



## COURSE TITLE: COMD 4367 Introduction to Language Disorders

**Term:** Spring 2026

**Course Dates:** Jan 12, 2026 - May 2, 2026

**Professor:** Amy Louise Schwarz, PhD, CCC-SLP

**Course Times:** 2:00 pm to 3:20 pm

**Office Phone:** 1.903.877.5307

**Classroom:** Herrington Patriot Center (HPC) 3010

**Email:** AmyLouise.Schwarz@uttyler.edu

### Office Hours:

Graduate Students: Mondays 9 to 10 am, Wednesdays 3 to 4 pm, & by appointment

Undergraduate Students: Tuesdays & Thursdays by appointment, Fridays 11 am to 2 pm

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## Course Overview

The course introduces undergraduate students of communication sciences and disorders to language disorders. While the primary focus is on language disorders in children, the course will also provide an overview of language disorders in adults. Students will explore the nature of various language disorders and related disorders; the diagnosis and treatment of various language disorders in children from birth through early adulthood. The course also addresses relevant legal, ethical, cultural, and socioeconomic issues that influence language development, diagnosis and treatment of disorders, and prevention of language disorders. Major American dialectal issues and second-language interference issues will also be discussed.

## Student Learning Outcomes

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

1. Identify and name different theories to explain language development and disorders and their influence on clinical practice (ASHA Standards III-B, III-C, and III-D: Language)
2. Explain the relationship and interaction of other aspects of development to language and language disorders (ASHA Standards III-B, III-C, and III-D: Language)
3. Identify major etiological categories and the impact on language abilities (ASHA Standards III-C and III-D: Language)
4. Differentiate between linguistic/dialectal differences versus language disorders (ASHA Standards III-C and III-D: Language)
5. Specify steps in the assessment process of a child referred for a language disorder (ASHA Standards III-C and III-D: Language)
6. Analyze and interpret spontaneous language samples (ASHA Standard III-C: Language)

## Assessment of Student Learning

#1-6 will be assessed using quizzes, midterm exam, and final exam which includes written synthesis of material in each case study.

## Required Textbooks and Technology

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](#)[Links to an external site..](#)

REQUIRED TEXTBOOK: Schwartz, R.G. (Ed.). (2017). *Handbook of Child Language Disorders-Second Edition*. New York, NY: Routledge.

\*Electronic copy available through the library:

<https://www.taylorfrancis.com/books/edit/10.4324/9781315283531/handbook-child-language-disorders-richard-schwartz>[Links to an external site.](#)

You have the option of reading the book online, but it would be safer to download the PDF of the book or specific chapters. Off-network students will need to sign in to the site to access the book. [See video](#)[Links to an external site..](#)

When you scroll down, it gives access to download specific chapters. Do what is best for you.

## SUPPLEMENTAL TEXTBOOKS & OTHER MATERIAL USED TO CREATE THIS COURSE

Brockbank, A., & McGill, I. (2012). *Facilitating reflective learning: Coaching, mentoring, and supervision* (2<sup>nd</sup> edition). Philadelphia, PA: Kogan Page.

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

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

McCauley, R. J., Fey, M. E., & Gillam, R. B. (Eds.). (2017). *Treatment of language disorders in children-Second Edition*. Paul H. Brookes Pub. \*Electronic copy available through the library:

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

## Instructional Methodology

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

Technology is integrated into the instructional pedagogy through the Canvas learning management system, Studio, Zoom, PowerPoint slides, the use of online small group work, SharePoint, and CoPilot.

## Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. If you email me by 4:00 pm during the work week (Monday through Thursday), 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. On Fridays after this class, I am seeing patients in the clinic so will not be available to meet or to respond by email. If you email me on Fridays, you will not receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: See the Contact section at the top of this syllabus for days of the week and times. I meet with students in HPR 251B 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. If your appointment is pushed back a few minutes, please be patient. I look forward to helping everyone access the course content.

STRUCTURE OF CLASSROOM TIME: Approximately 50% of the classes will include lecture and approximately 50% will include small group work. During small group work, students will be randomly assigned to 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, and differential diagnosis.

STUDENT ATTENDANCE POLICY - 10% of Course Grade: Class attendance is expected, as important material and learning activities will occur during class time. Please choose the seat you want by the second class period. I will use a seating chart in this class, so I learn everyone's name. If you will need to be **absent or late**, please notify me in advance. I take attendance at the beginning of class. If you are late, you will be marked absent. If you are late to class, it is your responsibility to meet with me **just before the beginning of the next class** to ask me to change your previous day's attendance from absent to late. For purposes of your grade, 3 lates equal one class absence. It is the responsibility of the student to get missed material from a fellow student should an absence occur. If you are struggling with the material or feel discouraged in any way, please visit me during office hours. I am here to help you access the course material. I want every student to be successful. The last day I will take attendance in class is Thursday April 2nd.

CANVAS MODULES, WEEKLY QUIZZES, & EXAMS: Course material is presented in a series of modules in CANVAS with many modules built around real-world in-depth case studies including language samples, language sample analyses, and other assessment information. Student learning will be assessed two ways.

WEEKLY QUIZZES: Before the beginning of each Tuesday class, students will complete ***independently and without collaboration*** a brief quiz over material and readings covered in the previous two or more classes. *No make up quizzes will be given. Students may not use the internet or AI when taking your at-home and open-note quizzes. To do so, is cheating.*

Students will SAR accommodations will be given the extra time to complete the quizzes as agreed to by the student, Dr. Schwarz, and SAR. The quiz questions will be divided into the revised 2001 Bloom's Taxonomy categories (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/Links to an external site.>): (a) Remember, (b) understand, (c) apply, (d) analyze, and (e) evaluate. The one Bloom Taxonomy category not included in these quizzes is the *create* category. Not all of these categories will be included on each quiz.

