

Introduction to Language Disorders

COMD 4367 Syllabus

Spring 2024: Monday & Wednesday, 4:05-5:30pm, HPR 262

Instructor

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Email

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Office Location

HPR 113

Office Hours

T/R 11-12:30

or by appointment on
request (available via zoom
or in person)

Course Overview

You already know that language is the vehicle through which we interact with the world around us. But what happens when language is acquired atypically? What happens when the normal processes we discussed in our Language Acquisition and Development course don't go according to plan? In this course, we'll explore answers to these questions, and many more.

This course will prepare you to evaluate and treat the language skills of children with primary or secondary language disorders. This course is typically not taught until graduate school for many students. You are ahead of your time! You will feel very prepared when the time comes for your graduate studies, should you pursue that option.

Required Text

Language Disorders from Infancy through Adolescence, 5th Edition by Courtenay Norbury, Rhea Paul, and Carolyn Gosse, Elsevier. (available as an e-book or hard copy). Please make sure you're getting the **5th edition!**

Course Materials

- UT Tyler Canvas
 - All of your assignments and tests will be hosted within Canvas

Resources

- asha.org/students
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

Prerequisites

A grade of at least a C in COMD 1306, 2310, 2311, 2357, 2358, 3313, 3318, & 3359

Why are you here?

Course Learning Objectives

This course provides students with a comprehensive overview of language disorders in children and adolescents. We will discuss topics including assessment and treatment procedures, as well as causes and characteristics of language disorders across multiple stages of language development 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.

By the end of this course, you will be able to...

1. Provide an overview of disorders or interruptions in language acquisition and development from birth through late adolescence
2. Interpret language test scores and provide written diagnostic impressions
3. Develop therapy goals, identify relevant materials, and describe therapeutic activities
4. Describe the process of diagnostic language assessment
5. Describe the nature of language treatment with various ages and populations
6. Identify and describe comprehensive profiles and features of primary language impairments
7. Identify and describe comprehensive profiles and features of secondary language impairments

ASHA Standards for Knowledge Outcomes

If you are hoping to become a speech-language pathologist or SLP-assistant, you will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

1. Describe characteristics and correlates of language impairments in preschool and school-age children (IV-C).
2. Describe etiologies, prevalence, and prevention of child language disorders (IV-D).
3. Describe strengths and limitations of norm-referenced and criterion-referenced methods for assessing language comprehension and production in the oral and written modality for children of diverse backgrounds (IV-D).
4. Describe evidence-based diagnostic practices (IV-F).
5. Describe and discuss an ethical decision-making framework when dealing with situations related to child language disorders (IV-E).
6. Describe strengths, limitations, and evidence base for language intervention approaches appropriate for children in the pre-linguistic, emerging, developing, language-for-learning, and advanced language periods (IV-D).
7. Describe a systematic approach to evidence-based practice in which high-quality evidence from scientific research and clinical practice is integrated with child and parent preferences in making clinical decisions (IV-F).
8. Discuss various perspectives on contemporary professional issues related to assessment and intervention of child language disorders such as: neurodiversity, language intervention with d/Deaf and Hard of Hearing, gender affirming care, unconscious bias and the impact on professional services, dialect differences (IV-G).
9. Describe and apply knowledge about diversity, equity, and inclusion and their impact on assessment and treatment of children with language impairments, along with discussion about ethical considerations and professional issues, including sensitivity to cultural and linguistic differences, and their impact on assessment and treatment of children with language impairment (IV-E, IV-F, IV-G, V-B)

How This Course Works

Before class

- **Complete the reading before class** for the topic covered in that class. The topics and chapters are listed in the course calendar!
- Prepare any questions you may have- we'll spend the first 5 minutes of class answering them.

During class

- The first 5 minutes of class will be devoted to answering questions. Bring your questions!
- Attend every class! We'll have in-class discussions that count for 20% of your grade.
 - These will help prepare you for the written portion of your exams, and for your homework assignments.
- Participate during lectures. This will help you be more proactive in your learning, and it'll keep you awake!

After class

- Check to see if you have a homework assignment due in the next class.
- Ask your peers if you need help or want to share notes.
- Ask me if you need help!
- Review your notes from today's lecture to help reinforce your learning. It will mean less effort later when preparing to study for your tests, because you will have already begun the knowledge consolidation process.

Attendance

I understand that life happens and sometimes this prevents attendance. Please note, I do not need you to provide personal details to account for these absences, but I do need you to take responsibility for any work you miss.

- Obtain notes from a peer, check out the slides I have posted, and read the chapter thoroughly.
- Please don't ask me, "what did I miss?" the syllabus already answers this question!

If an extreme circumstance prevents you from attending multiple classes, these will be dealt with on a case-by-case basis.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class tests, you will need to use a computer with internet access.

You are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

Tips for Success

Reading Tips

- I recommend going to the “Conclusion” section at the end of the chapter FIRST to get an idea of what's coming.
 - You won't know what it all means, but it will help you focus on the most important details when you go back.
- After you're done with the chapter, you can go back to the conclusion. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- Check out the study guide at the end of each chapter to check your understanding. The questions might look familiar to you when it comes time to do your homework and take your exams....

