HARDING UNIVERSITY
((•COMMUNICATION
SCIENCES & DISORDERS

CSD 3260 – Spring 2024
Language Disorders
January 8, - May 3, 2024
10:00 – 10:50 pm MWF or Online
Room: Swaid 215
Tim Chance, M.S., CCC-SLP

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

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

Course Information

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

Course Prerequisites: CSD 1150 and 1240

Course Rationale: Building on foundational knowledge from CSD 1150 and 1240, CSD 3260 focuses on identifying and remediating language disorders and delays with etiologies including environmental deprivation, intellectual disability, and traumatic brain injury.

Contact Information:
Email: tchance1@harding.edu   Phone: 501-279-4132 (office) 501-733-2378 (mobile)
Office: 209

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

American Psychological Association (2020). <u>Publication manual of the American Psychological Association (7th ed.).</u> https://doi.org/10/1037/0000165-000

You may purchase the textbook from the <u>Harding University Bookstore</u>, <u>Amazon</u>, etc.

Other Required Materials:

- Subscription to Master Clinician

Course Communication Protocols and Interaction:

- Canvas Announcements and email will be utilized as the instructor's primary means of communication as a class. Emails will utilize Harding assigned emails only.

- Student will need to communicate with the instructor via Harding email or Canvas and should allow 24 hours during the week. Emails may not be returned during the weekend hours.

- Zoom will be used for office hours and scheduled appointments.

- Instructor may also utilize text messaging during instances in which I need to contact you with urgency.

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

Netiquette:

In all my classes whether online or face to face, I have one basic rule that sums up everything. Mathew 7:12 states that we should "do unto others as we would have them do unto you."

In our profession we will serve various cultures with many different perspectives on life. It is important that we learn to coincide with all. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. While the list is not all inclusive, the following <u>video</u> reinforces the importance of abiding by generally accepted rules of online netiquette and can easily be applied to in class instruction as well. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations

are that the relationship and communication style between one another should reflect Harding's Christian mission.

Department Mission Statement
Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement
I truly believe that speech language pathology is a mission field. It is my intent in this class to encourage all students to become Christians. For, if we are Christians, we will be Christian professionals, Christian speech pathologists, Christian neighbors, etc.

Learning Objectives

Course Learning Objectives (CLOs)
Upon completion of this course, you will be able to:

- **Demonstrate Knowledge of Language Development and Disorders:** Upon completion of the course, students should be able to articulate a comprehensive understanding of typical language development across different age groups, as well as the key concepts and characteristics of various language disorders, including expressive and receptive language disorders, developmental language delay, and specific language impairment.
- **Display knowledge of Assessment and Intervention Techniques for Language Disorders**: Students should be able to demonstrate knowledge of appropriate assessment and intervention strategies for identifying, diagnosing, and treating language disorders. This includes the gathering of case histories, providing knowledge of common standardized and non-standardized assessment tools, and demonstrating knowledge of common treatment methods that are current in today's clinical world.
- **Display knowledge of various disorders for the purposes of assessment and intervention:** Identify the physical, linguistic, cognitive, social/emotional deficits, identifying characteristics, and demographics of various syndromes, chromosomal and genetic disorders, and acquired and developmental language disorders
- **Communicate Evidence-Based Findings in Professional Writing:** Upon completion of the course, students should be able to effectively communicate evidence-based information regarding language disorders through professional

writing in accordance with APA format. This includes the ability to analyze and synthesize information from primary research articles, peer-reviewed journals, and authoritative sources related to language disorders. Students should demonstrate the skill to accurately cite and reference sources using APA guidelines while presenting well-structured and organized written content that effectively conveys concepts related to language development, disorders, assessment, and intervention.

These learning objectives reflect the core competencies and skills that an undergraduate student in a Language Disorders course for speech pathology should aim to achieve. They encompass knowledge acquisition, practical application, critical thinking, and effective communication, all of which are essential for a successful career in speech-language pathology.

University Learning Outcomes (ULOs)
This course supports mastery of the following ULOs:
ULO 2: Students will demonstrate effective communication (written, non-written, spoken)
Program Learning Outcomes (PLOs)
While CSD 3260 does not have direct measurement of the following PLOs, its assignments, discussions, and assessment material lend to the measurement of our designed PLOs.

