

Course Syllabus

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University of Texas at Tyler

Speech, Language, and Hearing Sciences

Department of Rehabilitation Sciences

COMD 5352: Language Disorders in Children 0-5

Fall 2025

Contact

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Class Times: Fridays from 8 am to 10:45 am in D.247

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 language disorders in the birth-5 population.

Course Description

This course focuses on the prevention, evaluation, and treatment of language disorders in children from birth through age 5 years. The course discusses the various biological, cultural, and socioeconomic factors that influence normal language development. Students will learn about the etiology of language disorders and comorbid disorders. They will analyze case studies and develop diagnostic impressions and treatment plans with measurable goals.

Course Rationale

This course emphasizes the major components of language assessment and intervention of children with primary and secondary language disorders who developmentally fall within the birth to 5-year-old age range. For assessment, the course highlights (1) how to evaluate tests marketed as standardized norm referenced tests based on the clinical population, culture, and home language of specific clients, (2) how to use standardized norm referenced tests and criterion referenced tests to differentially diagnosis clients from provided case study descriptions, and (3) how to synthesize diagnostic information to present to colleagues and caregivers using student-created video and/or audio simulations. For intervention, the course highlights (1) how to create linguistically and culturally-sensitive intervention activities, (2) how to implement a variety of language intervention techniques, (3) how to incorporate research evidence into clinical decision-making, and (4) how to create appropriate treatment plans for clients. Certified speech-language pathologists are expected to evaluate, diagnose, and design treatment programs for the management of individuals with speech and language disorders.


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 written exams, video demonstrations, oral exams based on case studies that include language sample analysis projects, artificial intelligence and research literature assignments, and a comprehensive final exam. 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. Concepts are introduced during in person classes and lectures, readings, demonstrations, and in-class learning activities. 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 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.

EXAMS: This course includes written exams, an oral exam, and a comprehensive final exam. The two treatment exams will take place online at a time and place that is convenient for the student. These two online exams will open in Canvas immediately after class and close at 11:59 pm that same day. The comprehensive final exam will take place online during the final exam period. The written exams may include multiple-choice, fill-in-the-blank, true/false and short answer questions. **All students with SAR accommodations must make arrangements to take the final exam at the testing center on the same day and preferably during the same time period as the scheduled exam.**

For the oral exam, I will give students at least one case study at least 24 hours before the first oral exam period so students have time to prepare. I will give students a worksheet to help them organize their thinking. Students may bring into the oral exam ONLY the completed printed worksheets that I posted. I will not return the worksheets to students after I have graded the oral exams. So please make a copy for yourself before taking the oral exam.

If you are struggling with the course material and are tempted to cheat, please visit me during office hours, so I can help you access the course material. To make the course fully accessible to students with SAR accommodations, I plan to record most class sessions. I will post these videos for the class. For this reason, I will not review exam questions in class. I also will not release the key to the exams. If I did, I would not be able to reuse any of my test questions in future courses. Therefore, I strongly encourage students to meet with me during office hours, so we can review their exams together. This gives us an excellent opportunity to get acquainted and for me to help students access the course material.

TREATMENT VIDEO SIMULATION: Each student will create one 3-minute video enacting a treatment technique assigned to them. ***This is not a group assignment***, though each student will likely need to enlist the help of another student to act as the child when creating the video. Only the student responsible for creating the video will receive a grade. ***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. I will provide a rubric to guide students in their creative clinical process. ***Students are allowed to use ChatGPT to help them generate language activities for specific language targets for specific developmental levels. Be careful! ChatGPT might be wrong. Use it at your own risk.***

ARTIFICIAL INTELLIGENCE (AI) & ACCESSING RESEARCH LITERATURE: Each student will submit two AI & 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, (2) complete an appraisal form that will help the student summarize the research article, (3) collect a summary of the research article from ChatGPT, (4) summarize on the appraisal form the similarities and dissimilarities between their appraisal and ChatGPT's summary of the research article, and (5) very briefly evaluate whether AI can replace your own critical thinking for synthesizing research articles.

