



## Course Syllabus

---

### Course Information

*Course Number.Section* SPAU/CLDP 4308.001.16F  
*Course Title* Language disorders in children  
*Term* Fall, 2016  
*When & Where* Monday; Wednesday 4:00-5:15pm; CRA 12.110

---

### Professor Contact Information

*Professor* Raúl Rojas, Ph.D., CCC-SLP  
*Office Phone* 214-905-3162  
*Email Address* [raul.rojas@utdallas.edu](mailto:raul.rojas@utdallas.edu) [Preferable mode of communication]  
*Office Location* CD A.111  
*Office Hours* By appointment (see office location)

---

### Teaching Assistant Contact Information

*Teaching Assistant* Lindsey Hiebert, M.S., Doctoral Student  
*Email Address* [lah150330@utdallas.edu](mailto:lah150330@utdallas.edu)  
*Office Location* CRA – Itinerant office (please contact)  
*Office Hours* Wednesday 3:00-4:00pm

---

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

Normal language development [SPAU/CLDP 3303]

---

### Course Description

This course will provide an introductory overview to child language disorders spanning from birth through adolescence. This overview will address etiology, characteristics, assessment, and intervention for children with language disorders. Throughout the semester your developing knowledge will be assessed in a variety of ways, including dynamic monitoring, participation, and engagement via the use of *radio-frequency (RF) clickers* in class. In order to provide greater context to the content of this course, you will complete a series of *weekly thought assignments*. Further, you will have the opportunity to learn first-hand from nationally certified Speech-Language Pathologists in the form of *guest lectures*.

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 by the American Speech-Language-Hearing Association (ASHA). 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 III-C; Standard III-D.
2. Discuss issues of the models of language disorders and common etiologies. Standard III-A; Standard III-C; Standard III-D.
3. Discuss the principles of standardized and non-standardized assessment. Standard III-C; Standard III-D.
4. Describe the range of normal language development and individual differences in lexical, phonological, syntactic, and pragmatic domains. Standard III-B; III-C.
5. Review a language sample and define transcription conventions. Standards III-B; III-D.
6. Describe factors affecting analysis of a language sample. Standards III-B; III-D.
7. Describe language differences in culturally and linguistically diverse populations. Standards III-B; III-D.
8. Identify current assessment techniques and approaches to assessment for children with language disorders. Standard III-C; Standard III-D; Standard IV-G.
9. Identify current intervention techniques and approaches to intervention for children with language disorders. Standard III-C; Standard III-D; Standard IV-G.

---

### Required Textbook (hardbound or digital version) and Course Materials

Reed, V. A. (2012). *An introduction to children with language disorders* (Fourth Edition). Upper Saddle River, NJ: Pearson Education, Inc.

ResponseCard RF LCD “Clicker” [Product ID: **RFC-03-BX or RCRF-03**] from TurningTechnologies, LLC, *or* the use of a personal mobile device with a registered and licensed TurningPoint Cloud application. The use of either a “Clicker”, or a personal mobile device, *requires* a registered and active TurningPoint Cloud license.

*Note:* The Reed (2012) text, the RF LCD Clicker, and the TurningPoint Cloud license are available at the UTD bookstore <http://www.bkstr.com/Home/10001-128404-1>, and may be available at the off-campus bookstore as well.

### Additional Course Materials

Materials beyond Reed (2012) (e.g., announcements, specific readings, weekly thought assignments, and lectures) will be posted on this course’s site [(Merged) SPAU 4308.001 – CLDP 4308.001 – F16] at <https://elearning.utdallas.edu/webapps/portal/frameset.jsp>

*Note:* You are responsible for habitually checking this course’s eLearning site

*Note:* Any emails sent by the instructor will be addressed to *your UTD email account only*

---

**Weekly Academic Calendar, Weekly Thought Assignments (WTAs), and Exams**

<i>Week of (Guest):</i>	<i>Topic(s):</i>	<i>Readings due:</i>	<i>WTA due:</i>
August 22 August 29	Introduction + Review of normal language development	Reed Chs. 1-2	#1 = August 29 #2 = September 3
September 5 (Sept. 7 only)	Toddlers + Preschoolers with specific language impairment	Reed Ch. 3	#3 = September 6 #4 = September 12
September 12 (14) (Kelly Wilson, M.S., CCC-SLP)	Language and children with learning disabilities Adolescents with language impairment	Reed Chs. 4-5	#5 = September 17 #6 = September 19
September 19	Adolescents with language impairment <continued> Language and children with intellectual disabilities	Reed Chs. 5-6	#7 = September 24 #8 = September 26
September 26 (Rachel Wehner, M.S., CCC-SLP)	Language and children with autism spectrum disorder	Reed Chs. 6-7 eLearning reads	#9 = October 1 #10 = October 3
<b>October 3 (Review)</b>	<b>MIDTERM EXAM (OCT. 5)</b>	<b>Reed Chs. 1-7</b>	#11 = October 8 #12 = October 10
October 10 (12) (Melissa Sweeney, M.S., CCC-SLP)	Language and children with auditory impairments	Reed Ch. 8	#13 = October 15 #14 = October 17
October 17 (19) (Lindsey Hiebert, M.S., CCC-SLP)	Language and linguistically-culturally diverse children	Reed Ch. 9 eLearning reads	#15 = October 22 #16 = October 24
October 24	Children with acquired language disorders	Reed Ch. 10	#17 = October 29 #18 = October 31
October 31	Language and other special children populations Augmentative and alternative communication	Reed Chs. 11-12	#19 = November 5 #20 = November 7
November 7 (9) (Kimberly Moran, M.S., CCC-SLP)	Assessment	Reed Ch. 13	#21 = November 12 #22 = November 14
November 14 (Ali Lawrence, M.S., CCC-SLP)	Assessment + considerations for language intervention	Reed Chs. 13-14	#23 = November 19 #24 = November 21
November 21	<i>Fall break</i>		
November 28	Considerations for language intervention	Reed Ch. 14	#25 = December 3 #26 = December 5
<b>Dec. 5 (Review)</b>	<b>FINAL EXAM (DEC. 7)</b>	<b>Reed Chs. 8-14</b>	

