will be placed on the fundamental skills required to complete and accurately document appropriate language assessments, including standardized and non-standardized language evaluations. Students will learn to apply evidence-based interventions to rehabilitate language and facilitate maximum communication skills. Critical evaluation of neurogenic communication disorder research will be incorporated to encourage diagnostic assessments and treatment interventions based on peer-reviewed literature. At the completion of this course, students will demonstrate basic competency for entry-level clinical practicum in the selection of language assessment and treatment interventions based on the patient's medical history, presenting diagnosis, clinical symptoms, and the patient's goals of treatment.


Course Objectives/Competencies

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities

- (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) (Standard IV-C).
2. analyze, synthesize and evaluate knowledge re: the principles and methods of prevention, assessment and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (Standard IV-D).
 3. access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology service (Standard IV-H: Evidence Based Practice Component only).
 4. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
 5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language (Standard V-B 1e).
 6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language (Standard V-B 2a).
 7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language (Standard V-B 2c)
 8. Measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language. (Standard V-B 2d).

Assessment of Student Learning

These competencies will be measured through key concept videos, a diagnostic project, a discourse analysis, a treatment project, and a multilingual research literature assignments. Student learning is assessed on an individual basis. Students receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: [University of Texas at Tyler - Probation/Suspension for Master's Degree Students](https://uttyler.smartcatalogiq.com/en/2023-2024/catalog/graduate-policies-and-programs/graduate-policies/grading-system/probation-suspension-for-masters-degree-students/)  (<https://uttyler.smartcatalogiq.com/en/2023-2024/catalog/graduate-policies-and-programs/graduate-policies/grading-system/probation-suspension-for-masters-degree-students/>).

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For **each** previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. This course is structured to focus on KASA standards for treatment content in the first part of the class and KASA standards for diagnostic content in the second part of the class. For this reason, I have CANVAS use the weighted


average feature to determine mastery of KASA standards. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

Instructional Methodology

Information for this course is primarily conveyed in-person classes, lectures, required readings, and demonstrations, and SimuCase. Students receive guided and independent practice applying the concepts through in-class activities, when students solve clinical issues on written and oral exams, which often include questions about case studies.

Technology is integrated into the instructional pedagogy through the use of the American Speech-Language-Hearing Association (ASHA) Practice Portal (a repository of clinical research articles), the ASHAwire (a repository of peer-reviewed journal articles published by ASHA), the Canvas learning management system, Studio, Zoom, PowerPoint slides, the use of online small group work, SharePoint, and ChatGPT.

Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. When emailing me, please email me through our Canvas site. The Inbox icon is on the vertical navigation bar on the left side of your Canvas account web page. Click on this inbox icon and select our class in the drop down menu. Please turn on your Canvas notifications so that you will receive my Canvas messages in your UT Tyler Outlook email. [Click here for for more information about how to turn on Canvas notifications](https://canvas.rutgers.edu/documentation/general/sending-messages-in-canvas/#:~:text=Canvas%20Conversations,your%20course%20at%20any%20time.))  ([https://canvas.rutgers.edu/documentation/general/sending-messages-in-canvas/#:~:text=Canvas%20Conversations,your%20course%20at%20any%20time.\)](https://canvas.rutgers.edu/documentation/general/sending-messages-in-canvas/#:~:text=Canvas%20Conversations,your%20course%20at%20any%20time.)). If you email me by 4:00 pm during the work week (Monday through Friday), I will respond the same day. If you email me after 4:00 pm during the work week, I will respond the following work weekday. If you email me after 4:00 pm on a Friday, you will not receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: ***I have in-person office hours only.*** See the Contact section at the top of this syllabus for days of the week and times. I meet with students in D.251.2 for office hours. I conduct office hours on a first come first serve basis individually and in groups depending upon how many students attend office hours on a given day and what their questions are. If you need to meet with me individually, please email me before office hours, so I can make time. Please come with questions.

ATTENDANCE POLICY: I keep a seating chart because I want to know all of your names. Please select the seat you want for the whole semester on the first day of class. I will take attendance every class period. Class attendance is expected, as important material and learning activities will occur during class time. It is the responsibility of the student to get missed material from a fellow student should an absence occur. I will determine whether to round up borderline final course grades based on student attendance. If you are struggling with the material or feel discouraged in any way for any reason, please visit me during office hours. I am here to help you access the course material. I want every student to be successful.