LANGUAGE SAMPLE ASSIGNMENTS: Each student will submit their best effort on three language sample analysis (LSA) assignments. ***These assignments are due before class on the day we discuss them 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 these assignments based on best effort and the quality of questions listed in the document. The LSAs are graded on best effort because they are due after students have been introduced to the particular type of language sampling technique but before we discuss the particular transcription as a class. I strongly suggest that students independently attempt to analyze each 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 LSA assignments. Artificial intelligence (AI)

language models, such as ChatGPT, *may not be used for the language sample assignments.*

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
Communication Matrix Language Sample Analysis	SmithJ_ComMatrix
Semantic Relations Language Sample Analysis	SmithJ_SemanticLSA
Syntactic Language Sample Analysis	SmithJ_SyntacticLSA
AI & Accessing the Research Literature - Treatment Research	SmithJ_AI_ResearchLiterature_TX
AI & Accessing the Research Literature - Diagnostic Research	SmithJ_AI_ResearchLiterature_DX

SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
2 Written Exams about Treatment	20%
Treatment Video Simulation	16%
2 AI & Research Literature Assignments (1 treatment & 1 diagnostic articles)	16%
1 Oral Exam about Diagnosis	20%
3 Language Sample Assignments	15%
Comprehensive Final Exam (both treatment & diagnostic course material)	12%

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 assignment and for the AI & research literature assignment, but *not for the language sample assignments*. 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. Friday, November 14th is Grand Rounds Poster Presentations at the UT Tyler Nursing Research Symposium on main campus.
2. Friday, November 21st, we will meet online as a class. I will take attendance on this day.
3. Friday, November 28th is the beginning of Thanksgiving break. We do not have class.

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:

Christopulos, T. T., & Redmond, S. M. (2023). Positive Predictive Values Associated With Adapting the Redmond Sentence Recall Measure Into a Kindergarten Screener for Developmental Language Disorder. *Language, Speech, and Hearing Services in Schools*, 54(2), 636-647

Kasari, .C. & Sterrett, K. (2021). The JASPER Model for Children With Autism Improving Play, Social Communication, and Engagement. In P. A. Prelock & R. J. McCauley (Eds.), *Treatment of autism spectrum disorder : Evidence-based intervention strategies for communication and social interactions*. Brookes Publishing.

****This electronic textbook is available online through the Round Rock Campus Library. To access this ebook:** (1) **[Click on this following link](https://ebookcentral.proquest.com/lib/txstate/detail.action?docID=6665984)** [↗](https://ebookcentral.proquest.com/lib/txstate/detail.action?docID=6665984) **[.\(https://ebookcentral.proquest.com/lib/txstate/detail.action?docID=6665984\)](https://ebookcentral.proquest.com/lib/txstate/detail.action?docID=6665984)** (2) scroll down to the “multi-user online” hyperlink, (3) click on the “multiuser online” hyperlink.

Paul, R., Norbury, C., & Gosse, C. (2017). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (5th Edition). St. Louis, Mo: Mosby Elsevier.

****This electronic textbook is available online through the Round Rock Campus Library. To access this ebook:** (1) **[Click on this following link](https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343)** [↗](https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343) **[.\(https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343\)](https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343)** (2) scroll down to the “multi-user online” hyperlink, (3) click on the “multiuser online” hyperlink.

Rollins, P. R., & De Froy, A. M. (2023). Reexamining Pathways Early Autism Intervention in children before and after the third birthday: A randomized control trial. *Journal of Autism and Developmental Disorders*, 53(3), 1189-1201

Rowland, C. (2011). **[Using the communication matrix to assess expressive skills in early communicators](https://bit.ly/3OEbN5m)** [↗](https://bit.ly/3OEbN5m) **[.\(https://bit.ly/3OEbN5m\)](https://bit.ly/3OEbN5m)**, *Communication Disorders Quarterly*, 32, 190-201.

