

Language Disorders in Children Summer 2021
Remote / Online Course Syllabus

Course Information

Course Number/Section CLDP / SPAU 4308.001
Course Title Language Disorders in Children
Term Summer 2021

Professor Contact Information

Professor Kathryn Kreidler, M.S., CCC-SLP
Email Address kathryn.kreidler@utdallas.edu
Teaching Assistant Tina Melamed, M.S., CCC-SLP
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Online Office Hours Wednesdays 12-1 via MS Teams (email Ms. Kreidler first)

Note: state time/day and how office hours will be held, e.g. BlackBoard Collaborate, MS Teams, or WebEx (add appropriate links) and/or phone call – optional; please ensure student’s identity in adherence to FERPA

Course Modality and Expectations

Instructional Mode	Remote/Online: A mix of synchronous meetings and asynchronous content.
Course Platform	Synchronous meetings will be hosted on Blackboard Collaborate, which can be accessed via eLearning (live or after the live meeting). Pre-recorded, asynchronous content will be available on eLearning.
Expectations	Attendance is strongly encouraged for synchronous instruction. If students cannot attend live lectures, they will be able to access the recorded lectures on eLearning asynchronously.
Asynchronous Learning Guidelines	Asynchronous Access for Spring 2021 FAQ

COVID-19 Guidelines and Resources

The information contained in the following link lists the University’s COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Synchronous course meetings will be recorded. The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Normal Language Development SPAU 3303

Course Description

This course will provide a broad overview of child language disorders from birth through adolescence using a developmental framework. We will learn about etiology, characteristics, assessment, and intervention for children with a variety of language disorders. Throughout the semester, your knowledge will be assessed via exams and written assignments.

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: III-A, III-B, III-C, III-D, and IV-G.

Student Learning Objectives/Outcomes

1. Explain language disorders across the areas of phonology, semantics, syntax, and pragmatics and discourse development. Standard IV-C; Standard IV-D.
2. Discuss issues of the models of language disorders and common etiologies. Standard IVA; Standard IV-C; Standard IV-D.
3. Discuss the principles of standardized and non-standardized assessment. Standard IV-C; Standard IV-D.
4. Describe the range of normal language development and individual differences in lexical, phonological, syntactic, and pragmatic domains. Standard IV-B; IV-C.
5. Review a language sample and define transcription conventions. Standards IV-B; IV-D.
6. Describe factors affecting analysis of a language sample. Standards IV-B; IV-D.
7. Describe language differences in culturally and linguistically diverse populations. Standards IV-B; IV-D.
8. Identify current assessment techniques and approaches to assessment for children with language disorders. Standard IV-C; Standard IV-D.
9. Identify current intervention techniques and approaches to intervention for children with language disorders. Standard IV-C; Standard IV-D.

Required Textbooks and Materials

Required Texts

Reed, V. A. (2018). *An Introduction to Children with Language Disorders (Fifth Edition)*. Upper Saddle River, NJ: Pearson Education, Inc. (Use of older editions is acceptable.)
Textbooks and some other bookstore materials can be ordered online or purchased at the UT Dallas Bookstore, Off Campus Books, and online.

Required Materials

Additional readings, videos, podcasts, and other materials are provided on eLearning.

Additional Readings

Rusek, M. (2017). *Autism found me, and then I found my voice*. <https://why.org/articles/essay-autism-found-me-and-then-i-found-my-voice/>

Harvard EdCast: Bringing a Hidden Language Disorder to Light.
<https://www.gse.harvard.edu/news/19/12/harvard-edcast-bringing-hidden-language-disorder-light>

Roy, D. (2011). *The Birth of A Word*. TED talk.