COURSE REQUIREMENTS:
Grading and Assignment Details
Exams:
There will be **4-5 exams** including the final exam. **Each exam is worth 100 points.** The fifth and **final exam is scheduled for Monday, April 29, 2024, from 10:30 am-12:30 pm.**

Exam 1: Standards IV-C and IV-D
> Chapter 1 – Delays Disorders and Differences
> Chapter 2- Setting the Stage in the Preschool Years (on your own)
> Chapter 3 – Classification of Language Abnormalities Based on Etiology and Diagnostic Labels
> Chapter 5 – General Considerations in Assessment of Language Deficits in Infants and Preschool Children

Exam 2: Standards IV-C and IV-D
> Chapter 4- Pervasive Developmental Delay
> Chapter 6 – Treatment of Language Delays and Disorders in Preschool Children
> Chapter 7 – Persistence of Language Deficits Throughout the Lifespan

Exam 3: Standard IV-C and IV-D

Chapter 8 – Language-Based Learning Disabilities in the School-Age Population
Chapter 9 – Spelling and Reading Disorders
Chapter 10 – Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity

Exam 4: Standards IV-C and IV-D
Chapter 11 – Language After Traumatic Brain Injury
Chapter 12 – Assessment of Language Disorders in School-Age Children
Chapter 13 – Treatment in the School-Age Population

Exam 5: Standards IV-C and IV-D
Chapter 14 – Alzheimer's Disease and Other Types of Dementia
Chapter 15 – Aphasia in Adults

These exams will also include material from additional resources and texts.

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

Observations:
Students must complete a minimum of three clinical observation hours of language therapy by observing an **ASHA certified speech-language pathologist (CCC-SLP) via Master Clinician** or in a variety of work settings and/or in the Harding University Speech Clinic. Observations must include **one (1) hour** of **CHILD language treatment and one (1) hour of ADULT language treatmen**t. There will be three hours of observation total. Master Clinician videos will be assigned. Do not watch videos on your own for credit or guided observation hours. To receive credit for the hours, all appropriate forms must be completed and signed and submitted to Calipso correctly. **This will be YOUR responsibility.**
 All observations and documentation must be completed by Monday, April 22, 2024, in class. This assignment (three hours of language therapy observation) is worth 40 points. No credit will be given for late assignments or partially completed assignments. Observations for this class MUST be separate from observations from another class. No double dipping.

Language Disorders Notebook Assignment- Standard IV-F
For this assignment, you will be responsible for putting together a disorders and syndromes notebook. For each of the following disorders you will need to include information regarding the etiology(ies), physical characteristics, speech and language characteristics, current prevalence, and incidence statistics, how it impacts all 5 areas of language (syntax, morphology, phonology, semantics, and pragmatics) and diagnostic criteria.
Keep in mind that because this is a research-based project that you will need to site information gathered from any sources, including your textbook, as well as include a text cited/reference page. For this you will need to refer to Owl Purdue APA

online guide, also the writing lab at Brackett Library, and John Boone, also at the Brackett Library.
This project will be due to me Monday, February 12, 2024, before 10:00 am and is worth 100 points.

The disorders and syndromes should include:
Fetal Alcohol Syndrome
Down Syndrome
Fragile X Syndrome
Autism Spectrum Disorders
Velo-Cardio- Facial Syndrome
ADD/ADHD

These notebooks will be graded on the following:
Organization of information presented.
Accuracy of information included.
APA and Grammar
Visual Presentation and Creativity

Literature Review Research Paper:
ASHA Standard IV-F and V-A
Each student will individually write a literature review research paper on one of the language delays or disorders in the pediatric or adult populations covered in this course or a similar topic with my approval. The paper should include causes and defining characteristics and must include evidence-based practice for assessment and intervention strategies. The paper must be written in APA format including a title page and references. The paper should be a minimum of five pages of content (not counting title page or reference page) with at least five different references. The literature review research paper will be graded on content, writing style, appropriate references, and APA format. A rubric will be provided prior to this assignment.

 This paper is due via email and hard copy on Friday, March 22, 2024, and is worth 100 points. Research papers will be submitted via email prior to 10:00 AM. Twenty-five (25) points will be deducted each day the paper is late.

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

There will be several quizzes during the course. These quizzes will be announced and unannounced in nature. It is your responsibility to maintain all reading for this class.
Online discussion questions and mandatory appointments will also be utilized in this course.