Course Tips

- Print out the course schedule and put it at the front of your binder or notebook.
- Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to. Canvas also gives you reminders on your to-do list!
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.
- DON'T MISS CLASS! The in-class activities are going to ensure you're successful with all of your assignments and prepared for your tests.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

Week	Date	What's due today?	Topic/In-class discussion	Notes
1 M	1/15		NO CLASS- MLK JR DAY	
W	1/17	<u>Before Class</u> Chapter 1: Models of Language Disorders <u>After class</u> - ✓ Syllabus Quiz	Course intro & models of language disorders	
2 M	1/22	<u>Before class</u> Finish reading Chapter 1 to prep for class and in-class discussion	Models of language disorders - In-class discussion: what are the intrinsic and extrinsic variables that affect a child's language development?	
W	1/24	<u>Before Class</u> Chapter 2: Assessment	Overview of Assessment	Resource: TSHA Disability Determination Guide (on Canvas)
3 M	1/29	<u>Before class</u> Chapter 5: Assessment of language disorders in a pluralistic society (p 148-164) <u>After class (due 1/31)</u> Assignment 1, prepare for in-class discussion	Overview of Assessment & cultural and linguistic differences	Resource: ASHA's statement about cultural competence (on canvas)
W	1/31	<u>Before class</u> Chapter 5 (p148-164)	Overview of assessment & EBP - In-class discussion: what is culture? Why does it matter? Why do you think one leg of the EBP triangle is client/family values & preferences?	
4 M	2/5	<u>Before class</u> Chapter 3: Principles of Intervention (p63-90)	Overview of treatment I	
W	2/7	<u>Before class</u> Chapter 3: Intervention (p90-101) & Ch5 (p164-179)	Overview of treatment II & CLD issues in treatment	

5 M	2/12	<u>Before class</u> Prepare for in-class discussion <u>After class</u> Study for Exam 1	Overview of treatment III & EBP - In-class discussion: How can your background (culture, ethnicity, language history, etc) influence how you interact with children in therapy?	
W	2/14		Exam 1	
6 M	2/19	<u>Before class</u> Chapter 6: Prelinguistic period	Prelinguistic stage assessment & treatment	
W	2/21	<u>Before class</u> Chapter 7: Emerging language stage <u>After class (due 2/26)</u> Assignment 2	Emerging stage assessment & treatment	
7 M	2/26	<u>Before class</u> Ch8: developing stage assessment	Developing stage assessment I	
W	2/28		Developing stage assessment II	
8 M	3/4		Developing stage assessment III	
W	3/6	<u>Before class</u> Ch9: developing stage treatment	Developing stage treatment I	
9 M	3/11		<u>SPRING BREAK NO CLASS</u>	Have fun! Stay safe! Drink water!!
W	3/13		<u>SPRING BREAK NO CLASS</u>	
10 M	3/18	<u>Before class</u> Make sure you finished ch9: Developing stage treatment	Developing stage treatment II	Welcome back!
W	3/20	<u>After class</u> Study for Exam 2	Developing stage treatment III	
11 M	3/25		Exam 2	
W	3/27	<u>Before class</u> Ch10: language, reading, and learning in school	Language for learning stage	
12 M	4/1	<u>Before class</u> Chapter 11: assessing students' language for learning & prepare for in-class discussion	L4L assessment I - In-class discussion: What can you do to eliminate racial/ethnic/linguistic/cultural bias from your assessment activities with young children?	
W	4/3	<u>Before class</u> Chapter 13: assessing advanced language	L4L assessment II & advanced stage assessment	
13 M	4/8	<u>Before class</u> Chapter 12: intervening at the L4L stage	L4l treatment I	

W	4/10		L4I treatment II	
14 M	4/15	<u>Before class</u> Ch14: intervention for advanced language	Advanced stage treatment	
W	4/17	<u>Before class</u> Prepare for In-class discussion <u>After class (due 4/22)</u> Assignment 3	Advanced stage treatment - In-class discussion: What can you do to increase your cultural proficiency?	
15 M	4/22	<u>Before class</u> Chapter 4: Special populations <u>After class</u> Study for exam 3	Special populations	
W	4/24	<u>After class (due 4/29)</u> Complete assignment 4	Exam 3	
16 M	4/29	Assignment 4 due today!	FINAL EXAM WEEK (no class)	Thank you for all of your hard work this semester!

Policies and Procedures

Course Grading

In-Class Discussion preparation & participation (5 total, 500 points possible) 20%

Homework assignments (4 total, 400 points possible) 40%

Tests (3 total, 300 points possible) 40%

Note: You can check in with your grade progress any time on the canvas grades section.

Extra Credit Opportunity – blog post (up to 2 points on final grade) (due by the final exam date)

Your audience is parents of school-aged children and adolescents. Their goals are to help their child or teen succeed in school. Your job is to inform them about a topic they should know more about!

Research topics important for academic success. Use chapters 10-14 of our textbook for inspiration. Choose one topic and write a post (something that would take no more than 5 minutes to read, so don't write too much!)

Your post should inform parents about

- 1) What the topic or skill is
- 2) Why it is important to their child's success and why parents should care!
- 3) How parents can help their child get better at that skill
 - a. Give at least 2 concrete examples of activities they can do with their child!

Please let me know you intend to complete this assignment. I will help you by reading drafts of your post and helping you adjust until it's worthy of the 2 bonus points. Please don't expect to turn in a half-hearted paragraph and get full credit.

Grades Assigned

A = 89.5-100 B = 79.5-89.4 C = 69.5-79.4 D = 59.5-69.4 F = <59.4

Extra credit opportunity adds up to 2 points to your final grade

I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work one day late, you can still qualify for 60% of the original points.

Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

Additional Information

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. **UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

2. The UT Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. 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> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire

Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>