STRUCTURE OF CLASSROOM TIME: During some class periods I will lecture. During other class periods, students will be assigned to small groups. Together, each group will work through hands-on activities designed to promote learning in such areas as data collection, diagnostic evaluation, searching and consolidating the evidence-base for specific clinical questions, different types of language sampling analysis, differential diagnosis, treatment planning, and clinical writing for the birth-to-five clinical populations.

KEY CONCEPT VIDEOS: Each student will create videos in which they explain key concepts. ***This is not a group assignment. Students are encouraged to bring questions to class so we can brainstorm ideas and solutions together as a class.*** I will ***not meet*** with students (individually or collectively) during office hours to discuss or review rough drafts of their video demonstrations. To do so would give students who attend office hours an unfair advantage over those who cannot attend office hours due to clinic and/or other obligations. Students will upload their final videos to Studio in Canvas.

DIAGNOSTIC PROJECT: Each student will submit a diagnostic project. Please see the Canvas assignment for details.

DISCOURSE ANALYSIS: Each student will submit their best effort analyzing the discourse in an adult language sample. ***This assignment is due before class on the day we discuss it in class.*** Each submission should include (1) the student's coding decisions, (2) a list of questions the student has, and (3) a list of classmates (if any) each student collaborated with on this assignment. I will grade this assignment based on best effort and the quality of questions listed in the document. The discourse analysis graded on best effort because it is due after students have been introduced to the technique but before we discuss it as a class. I strongly suggest that students independently attempt to analyze the language sample and make a list of questions they have. If students think it will aid them in learning, students then may confer with classmates before submitting the discourse analysis assignment. Artificial

intelligence (AI) language models, such as ChatGPT, *may not be used for the discourse analysis assignment*.

TREATMENT PROJECT: Each student will submit a treatment project. Please see the Canvas assignment for details.

MULTILINGUAL RESEARCH LITERATURE ASSIGNMENTS: Each student will submit two Research Literature assignments. This assignment is independent work, which means no collaboration in any way. To collaborate in any way amounts to cheating. This requirement is important because I need to see your critical thinking. For each submission, each student will (1) read an assigned research article and (2) complete an appraisal form that will help the student summarize the research article.

CALIPSO: Each student is required to maintain an electronic portfolio of all the work completed in this class. The items to be included in the portfolio are shown below. Students will only receive full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline.

How to Label the Documents You Upload to Calipso

Document	Example
Syllabus	SmithJ_Syllabus
Diagnostic Project	SmithJ_Diagnostic
Discourse Analysis	SmithJ_Discourse
Treatment Project	SmithJ_Treatment
Multilingual Research Literature Project	SmithJ_Multilingual_Literature

SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
Key Concept Videos	10%
Diagnostic Project	32%
Discourse Analysis	5%
Treatment Project	37%
Multilingual Research Literature Assignments	10%

Portfolio uploaded to Calipso by deadline	1%
Total	100%

GRADE APPEALS: ***Within 7 days*** after I release a grade that a student wishes to appeal, the student must make a ***written (typed) appeal*** that includes a well-reasoned argument as to why the grade should be changed with concrete citations from the text and/or supporting course material. If a student is appealing the grade given on the multiple choice portion of the exam, the student must include in the grade appeal reasons from the course material that confirm and/or refute each answer choice. If this information is not included in the grade appeal of multiple choice questions, I will not accept the grade appeal. ***I will not consider written grade appeals received after the 7-day period. I will not consider grade appeals made in-person.*** If a student appeals a grade on an exam or an assignment that I have curved, students will automatically lose the points from the curve that were added to their grade in favor of the points in their written appeal. Therefore, it only makes sense for a student to appeal a curved grade, if the student's written appeal exceeds the number of points added by the curve.

TIMELINESS: Students are required to take quizzes and submit assignments as scheduled. If a student thinks they might miss an assignment or a quiz date because they are ill or caring for someone who is ill, please email me ***before*** the due date of the quiz or assignment. If the absence is due to a University sanctioned class field trip/athletic event and/or religious holiday, please let me know in email by Friday, September 5th at 5:00 pm. What is most important is that we regularly communicate. I want everyone to be successful.