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

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

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

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.
- **A- 90%-100%**
- **B- 80%-89%**
- **C- 70%-79%**
- **D- 60%-69%**
- **F - 59% -0%**

Course Assignment Details
- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!
- Students are expected to read and complete assigned materials in Canvas.
- In order to be successful in knowing the course material, students need to ask questions. The instructor is not able answer questions to provide a more in-depth knowledge of the course material if students do not ask.
- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Submitting work taken directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.
- Students must watch lectures in a private area and/or use headphones/earbuds when listening to all lectures in an area where others can hear. This is due to copyright laws and HIPAA. There may be times I refer to patients that I have treated in speech therapy and their information needs to be protected.
- No cheating will ever be tolerated. Proctorio will be used during all exams.
- All exams will be taken in Canvas unless other arrangements have been made between the instructor and student.
- You must adhere to the dress code for all work done in a course, where either a static or video image of yourself is submitted.

Attendance/Participation

Attendance:
- The very nature and depth of undergraduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of undergraduate level academic ideas and thoughts can only be achieved with everyone actively participating.
- Read all assigned material, print off notes before viewing lectures, watch the entire lecture, and have your questions ready. I truly want you to be successful in knowing this course material but cannot answer questions, that you do not ask.
- You are expected to actively participate in all required instructional activities in this course. Online courses are no different in this regard; however, participation is defined in a different manner.
  1. Each student is required to actively participate a minimum of 2-3 days a week.
  2. Lack of participation for a period of up to 1 week will be documented.
  3. Any student that is non-participatory during 2 or more weeks of a 12 week term, may receive an F for that course.
  4. Students who have a need for necessary absences must inform the instructor with as much advance notice as possible in order to make appropriate arrangements.

Attendance policy: Harding University Attendance Policy

Submitting Assignments

Canvas will be used for submitting assignments. Each assignment will have a correlated spot for submission. Name your file in a way that identifies you and the project you are submitting. If your file is too large to upload to Canvas, use Google Drive. Please follow up with me on your submission with an email alerting me to look for the submission to another source besides Canvas.

Rubrics

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

Deadlines/Late Policy

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

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor prior to the deadline. This means that I must approve a deadline extension before the due date and time. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

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

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

- APA Resources
- Purdue Online Writing Lab

Student Declaration
Special Note on the use of AI such as ChatGPT
Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

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

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

INSTITUTIONAL POLICIES

Code of Academic Conduct

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

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.

3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.

4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. *Conduct unbecoming a professional while participating in a practicum, internship, field.*
experience, or any similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to always respect other classmate's opinions and ideas. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

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

7. *Lurking (online)*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

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

Students Needing Accommodations:
It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* to get academic accommodations in place for the remainder of the semester.) Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu or room 226 of the Student Center.

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

Time Management Expectations/Credit Hour Calculator Statement:

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

Academic Integrity:
Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Undergraduate Dress Code

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

Reservation Statement

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

		CSD 3260 Language Disorders Across the Lifespan Course Schedule Spring 2024	
January	8	**Introduction & Course Requirements	Read Chapter 1
	10	**Chapter 1 –	
	12	**(Continued)	
	15	** (Continued)	NO CLASS MLK Jr. Day
	17	**(continued)	Read Chapter 2 on your own
	19	**(Continued)	
	22	**Chapter 2	
	24	**(cont.)	
	26	**(cont.)	Read Chapter 3
	29	**Chapter 3 Discuss Research Paper	
	31	** (Cont.)	
February	2	** (Cont.)	Read Chapter 5
	5	**Chapter 5	
	7	**(cont.)	
	9	**(cont.) & Review for Exam 1	
	12	**Exam 1 Ch. 1-3 &5	NOTEBOOK DUE/Exam 1 Read Chapter 4
	14	** (cont.)	
	16		
	19	** (cont.)	
	21	** (cont.)	Read Chapter 6
	23	** Chapter 6 cont.) Standard IV-F/V-A	
	26	** Chapter 6 Continued	
	28	**(cont.) Chapter 7	Read Chapter 7
March	1	**(cont.)	
	4-8	SPRING BREAK	No Class
	11	Exam 2 Ch 4,6,7	Read Chapter 8
	13	**Chapter 8 continued	
	15	.**Chapter 8 continued	Read Chapter 9

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

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

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