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

Required Viewings

Ambrose, S. E. (2016). Gesture use in 14-month-old toddlers with hearing loss and their mothers' responses. *American Journal of Speech-Language Pathology*, 25, 519–531.

https://childes.talkbank.org/browser/index.php?url=Clinical-MOR/Ambrose/HL/27/51SA_28.cha

BoysTownHospital. (2019, January 30). Living with developmental language disorder (DLD) - DLDandMe.org. Retrieved from <https://youtu.be/KrOISXtCgVA>

Jackson, J. (2020, January 27). Dr. Janice Jackson explains aspects of DELV. Retrieved from **<https://tinyurl.com/3237auvk>** [↗](https://tinyurl.com/3237auvk) **[.\(https://tinyurl.com/3237auvk\)](https://tinyurl.com/3237auvk)**

Kasari Research Lab. (2018, March 16). *JASPER - Making Meaningful Moments* [Video]. YouTube. **<https://www.youtube.com/watch?v=y7IIRQGnZvQ>** [↗](https://www.youtube.com/watch?v=y7IIRQGnZvQ) **[.\(https://youtu.be/y7IIRQGnZvQ\)](https://www.youtube.com/watch?v=y7IIRQGnZvQ)**

Paul, R. & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (5th Edition). St. Louis, Mo: Mosby Elsevier.

<http://coursewareobjects.elsevier.com/objects/elr/Paul/language4e/video/>. ↗

<https://coursewareobjects.elsevier.com/objects/elr/Paul/language5e/videoclips/#> Click on Chapter 7: Play and Communication in a Language-Delayed Toddler

RADLD. (2017, August 28). Developmental language disorder (DLD): The consensus explained. Retrieved from <https://youtu.be/OZ1dHS1X8jg>

Sam, A., & AFIRM Team. (2016). *Picture Exchange Communication System*^(R). Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/picture-exchange-communication-system> ↗ <http://afirm.fpg.unc.edu/picture-exchange-communication-system>

Shankardass, A. (2009, November). A second opinion on developmental disorders. TED India Retrieved from https://www.ted.com/talks/aditi_shankardass_a_second_opinion_on_developmental_disorders?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Supplemental Textbooks & Websites

Crystal, D., Fletcher, P. & Garman, M. (1989). *Grammatical analysis of language disability*. (2nd ed.). London: Cole & Whurr. (free online slim book – Developing Language Stage)

ETS.(2015).The Praxis study companion: Speech-language pathology 5331. <https://www.ets.org/s/praxis/pdf/5331.pdf>

Gillam, R. B., Montgomery, J. W., Gillam, S. L., and Evans, J. L. (2017). Working memory in child language disorders. In Schwartz, R.G. (Ed.), *Handbook of Child Language Disorders-Second Edition* (pp. 215-237). New York, NY: Routledge.

Lahey, M. (1988). *Language development and language disorders*. Somerset, NJ: John Wiley & Sons, Inc. (selected sections on reserve at the library)

McCauley, R., & Fey, M. (2006). *Treatment of Language Disorders in Children*. Baltimore: Brookes Publishing.

Noonan, M., & McCormick, L. (1993). *Early Intervention in Natural Environments: Methods and Procedures*. California: Brooks and Cole.

Roseberry-McKibbin, C. (2007). *Language Disorders in Children: A Multicultural and Case Perspective*. Boston: Pearson.

Roseberry-McKibbin, C., Hegde, M. N., & Tellis, G. M. (2019). *An advanced review of speech-language pathology: Preparation for the Praxis SLP and comprehensive examination*. PRO-ED, Incorporated.

Schwartz, R.G. (Ed.), *Handbook of Child Language Disorders-Second Edition* (pp. 215-237). New York, NY: Routledge.

Storkel, H. L., Maekawa, J., Hoover, J. R. (2010) Differentiating the effects of phonotactic probability and neighborhood density on vocabulary comprehension and production: A comparison of preschool children with versus without phonological delays. *Journal of Speech, Language, and Hearing Research*, 53, 933-949.