---

## Grading and Course Policies

Your *full-letter* grade for this course will be determined as follows:

<i>% Class Grade</i>	<i>Task</i>	<i>Point Scale</i>	<i>Letter Grade</i>
25%	In-class participation (100 total points)	360-400 (90-100) 320-359 (80-89) 280-319 (70-79) 240-279 (60-69) <240 (<60)	A B C D F
25%	Weekly Thought Assignments (100 total points)		
25%	Midterm Exam (100 total points)		
25%	Final -Non-Cumulative- Exam (100 total points)		

<i>Midterm + Final Exams</i>	-Offered on dates indicated (no exceptions) -Multiple choice + multiple answer + true/false -Scantron form + Comet ID required before and after each exam
<i>Weekly thought assignments (WTAs; 5 points each)</i>	-Two (2) WTAs/week; 5 days to respond (no response = 0 credit) -Must respond to 20 (out of 26 available) total WTAs for the semester -Credit based on (a) writing quality; (b) content proficiency; and (c) length (200-500 words)
<i>In-class participation = 3 responses/class (via clicker)</i>	-0-1 classes without participation = 100 points -2 classes without participation = 90 points -3 classes without participation = 80 points (and so forth...)
<i>Extra credit (+39 possible extra points)</i>	-Each credited WTA >20 total WTAs = +2 points on Final Exam -Clicker accuracy at 100% per class period = +1 point on Final Exam
<i>Web-capable devices</i>	-If inappropriate use (e.g., FB, tweeting, texting, emailing, etc.) is observed, web-capable device privileges will be suspended

**You are responsible for tracking your in-class participation clicker log on eLearning throughout the semester.**

**For every hour you spend in class, you should be spending 3 hours studying. This means that for this class, you should be studying the material about 9 hours a week.**

General recommendations:

1. Make sure to complete the assigned readings BEFORE attending class.
2. Bring questions to class so you can participate during lecture. This will help you be more proactive in your learning.
3. Take your own notes during class so you are more engaged in the material.
4. Review your class notes and the lecture slides the day following lecture and at least one other day so that you give yourself time to learn the vocabulary and consolidate the information.
5. Study in 45 to 90 minute blocks and take short breaks.

## **ASHA STANDARDS ADDRESSED IN THIS CLASS**

*How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated*

### **Standard III-A**

The applicant must demonstrate knowledge of the principles of biological sciences and social/behavioral sciences.

*Provided via class lectures, readings, slides, video clips, practical in-class activities, and clinical observations.*

### **Standard III-B**

The applicant must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

*Provided via class lectures, readings, slides, video clips, practical in-class activities, and clinical observations.*

### **Standard III-C**

The applicant must demonstrate knowledge of the nature of receptive/expressive language, hearing, cognitive aspects of communication, social aspects of communication & communication modalities with regard to both etiologies and characteristics of each area.

*Provided via class lectures, readings, slides, video clips, practical in-class activities, and clinical observations.*

### **Standard III-D**

The applicant must possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and/or swallowing disorders with regards to receptive/expressive language, hearing, cognitive aspects of communication, social aspects of communication and communication modalities.

*Provided via class lectures, readings, slides, video clips, practical in-class activities, and clinical observations.*

### **Standard IV-G**

The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills and outcomes: evaluation, intervention and interaction/personal qualities in the following areas: receptive/expressive language, hearing, cognitive aspects of communication, social aspects of communication, and communication modalities (in addition to clinical experiences, skills may be demonstrated through successful performance on academic coursework and examination, independent projects or other appropriate alternative methods)

*Provided via class lectures, readings, slides, video clips, practical in-class activities, and clinical observations.*

**Students will demonstrate the following skills (measured by successful completion of exams, paper, project and in-class activities):**

1. Demonstrate knowledge of language disorders across the areas of phonology, semantics, syntax, and pragmatics and discourse development.
  2. Demonstrate knowledge of models of language disorders and common etiologies.
  3. Demonstrate knowledge of standardized and non-standardized assessment, and describe strengths and limitations of each.
  4. Demonstrate knowledge of the range of normal language development and individual differences in lexical, phonological, syntactic, and pragmatic domains.
  5. Demonstrate knowledge of obtaining language sample and defining transcription conventions, as well as factors affecting analysis of a language sample.
  6. Describe language differences in culturally and linguistically diverse populations.
  7. Describe current assessment techniques and approaches to assessment for children with language disorders.
  8. Describe current intervention techniques and approaches to intervention for children with language disorders.
- 

### **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 <http://provost.utdallas.edu/syllabus-policies/> for these policies.