STUDENT PREGNANCY AND PARENTING NONDISCRIMINATION POLICY: The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the [Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students](#) ➞

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.51.htm> and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the [Self-Reporting Form](#) ➞

https://cm.maxient.com/reportingform.php?UnivofTexasTyler&layout_id=60 and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at: <https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/> ➞

[\(https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/\)](https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/)

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](https://www.google.com/url?q=https://cm.maxient.com/reportingform.php?UnivofTexasTyler%26layout_id%3D60&sa=D&source=editors&ust=1721425515682926&usg=AOv) [. \(https://www.google.com/url?q=https://cm.maxient.com/reportingform.php?UnivofTexasTyler%26layout_id%3D60&sa=D&source=editors&ust=1721425515682926&usg=AOv](https://www.google.com/url?q=https://cm.maxient.com/reportingform.php?UnivofTexasTyler%26layout_id%3D60&sa=D&source=editors&ust=1721425515682926&usg=AOv)


MILITARY AFFILIATED STUDENTS: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](https://www.google.com/url?q=https://www.uttyler.edu/academics/success-services/military-veterans-success-center/&sa=D&source=editors&ust=1721425515678749&usg=AOvVaw1DuFoYgOhA0kmisglSukU) [. \(https://www.google.com/url?q=https://www.uttyler.edu/academics/success-services/military-veterans-success-center/&sa=D&source=editors&ust=1721425515678749&usg=AOvVaw1DuFoYgOhA0kmisglSukU](https://www.google.com/url?q=https://www.uttyler.edu/academics/success-services/military-veterans-success-center/&sa=D&source=editors&ust=1721425515678749&usg=AOvVaw1DuFoYgOhA0kmisglSukU) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.


DISABILITY/ACCESSIBILITY SERVICES: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> [. \(https://hood.accessiblelearning.com/UTTyler\)](https://hood.accessiblelearning.com/UTTyler) and fill out the New Student application.


ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES: Please contact me as soon as possible if you are a student with a disability who will require an

accommodation(s) to participate in this course. You will be asked to provide documentation from the Student Accessibility Office (SAR). Failure to contact me and provide the necessary documentation in a timely manner may delay your accommodations. All students with SAR accommodations must make arrangements to take the final exam at the testing center.

NO RECORDING OF CLASS LECTURES &/OR ACTIVITIES: Students do not have my permission to audio or video record class lectures and/or activities. I will record most class sessions and will post these recordings on CANVAS. Students do not have my permission to share or repost any audio or video files I post for this class.

LIMITED USAGE OF CHATGPT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS: Artificial intelligence (AI) language models, such as ChatGPT, may be used for idea generation for the treatment simulation videos only. Click here [Artificial Intelligence](https://www.utt Tyler.edu/offices/digital-learning/ai/)  (<https://www.utt Tyler.edu/offices/digital-learning/ai/>) for UT Tyler's AI resources. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. Examples of citing AI language models are available at

https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitation  (https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitation). You are responsible for fact checking statements composed by AI language models.

ACADEMIC HONESTY POLICY: UT Tyler expects students to do their own work on all graded material submitted for all program course requirements. ***Students guilty of knowingly using, or attempting to use, another person's work as though the work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive at minimum a zero on the assignment and at maximum a grade of 'F' for the course.*** Such conduct may also constitute grounds for dismissal from the University. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the following website: [Chapter 8 of the UT Tyler Manual of Policies and Procedures for Student Affairs](https://www.utt Tyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf)  (<https://www.utt Tyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf>)

GRADES: I will only post each student's course grades in CANVAS to protect confidentiality. Final course grades will be determined according to the following scale based on the total number of points earned:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

I will determine whether to round up borderline final course grades based on student attendance.

CLASS POLICIES:

1. **Seating Chart: I keep a seating chart. Please select the seat you want for the whole semester on the first day of class. I will take attendance every class period.**
2. **Tardiness:** Each class will start on time and end on time. Please arrive a few minutes before class so that I can begin on time. ***If you are late, be prepared to tell a short child-friendly joke when you arrive.***
3. **Electronic Devices:** Please silence your mobile phones and other signaling devices when you enter the room.
4. Please do not engage in conversation during the lecture. Doing so is distracting to the speaker and inconsiderate of others.


EMERGENCY MANAGEMENT: In the event of an emergency or natural disaster the campus community will be notified immediately through several means of communication. This includes Campus Alert E-mail, the University's website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System.

University of Texas at Tyler - Emergency Response, Fire Safety, False Alarm or Report, and Security  [\(https://uttyler.smartcatalogiq.com/en/2024-2025/catalog/student-success/emergency-response-fire-safety-and-security/\)](https://uttyler.smartcatalogiq.com/en/2024-2025/catalog/student-success/emergency-response-fire-safety-and-security/)

Other General Information

1. Wednesday, November 19th we will not meet as a class. In lieu of class, work on your treatment projects.

Required Materials

TECHNOLOGY: To participate in this course, students must have access to a laptop, tablet, or smart phone that can access Canvas and various internet sites during class. Students can share if necessary. If students need help with Canvas, please contact **UT Tyler Technology Support**  [\(https://www.uttyler.edu/offices/technology-support/\)](https://www.uttyler.edu/offices/technology-support/).