University of Oxford. (2021). *Critical Appraisal tools — Centre for Evidence-Based Medicine (CEBM)*, University of Oxford. [Www.cebm.ox.ac.uk](http://www.cebm.ox.ac.uk); University of Oxford.

<https://www.cebm.ox.ac.uk/resources/ebm-tools/critical-appraisal-tools>

Tentative Course Schedule

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

Week 1: 08/29

Due: Friday 08/29 @ 5 pm - Sign Up for 3-Minute Treatment Video Simulation




Go to the Assignment Instructions

(<https://uttyler.instructure.com/courses/50160/assignments/985329>) or Go to the Sign Up Sheet
(<https://uttyler.instructure.com/courses/50160/pages/sign-up-3-minute-treatment-video-simulation>)

Readings & Slides

- Paul et al (2017) Chapter 1, only the Etiology of developmental language disorder to the end & TABLE 1.1 in the textbook
- **Primary DLD: Levels of Explanation pptx slides**
(<https://uttyler.instructure.com/courses/50160/files/12077334?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077334/download?download_frd=1)
- **Common Morphosyntactic & Syntactic Errors Produced by Children with DLD**
(<https://uttyler.instructure.com/courses/50160/files/12077326?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077326/download?download_frd=1)

Viewings

- Schwarz, A. L. (2023, July 21). **Phonemes lost in space**
(<https://uttyler.instructure.com/courses/50160/pages/phonemes-lost-in-space>)
- BoysTownHospital. (2019, January 30). **Living with developmental language disorder (DLD)**  (<https://youtu.be/KrOISXtCgVA>) - DLDandMe.org.
- RADLD. (2017, August 28). **Developmental language disorder (DLD)**  (<https://youtu.be/OZ1dHS1X8jg>): The consensus explained.
- Shankardass, A. (2009, November). **A second opinion on developmental disorders**  (https://www.ted.com/talks/aditi_shankardass_a_second_opinion_on_developmental_disorders?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

In-Class Activities

Course Introduction, Chapter 1, & [Phonemes Lost in Space](#)

(<https://uttyler.instructure.com/courses/50160/pages/phonemes-lost-in-space>)

Lecture Chapter 1


Lecture Chapter 4

Week 2: 09/05

Due: 09/05 @ 11:59 pm Exam 1 on Canvas

Due: Friday 09/05 @ 5 pm - Sign Up for 3-Minute Treatment Video Simulation

Readings & Slides

- Paul et al (2017) Chapter 4 &
- [Special Populations pptx slides](#) (<https://uttyler.instructure.com/courses/50160/files/12077335?wrap=1>)  (https://uttyler.instructure.com/courses/50160/files/12077335/download?download_frd=1)

In-Class Activities

Lecture Chapter 4

Wrap Up & Exam 1

Week 3: 09/12

Due: 09/12 @ 11:59 pm [AI & Research Literature Article Assignment 1](#)

(<https://uttyler.instructure.com/courses/50160/assignments/985330>) and [instructions](#)

(<https://uttyler.instructure.com/courses/50160/pages/article-1>)(Canvas)



SUGGESTION: 09/08 Start working on your treatment simulation

Go to the Assignment Instructions

(<https://uttyler.instructure.com/courses/50160/assignments/985329>) or **Go to the Sign Up**

Sheet (<https://uttyler.instructure.com/courses/50160/pages/sign-up-3-minute-treatment-video-simulation>)

Readings & Slides

- Paul et al (2017) Chapter 3, [treatment script example](#) (<https://uttyler.instructure.com/courses/50160/files/12077330?wrap=1>)  (https://uttyler.instructure.com/courses/50160/files/12077330/download?download_frd=1) , & [pptx slides](#) (<https://uttyler.instructure.com/courses/50160/files/12077338?wrap=1>)  (https://uttyler.instructure.com/courses/50160/files/12077338/download?download_frd=1)

In-Class Activities

Lecture Chapter 3 - Evidence-Based Practice, PICO Questions, & ASHA's Practice Portal

