CSD 3260 Language Disorders
Harding University
College of Allied Health
3 Credit Hours
Class Meetings Times – MWF 10:00-10:50
Swaid 215

Instructor: Tim Chance, M.S., CCC-SLP   **Semester/Term: Fall 2024**
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Course Information

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

Prerequisites
CSD 1150 and 1240

Course Rationale
Language Disorders aims to provide students with a solid foundation in understanding, assessing, and treating language impairments. It prepares them to become competent and compassionate speech pathologists and speech pathology assistants who can make a positive impact on the lives of individuals with communication difficulties.

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

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

Course Communication Protocols

During this course, interactions between students and/or faculty should take place via email or in Canvas announcements, Harding's learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) calendar day. If you need to reach me sooner, I would recommend a text message or phone call.

During this course, online office hours can also be arranged at your request utilizing the link to my Google Calendar found in the signature line of any email from me.

If you need to contact me regarding a pressing issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me via my personal email at tchance1@harding.edu or mobile 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.

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

University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:

ULO 1: Christian Perspective

ULO 2: Communication

ULO 3: Critical Thinking

Program Learning Outcomes (PLOs) While CSD 3260 does not have direct measurement of the following PLOs, its assignments, discussions, and assessment material lends to the measurement of our designed

PLOs.

1.)Demonstrate problem-solving skills using a Christian worldview and the ASHA Code of Ethics. (ULO1)

2) Connect the Christian worldview to the role of the CSD student in prevention, education, and advocacy while participating in service-learning experiences, community outreach activities, IPE events, and/or professional educational events. (ULO1)

 3) Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members.(ULO2)

4) Demonstrate knowledge of the normal anatomy and physiology underlying human respiratory, phonatory, articulatory, neurological, and auditory systems.(ULO3)

5) Use a variety of assessment methods to evaluate speech, language, and hearing abilities, provide a basic interpretation of results, and create supporting documentation.(ULO3)

6) Design intervention plans for individuals with speech, language, cognition, and hearing impairments including a therapy approach, relevant goals/objectives, skilled therapy techniques, and relevant therapy materials/activities.(ULO3)

7) Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver.(ULO3)

8) Demonstrate knowledge of cultural and linguistic diversity by comparing/contrasting communication differences vs communication disorders. (ULO4)

9) Demonstrate creativity by designing individualized therapy activities using items from the environment.(ULO6)

10) Use appropriate resources to locate scientific information in the primary literature, and to effectively summarize/synthesize the information to learn new concepts using APA guidelines.(ULO7)

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

1. **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.

2. **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.

3. **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

4. **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.

Grading and Assignment Details

Grading Information

Each assignment will be assigned an appropriate number of points. All aspects of theassignment 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. Students are encouraged to meet with me after each exam and assignment on a one-on-one basis.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

Last revised: 03/24/23

A-   90%-100%
B-   80%-89%
C-   70%-79%
D-   60%-69%
F -   59% -0%

Late work 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 will be graded if turned in after four days have passed from the original deadline. The score will be a zero. 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).

Course 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, December 9, 2024, from 10:30 am-12:30 pm.**

Exam 1: Standards IV-C and IV-D (May be replaced with Language Disorders Notebook)
> Chapter 1 – Delays Disorders and Differences
> Chapter 2- Setting the Stage in the Preschool Years
> 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 three clinical observation hours of language therapy by observing an **ASHA certified speech-language pathologist (CCC-SLP)** 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 in class via Master Clinician. In order to receive credit for the hours, any and all appropriate forms must be completed and signed and submitted to Calipso correctly. **This will be YOUR responsibility.** If you should be absent on the days in which Master Clinician is presented, you will need to discuss with me options for making up this assignment. Again, this is YOUR responsibility**. EACH student will need to purchase a subscription to Master Clinician.**
 All observations and documentation must be completed by Monday, November 18, 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, September 30, 2024, at 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 Canvas and hard copy on Friday, November 8, 2024 and is worth 200 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 a minimum of 50 points in quiz grades. These quizzes will be announced and unannounced in nature. It is your responsibility to maintain all reading for this class.

Course Requirements- (must be completed to earn credit in this course):
To earn credit for this course, students must complete ALL assignments. If ALL assignments are not turned in the student can't pass the course. This is only fair to all students participating in this course.