Gill, M. (2019). *African American Vernacular English*.
https://www.youtube.com/watch?v=rNjhB1DW_-s

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

We will meet **synchronously** for the first half of each class via Microsoft Teams (approximately 1 hour and 30 minutes). Recordings of synchronous lectures will be available for all students to access asynchronously via our Microsoft Teams group. The second half of class will be pre-recorded lecture that can be **viewed at any time**. Links to these lectures will be available via eLearning.

synchronous lectures highlighted in yellow
asynchronous lectures highlighted in blue

Week/Dates	Topic/Lecture	Reading	Assessment/Activity	Due Date
WEEK 1				
Mon May 24 th	Course Overview, Normal Language Development: Birth-School Age Language and Human Communication	Ch. 2 p. 38-58 “The Birth of a Word” TED talk Chapter 1		
Wed May 26 th Language disorders often diagnosed prenatally and in infancy	Language and Children w/Genetic Syndromes and Auditory Impairment Language and Children with Vision Impairment, Neuromotor Impairment, Cleft Palate	Ch. 6; Ch. 8 (see what to focus on in the outlines) Ch. 11	Quiz 1 (open note) Points: 20 About You Assignment Due on eLearning Points: 10	Friday May 28 th 11:59 pm Friday May 28 th 11:59 pm
WEEK 2				
Mon May 31 st :	NO CLASS MEMORIAL DAY			
Wed June 2 nd Disorders often diagnosed in toddlerhood and preschool Cultural and linguistic diversity	Language in Late Talkers Language and Autistic Children Culturally and Linguistically Diverse Populations	Ch. 7; Rusek, 2017 Ch. 9	Quiz 2 (open note) Points: 20	Friday June 4 th 11:59 pm

WEEK 3				
Mon June 7 th Disorders often diagnosed during school-age and adolescence	Language and Children w/Developmental Language (DLD) Disorder, Stuttering Karla McGregor Recorded Lecture on DLD	Ch. 3; Ch. 11 p. 377-378 Uploaded to elearning		
Wed June 9 th	Language and Literacy Development Language in the Adolescent Years; Adolescents with DLD PT 1	Ch. 2, p. 68-74 (no reading yet-just introductory material, do reading for PT 2 session on 6/16)	Quiz 3 (open note) Points: 20	Friday June 11 th 11:59
WEEK 4				
Mon June 14 th	Mental health and speech-language pathology Tiffany Hogan Podcast	No reading Tiffany Hogan Podcast	Guest Lecture from Hannah D'Souza, M.S., CCC-SLP	
Wed June 16 th	Language sample analysis and evaluating research projects	Reading on evaluating sources	No quiz this week-time built in to get started on final projects	Friday June 18 th 11:59

	Time to get started on language sample project and evaluating research project			
WEEK 5				
Mon June 21 st	Language in the Adolescent Years; Adolescents with DLD PT 2 Language and School-Age Children with Learning Disabilities	Ch. 2, p. 59-67 Ch.5 Ch. 4		
Wed June 23 rd	Traumatic Brain Injury Watch: Morgan Gill TEDx Talk “African American Vernacular English”	Ch. 10	Quiz 4 (open note) Points: 20	Friday June 25 th 11:59 pm
WEEK 6				
Mon June 28 th	AAC TBD	Ch. 12		
Wed June 30 th	Assessment Assessment	Ch. 13	Quiz 5 (open note) Points: 20	Friday July 2 nd 11:59 PM
WEEK 7				
Mon July 5 th	Intervention Intervention	Ch. 14		
Wed July 7 th	Language disorders in bi and multi-lingual language development		Quiz 6 (open note) Points: 20	Friday July 9 th 11:59
WEEK 8				
Mon July 12 th	Flex time to work on final projects, optional comprehensive final		Quiz 7 (open note)- Optional comprehensive final quiz Points: 20	Friday July 16 th 11:59
Wed July 14 th	Flex time to work on final		Language sample analysis project	

	projects, optional comprehensive final		Points: 10 Evaluating research project Points: 10	
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Proctored Final Exam Procedures

If your course has a proctored exam requirement, please see the [UTD Testing Center](#) webpage and [Distance Learning Proctored Exams](#) webpage to make arrangements.

Grading Policy

This class is graded using a point system. The amount of points earned will determine your grade. There is no averaging or rounding. Only whole letter grades are issued.

- A 150-135 points
- B 134-120 points
- C 119-105 points
- D 104-90 points
- F 89 points or lower

Course Policies

You are responsible for watching all of the lectures and completing all of the quizzes and assignments on time. The quizzes are open note; however, **you must take the quizzes independently using your own notes**. You are allowed to miss one of the quizzes (1-6), in which case you are required to take the comprehensive final quiz (7).

Special Assignments

- Language Sample Analysis Project
- Evaluating Research Project

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.