Lecture Chapter 3 & Phonological Neighborhoods


Finish Lecture for Chapter 3 & AI & Research Literature Article 1 Assignment due @ 11:59 pm
(Canvas)

Week 4: 09/19




REMINDER: Complete online PECS training - An upload question on Exam 2

Go to the Instructions (<https://uttyler.instructure.com/courses/50160/pages/pecs-affirm-module-for-exam-2>)

Viewings

- JASPER Video Introduction <https://youtu.be/y7IIRQGnZvQ> 
(<https://youtu.be/y7IIRQGnZvQ>)

Readings & Slides

- Paul et al (2017) Chapter 6,
- **Chapter 6 sections to read** (<https://uttyler.instructure.com/courses/50160/pages/treatment-ch-6-sections-to-read>), &
- **Chapter 6 Treatment Sections pptx slides**
(<https://uttyler.instructure.com/courses/50160/files/12077339?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077339/download?download_frd=1)
- Kasari, .C. & Sterrett, K. (2021) chapter: **The JASPER Model** 
(<https://ebookcentral.proquest.com/lib/txstate/detail.action?docID=6665984>)
- **Schwarz JASPER Notes** (<https://uttyler.instructure.com/courses/50160/files/12077337?wrap=1>)
 (https://uttyler.instructure.com/courses/50160/files/12077337/download?download_frd=1)

In-Class Activities


Treating children in the prelinguistic stage

Treating children in the prelinguistic stage & The JASPER Model

Week 5: 09/26

Due:

Readings & Slides

- Paul et al (2017) Chapter 7,
- **Chapter 7 sections to read** (<https://uttyler.instructure.com/courses/50160/pages/treatment-ch-7-sections-to-read>), &
- **Chapter 7 pptx slides** (<https://uttyler.instructure.com/courses/50160/files/12077340?wrap=1>)
 (https://uttyler.instructure.com/courses/50160/files/12077340/download?download_frd=1)
- Paul et al (2017) Chapter 9,

- [Chapter 9 sections to read \(https://uttyler.instructure.com/courses/50160/pages/treatment-chapter-9-sections-to-read\)](https://uttyler.instructure.com/courses/50160/pages/treatment-chapter-9-sections-to-read), &
- [Chapter 9 pptx slides \(https://uttyler.instructure.com/courses/50160/files/12077336?wrap=1\)](https://uttyler.instructure.com/courses/50160/files/12077336?wrap=1)
[↓ \(https://uttyler.instructure.com/courses/50160/files/12077336/download?download_frd=1\)](https://uttyler.instructure.com/courses/50160/files/12077336/download?download_frd=1) ,

In-Class Activities

The Jasper Model & Treating children in the emerging & developing language stages

Treating children in the emerging & developing language stages

Treating children in the emerging & developing language stages

Week 6: 10/03

Due: Sunday 10/05 @ 11:59 pm Treatment Simulation Uploaded to Studio

Go to the Assignment Instructions

[\(https://uttyler.instructure.com/courses/50160/assignments/985329\)](https://uttyler.instructure.com/courses/50160/assignments/985329)

[or](https://uttyler.instructure.com/courses/50160/assignments/985329) **Go to the Sign Up Sheet (https://uttyler.instructure.com/courses/50160/pages/sign-up-3-minute-treatment-video-simulation)**

Readings

- Review readings that apply to your treatment simulation video

In-Class Activities

Finishing chapters 7 & 9.