REQUIRED READINGS

Hallowell, B. (2023). Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence. 2nd San Diego, CA: Plural Publishing. ISBN13: 978-1-63550-159-9

I reserve the right to add additional required readings to the syllabus.

Tentative Course Schedule

I reserve the right to modify the syllabus. All major modifications will be reviewed with students.

Week	Date	Reading Due Before Class	Topic	Due @ 11:59 pm
Week 1	8/25		Course Introduction	
	8/27	Chapter 4	Defining & Conceptualizing Aphasia	
Week 2	9/1	Chapter 6	WHO ICF & Etiologies of Aquired Neurogenic Language Disorders & Introduce Key-Concept Video Assignment	
	9/3	Chapter 6	Etiologies of Aquired Neurogenic Language Disorders	
Week 3	9/8	Chapter 7	Neurophysiology & Neuropathology of Acquired Neurogenic Language Disorders & Introduce Key-Concept Video Assignment	Defining Aphasia Key Concept Video
	9/10	Chapter 7	Neurophysiology & Neuropathology of Acquired Neurogenic Language Disorders	
Week 4	9/15	Chapter 9	Normal Aging & Relevance to Aphasia	
	9/17			Cerebral Cortical Blood Supply Key Concept Video
Week 5	9/22	Chapter 10	Syndromes & Hallmark Characteristics of Aphasia	
	9/24	Chapter 19	Problem-Solving Approaches to Differential Diagnosis	

Week 6	9/29	Chapter 19	Problem-Solving Approaches to Differential Diagnosis	
	10/1	Chapter 21	Discourse & Conversation as Vital Aspects of Assessment & Introduce Discourse Analysis	
Week 7	10/6	Chapter 21	Discourse Analysis	Discourse Analysis
	10/8		Review Discourse Analysis Assignment Key & Introduce Assessment Portion of the Diagnostic Project & 1st Research Article Assignment	
Week 8	10/13		Simucase #1	
	10/15		Simucase #1	Multilingual Research Article #1
Week 9	10/20		Simucase #2	
	10/22		Simucase #2	Diagnostic Project
Week 10	10/27	Chapter 29	Introduce Treatment Project & Lecture on the Specific Approaches to Promoting Compensatory Communication Strategies	
	10/29	Chapter 29	Specific Approaches to Promoting Compensatory Communication Strategies	
Week 11	11/3	Chapter 30	Specific Approaches for Enhancing Expressive Language	Treatment Video 1
	11/5	Chapter 30	Specific Approaches for Enhancing Expressive Language	


Week 12	11/10	Chapter 31	Specific Approaches for Improving Word Finding & Lexical Processing	
	11/12	Chapter 31	Specific Approaches for Improving Word Finding & Lexical Processing	Treatment Video 2
Week 13	11/17	Chapter 32	Specific Approaches for Improving Syntax	
	11/19		In lieu of class, work on Treatment Video 3	
Week 14	11/24	Chapter 33	Specific Approaches for Improving Reading & Writing	Treatment Video 3
	11/26	Thanksgiving - No Class		
Week 15	12/1	Chapter 33	Specific Approaches for Improving Reading & Writing	
	12/3		Course wrap up & answer questions on treatment project	Multilingual Research Article #2
	12/5			Upload documents to Calipso





Student Resources

<https://uttyler.instructure.com/courses/50159/pages/gb5b2b5ef09e1b777d5d86c4a9a9e96bb>

<https://uttyler.instructure.com/courses/50159/pages/gb5b2b5ef09e1b777d5d86c4a9a9e96bb> University Policies and Information (<https://uttyler.instructure.com/courses/50159/pages/university-policies-and-information-2>)

Course Summary:

Date	Details	Due
Mon Sep 1, 2025	 Aphasia Defined https://uttyler.instructure.com/courses/50159/assignments/1008282	due by 11:59pm

Date	Details	Due
Sun Oct 5, 2025	 3-Minute Treatment Video Simulation (SLO5.S) https://uttyler.instructure.com/courses/50159/assignments/993745	due by 11:59pm
	 5-Minute Video Explanation of Cerebral Cortical Blood Supply https://uttyler.instructure.com/courses/50159/assignments/1005089	due by 11:59pm
Fri Nov 7, 2025	 Oral Exam (SLO4.S) https://uttyler.instructure.com/courses/50159/assignments/993747	due by 5pm
Wed Dec 10, 2025	 Calipso https://uttyler.instructure.com/courses/50159/assignments/993746	due by 12pm