Attendance & Participation
Attendance: Your attendance is required for successful mastery of course material. You are expected to attend every class. Roll will be taken. You will be allowed 3 absences. Any absences beyond 3, and your final grade will be lowered one letter grade for each absence.

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As a student of higher education, you are expected to be prepared for class (e.g., read material, engage in discussion) and to be an active contributor in the learning process.

Attendance and participation are not the same thing. Meeting the attendance requirement does not ensure a good participation grade.

Tardiness: If you are going to be more than 10 minutes late to class, please do not attend the class. Coming in late is disruptive to many and causes an atmosphere of confusion. If you are more than 10 minutes late for any class, you will be considered absent for that day. If an arrangement has been made prior to a class session, exceptions can be made.

** If you miss class, please get notes from a fellow classmate. This includes any handouts, lecture notes or special instruction. It is YOUR responsibility to get any materials that you missed.

***If you are unable to attend class on the day of an examination, an alternate format of the exam (essay or written paper) may be substituted for the missed exam. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.

University Attendance policy: [Harding University Attendance Policy](#)

Technology Details (required only for online)

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

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Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center.

Click here for Instructure Canvas Accessibility and Privacy Policies.

Policies and Procedures

University Policies

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations (required)

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, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In Class Professional Conduct:
Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.
1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a "0" on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No "IMs" (instant messaging) during class. Chatting by remote learners to the professor is of course permitted.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with supervisors do not constitute a valid reason for being late or missing a class. Arrange your schedule accordingly.
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

Course Academic Conduct
All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as 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 any Harding University student handbooks 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 respect other classmates' opinions and ideas at all times.

Undergraduate Dress Code:
All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code, as described in the Student Handbook, which faculty, staff, and administration will enforce. Certain academic or extracurricular programs might have additional standards of dress.

AI/Chat GPT:

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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.

Writing Preference

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. 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. 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 properly and completely cite your sources 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.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

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 denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend 9 hours each week over the course of the semester.

Tentative Course Schedule:

		CSD 3260 Language Disorders Across the Lifespan Course Schedule Fall 2023 MWF 10:00-10:50	
August	19	**Introduction & Course Requirements	Read Chapter 1
	21	**Chapter 1 –	
	23	**(Continued)	
	26	** (Continued)	
	28	**(continued)	Read Chapter 2
	30	**(Continued)	
September	2	**Chapter 2	
	4	**(cont.)	
	6	**(cont.)	Read Chapter 3
	9	**Chapter 3 Discuss Research Paper	
	11	** (Cont.)	No Class Alternate Assignment
	13	** (Cont.)	Read Chapter 5
	16	**Chapter 5	
	18	**(cont.)	
	20	**(cont.) & Review for Exam 1	
	23	**Exam 1 Ch. 1-3 &5	NOTEBOOK DUE/Exam 1 Read Chapter 4
	25	** (cont.)	
	27		
	30	** (cont.)	
October	2	** (cont.)	Read Chapter 6
	4	** Chapter 6 cont.) Standard IV-F/V-A	FALL BREAK
	7	** Chapter 6 Continued	

	9	**(cont.) Chapter 7	Read Chapter 7
	11	** (cont.) Chapter 7	
	14	**(cont.)	
	16	Exam 2 Ch 4,6,7	Read Chapter 8
	18	**Chapter 8	
	21	.**Chapter 8 continued	Read Chapter 9
	23	Ch 9	
	25	**Chapter 9	
	28	**Chapter 10	Read Chapter 10
	30	**(cont.)	
November	1	Exam 3	Read Ch 11/12/13
	4		Research Paper Due
	6	**Chapter 11	
	8	** Chapter 12	
	11	** Chapter 13	
	13	Exam 4	
	15	Chapter 14	Read Ch 14
	18	**Chapter 14 continued	**Observations Due**
	20	**Chapter 14 continued	**Chapter 15
	22	**Chapter 15	
	25-29	Thanksgiving Break	**No Class**
December	2	**Chapter 15 Continued	Read chapter 15
	4	**Chapter 15 Continued	
	6	Review for Final Exam	
Monday, Dec.	9	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