In class feedback on treatment video simulation drafts

In class feedback on treatment video simulation drafts

Week 7: 10/10

DUE: 10/10 Online Treatment Exam 2 Due 11:59 pm

Readings & Slides

- Paul et al (2017) Chapter 5 &
- [Chapter 5 pptx slides \(https://uttyler.instructure.com/courses/50160/files/12077249?wrap=1\)](https://uttyler.instructure.com/courses/50160/files/12077249?wrap=1)
[↓ \(https://uttyler.instructure.com/courses/50160/files/12077249/download?download_frd=1\)](https://uttyler.instructure.com/courses/50160/files/12077249/download?download_frd=1)
- Paul et al (2017) [Chapter 1 beginning through the Diagnostic Issues section](https://catalog.library.txstate.edu/record=b5357955~S1a) 
[\(https://catalog.library.txstate.edu/record=b5357955~S1a\)](https://catalog.library.txstate.edu/record=b5357955~S1a),
- [Chapter 1 pptx slides \(https://uttyler.instructure.com/courses/50160/files/12077251?wrap=1\)](https://uttyler.instructure.com/courses/50160/files/12077251?wrap=1)
[↓ \(https://uttyler.instructure.com/courses/50160/files/12077251/download?download_frd=1\)](https://uttyler.instructure.com/courses/50160/files/12077251/download?download_frd=1)
- View: Jackson, J. (2020, January 27). Dr. Janice Jackson explains aspects of DELV.
Retrieved from <https://tinyurl.com/3237auvk>  [\(https://tinyurl.com/3237auvk\)](https://tinyurl.com/3237auvk)

In-Class Activities

Lecture Chapter 1

Lecture Chapter 5

Lecture Chapter 5 & Online Exam 2 @ 11:59 pm (Canvas)

Week 8: 10/17

DUE Friday 10/24 @ 8 am Communication Matrix

REMINDER: Before Friday, 10/24, watch my semantic relations lecture & bring printed pages to class.

Readings & Slides

- Paul et al (2017) Chapter 2 &
- [Chapter 2 pptx slides \(https://uttyler.instructure.com/courses/50160/files/12077252?wrap=1\)](https://uttyler.instructure.com/courses/50160/files/12077252?wrap=1)
↓ [\(https://uttyler.instructure.com/courses/50160/files/12077252/download?download_frd=1\)](https://uttyler.instructure.com/courses/50160/files/12077252/download?download_frd=1)
- Paul et al (2017) Chapter 6,
- [\(https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-6-sections-to-read\)](https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-6-sections-to-read) **Chapter 6 sections to read** [\(https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-6-sections-to-read\)](https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-6-sections-to-read), &
- [Chapter 6 Diagnostic Prelinguistic slides \(https://uttyler.instructure.com/courses/50160/files/12077248?wrap=1\)](https://uttyler.instructure.com/courses/50160/files/12077248?wrap=1) ↓
 [\(https://uttyler.instructure.com/courses/50160/files/12077248/download?download_frd=1\)](https://uttyler.instructure.com/courses/50160/files/12077248/download?download_frd=1)
- [Rowland, C. \(2011\). \(Read this quickly to get an overview of the Communication Matrix\)](https://bit.ly/3OEbN5m)
↪ [\(https://bit.ly/3OEbN5m\)](https://bit.ly/3OEbN5m)

Viewing

- Watch Chapter 6 recorded lecture

In-Class Activities

Finish Chapter 2 Lecture

Communication Matrix - Brendan

Review Communication Matrix

Week 9: 10/24

DUE Friday 10/24 @ 8 am Communication Matrix

Before Friday, 10/24, watch my semantic relations lecture & bring printed pages to class.

REMINDER:

- Before Friday, 10/24, watch my semantic relations lecture & bring printed pages to class.
- DUE: Friday 10/24 @ 8 am Semantic Relations LSA





Viewings

- Before Wednesday, 10/24, watch my semantic relations lecture & bring printed pages to class.