MIDTERM & FINAL EXAMS:

Canvas is set up to drop your lowest grade. So, if you are happy with your midterm grade as 15% of your grade, then you can skip the final exam.

Students will **not** be allowed to take the midterm and/or final exams if they arrive after 2:10 pm on the afternoon of the exam. Both exams are in-person on campus in our classroom and begin at 2:00 pm.

The midterm will include two parts: (a) Students will submit a document summarizing their performance by Bloom Taxonomy categories in table and graph form. The graph must be created in Microsoft Excel and meet professional

standards. See the Assignment tab in Canvas for details. **Students may collaborate on creating their graphs in Microsoft Excel.** (b) Students will also **independently and without collaboration create** (Bloom's Taxonomy's highest category) the language section of a clinical report for an assigned case study. Students may not use the internet or AI when organizing your midterm essay. To do so, is cheating.

For those of you who decide to take the final exam, it is in-person on campus. See the schedule below for the day and time. This exam may include multiple choice, short and answer questions including syntax and all the material covered since the midterm exam. The final exam is open book and open note.

#### SUMMARY OF ASSIGNMENTS

Assignment	Percentage
Attendance	10%
Weekly Quizzes	75%
Midterm & Final Exams (weighted equally)	15%
Total	100%

GRADE APPEALS: **Within 7 days** after I release a grade that a student wishes to appeal, the student must make a **written 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. **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, January 16th 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](#)[Links to an external site.](#) 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](#)[Links to an external site.](#) 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/Links to an external site.>

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](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#)[Links to an external site.](#)

**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 \(MVSC\)Links to an external site.](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyle.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/UTTylerLinks to an external site.> 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.

**LIMITED USAGE OF COPILOT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS:**

Students may not use the internet or AI when taking your at-home and open-note quizzes or when organizing your midterm essay. To do so, is cheating. I will model different ways to organize your midterm essay during class so you will have a solid model of how to synthesize clinical information into a persuasive email before the midterm exam. Note, I will use AI to produce different iterations. I will compare student essays in class to the AI produced iterations. I need to see your thinking, not AI's thinking.

**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 Links to an external site.](#)

**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%

**CLASS POLICIES:**

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, please enter quietly. Please do not disturb those who are already engaged in classroom activities.

Electronic Devices: Please silence your mobile phones and other signaling devices when you enter the room.

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](#)  
[Links to an external site.](#)

## Other General Information

Monday 1/19th is Martin Luther King, Jr. Holiday; all offices are closed and there are no classes.

Monday 3/9th through Friday 3/13th is spring break for faculty and students. We will not have classes that week.

## Tentative Course Schedule

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

Day	Date	Reading	Topics	Quizzes & Project Due Dates
<b>Syntax Module</b>				
Tuesday	1/13/26	Syllabus	Syntax Review	
Thursday	1/15/26	Ch 15	Syntax Review	
Tuesday	1/20/26	Ch 15 & 17	Syntax Review	
Thursday	1/22/26	Ch 17	Syntax Review	
<b>Specific Language Impairment &amp; the Aaron Case Study</b>				
Tuesday	1/27/26	Ch 1	Lecture	Quiz #1 @ 6 am
Thursday	1/29/26	Ch 8	Aaron Case Study – Assmts	
Tuesday	2/3/26	Ch 8	Aaron Case Study – Language Sample	Quiz #2 @ 6 am
Thursday	2/5/26	Ch 21	Aaron Case Study – Language Sample	
Tuesday	2/10/26		Aaron Case Study - Written Synthesis	Quiz #3 @ 6 am

Thursday	2/12/26		Aaron Case Study - Written Synthesis
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### **Intellectual Disorder & Autism Spectrum Disorder & the Alice Case Study**

Tuesday	2/17/26	Ch 2	Lecture	Quiz #4 @ 6 am
Thursday	2/19/26	Ch 3	Lecture & Alice Case Study	
Tuesday	2/24/26	Ch 18	Lecture & Alice Case Study - Assessments	Quiz #5 @ 6 am
Thursday	2/26/26	Ch 18	Alice Case Study - Communication Matrix	
Tuesday	3/3/26		Midterm Review	
Thursday	3/5/26		MIDTERM EXAM	Midterm
Sunday	3/8/26		Spring Break	
Tuesday	3/10/26		Spring Break	
Thursday	3/12/26		Spring Break	

### **Hearing Impairment & the Lydia Case Study**

Tuesday	3/17/26	Articles	Lecture & Lydia Case Study – Assmts
Thursday	3/19/26	Ch 16	Lydia Case Study – Semantic Relations
Tuesday	3/24/26		Lydia Case Study – Semantic Relations
Thursday	3/26/26		Lydia Case Study – Semantic Relations
Tuesday	3/31/26		Lydia Case Study – Written Synthesis
Thursday	4/2/26		Lydia Case Study - Written Synthesis

### **AAE & Bilingualism & 2 Case Studies: Malcom & Maria**

Tuesday	4/7/26	Articles	Lecture & Malcom Case Study – Assmts	Quiz #7 @ 6 am
Thursday	4/9/26		Malcom Case Study – “Salted” LSA	
Tuesday	4/14/26		Malcom Case Study – Written Synthesis	Quiz #8 @ 6 am
Thursday	4/16/26	Ch 12	Lecture & Maria Case Study – Assmts	
Tuesday	4/21/26		Maria Case Study – “Salted” LSA	Quiz #9 @ 6 am
Thursday	4/23/26		Maria Case Study – “Salted” LSA	
Tuesday	4/28/26		<b><u>IN-PERSON FINAL EXAM: 2 pm-4 pm</u></b>	Final