▪

NEW 10.24.2025 Semantic Relations Initial Coding

Readings

- **Skylar Case Study** (<https://uttyler.instructure.com/courses/50160/pages/skylar-case-study>) & **Skylar Case Study Information Sheet** (<https://uttyler.instructure.com/courses/50160/files/12077277?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077277/download?download_frd=1)
- **EXCEL SPREADSHEET** (<https://uttyler.instructure.com/courses/50160/files/12077287?wrap=1>)  (https://uttyler.instructure.com/courses/50160/files/12077287/download?download_frd=1)
- Example: **How to determine the floor of a subtest in a SNRT** (<https://uttyler.instructure.com/courses/50160/files/12077293?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077293/download?download_frd=1)
- Example: **How to determine the item gradient of a subtest in a SNRT** (<https://uttyler.instructure.com/courses/50160/files/12077292?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077292/download?download_frd=1)

In-Class Activities

Classification Accuracy, Calculating z-scores, & introduction to the Skylar Case Study

Brendan & Communication Matrix & Semantic Relations Analysis


Week 10: 10/31

DUE: Friday 10/31 @ 8 am Semantic Relations LSA

DUE: Friday 10/31 @ 8 am Bring to class one Word document that: (a) identifies SNRTS vs criterion tests for Skylar, (b) your z-score table and graph, and (c) a short list of the areas you still need to miss (what's missing??).

DUE: Friday 10/31 @ 11:59 pm Sign up for oral exam



Viewings

- Use this [excel spreadsheet to help you calculate & graph z-scores](https://uttyler.instructure.com/courses/50160/files/12077287?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077287?wrap=1>)_ 
 (https://uttyler.instructure.com/courses/50160/files/12077287/download?download_frd=1) .
- Watch Chapter 7 recorded lecture

Readings & Slides

- Paul et al (2017) Chapter 7,
- [Chapter 7 sections to read](https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-7-sections-to-read) (<https://uttyler.instructure.com/courses/50160/pages/diagnostics-ch-7-sections-to-read>), &
- [Chapter 7 Diagnostic Section slides](https://uttyler.instructure.com/courses/50160/files/12077253?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077253?wrap=1>)_ 
 (https://uttyler.instructure.com/courses/50160/files/12077253/download?download_frd=1)

In-Class Activities

- Score Semantic Relations Assignment using [this rubric](https://uttyler.instructure.com/courses/50160/files/12077274?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077274?wrap=1>)_ 
 (https://uttyler.instructure.com/courses/50160/files/12077274/download?download_frd=1) .
 - Add your grade a comment to the SR assignment that you already uploaded.
 - Note, I will double check your grading so please be accurate.
 - Review parts of the semantic relations assignment,
 - Explain how to select & [write treatment goals so that it connects to the data collection](https://uttyler.instructure.com/courses/50160/files/12077297?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077297?wrap=1>)_ 
 (https://uttyler.instructure.com/courses/50160/files/12077297/download?download_frd=1)
- (<https://uttyler.instructure.com/courses/50160/files/12077297?wrap=1>)_ Small group work during class
- Compare SNRTS vs criterion test sorting, z-score table & graph, & a short list of areas you still need to assess (What's missing?).
- Answers any questions about the oral exam case studies


Week 11: 11/07

Due: Oral Exams: Monday through Thursday

Viewings

- Watch Chapter 8 recorded lecture

Readings & Slides

- Paul et al (2017) [Chapter 8](https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343)  (<https://libproxy.txstate.edu/login?url=https://www.sciencedirect.com/science/book/9780323442343>) &
- [Chapter 8 pptx slides](https://uttyler.instructure.com/courses/50160/files/12077250?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077250?wrap=1>)
↓ (https://uttyler.instructure.com/courses/50160/files/12077250/download?download_frd=1)
- Syntax Notes

In-Class Activities

Introduction to the Jaz Case Study & Syntax (Syntax)

Syntax LSA, select goals, & write goals

Week 12: 11/14

Friday, November 14th is Grand Rounds Poster Presentations at the UT Tyler Nursing Research Symposium on main campus.

Week 13: 11/21 ONLINE CLASS

Due: Friday 11/21 @ 8 am [Jaz Syntax Analysis](https://uttyler.instructure.com/courses/50160/assignments/985327)
(<https://uttyler.instructure.com/courses/50160/assignments/985327>)

Viewings

In-Class Activities

- Finish reviewing Syntax LSA, selecting goals, and writing goals
- Small group work during class
- Compare SNRTS vs criterion test sorting, z-score table & graph, & a short list of areas you still need to assess (What's missing?).
- [Goal Writing & Graphing Data.pdf](https://uttyler.instructure.com/courses/50160/files/12077296?wrap=1)
(<https://uttyler.instructure.com/courses/50160/files/12077296?wrap=1>) ↓
(https://uttyler.instructure.com/courses/50160/files/12077296/download?download_frd=1)
- [Treatment data graph.xlsx](https://uttyler.instructure.com/courses/50160/files/12077298?wrap=1) (<https://uttyler.instructure.com/courses/50160/files/12077298?wrap=1>) ↓ (https://uttyler.instructure.com/courses/50160/files/12077298/download?download_frd=1)


Week 14: 11/28

Thanksgiving - No class

Week 15: 12/05


Due: 12/05 @ 11:59 pm [AI & Research Literature Article Assignment 2](#)
(<https://uttyler.instructure.com/courses/50160/pages/article-2>) (Canvas)

Readings

[PLS-4 Information to Determine Classification Accuracy](#)
(<https://uttyler.instructure.com/courses/50160/files/12077242?wrap=1>) 
(https://uttyler.instructure.com/courses/50160/files/12077242/download?download_frd=1)

Viewings

In-Class Activities





- [Example Scoring NWRT](#) (<https://uttyler.instructure.com/courses/50160/files/12077241?wrap=1>)
 (https://uttyler.instructure.com/courses/50160/files/12077241/download?download_frd=1) &
Review principles of making a handout for parents
- Review for comprehensive final exam & Due: @ 11:59 pm AI & Research Literature Article Assignment 4 (Canvas)










Wednesday 12/10 @ 12 pm: Upload electronic portfolio to Calipso

Wednesday 12/10 Comprehensive Final Exam in Person 8:00 am to 10:00 am

[Student Resources](#) (<https://uttyler.instructure.com/courses/50160/pages/student-resources-3>)
(<https://uttyler.instructure.com/courses/50160/pages/student-resources-3>) [University Policies and Information](#) (<https://uttyler.instructure.com/courses/50160/pages/university-policies-and-information>)

Course Summary:

Date	Details	Due
Fri Sep 5, 2025	 Treatment Exam 1 (https://uttyler.instructure.com/courses/50160/assignments/985326)	due by 11:59pm
Fri Sep 12, 2025	 AI & Research Article 1 (SLO3.F) (https://uttyler.instructure.com/courses/50160/assignments/985330)	due by 11:59pm
Sun Oct 5, 2025	 3-Minute Treatment Video Simulation (SLO5.S) (https://uttyler.instructure.com/courses/50160/assignments/985329)	due by 11:59pm
Fri Oct 10, 2025	 Treatment Exam 2 (https://uttyler.instructure.com/courses/50160/assignments/985328)	due by 11:59pm

Date	Details	Due
Fri Oct 24, 2025	 Communication Matrix LSA https://uttyler.instructure.com/courses/50160/assignments/985333	due by 8am
Fri Oct 31, 2025	 Skylar Semantic Relations LSA https://uttyler.instructure.com/courses/50160/assignments/985337	due by 11:59pm
Fri Nov 7, 2025	 Oral Exam (SLO4.S) https://uttyler.instructure.com/courses/50160/assignments/985336	due by 5pm
Fri Nov 21, 2025	 Jaz Syntactic LSA https://uttyler.instructure.com/courses/50160/assignments/985327	due by 8am
Fri Dec 5, 2025	 AI & Multilingual Research Article 2 https://uttyler.instructure.com/courses/50160/assignments/985331	due by 11:59pm
Wed Dec 10, 2025	 Jaz Case Study Info Sheet https://uttyler.instructure.com/courses/50160/assignments/985334	due by 10am
	 Jaz Handout https://uttyler.instructure.com/courses/50160/assignments/985335	due by 10am
	 Calipso https://uttyler.instructure.com/courses/50160/assignments/985332	due by 12pm
	 Roll Call Attendance https://uttyler.instructure.com/courses/50160/assignments/985338	