Stephen F. Austin State University  
College of Education  
Department of Human Services  
Communication Sciences & Disorders Program  
Language Disorders in Children  
SPH 320.001.201910  
Fall 2018

Instructor: Deena Petersen, M.S., CCC/SLP  
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Credits: 3 hours  

Prerequisites: SPH 250 AND acceptance to the undergraduate Communication Sciences and Disorders Program

I. Course Description:  
This course studies nature, causes and characteristics of language delay and disorders in infants and preschool children. Therapeutic strategies for stimulation and remediation in this population.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)  
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accredidations/ncate/conceptual):  
• Academic excellence through critical, reflective, and creative thinking  
• Life-long learning  
• Collaboration and shared decision-making  
• Openness to new ideas, to culturally diverse people, and to innovation and change  
• Integrity, responsibility, diligence, and ethical behavior  
• Service that enriches the community.

This course also supports the objectives of the Department of Human Services:  
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.  
The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) four and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:  
1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association: Courses within the speech-language pathology program have been designed to ensure that students demonstrate required knowledge and ability as outlined in the Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology.

Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.

Standard IV-D: The applicant must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentation, class discussion, and interactive group activities an understanding of the following:

1. The student will explain different theories influencing language development. (Standard IV-B)
2. The student will explain and administer different assessments of language for children. (Standard IV-D)
3. The student will develop language goals and intervention activities for children and present to the class. (Standard IV-D)
4. The student will describe language characteristics of children with specific language impairment and implications for assessment and intervention. (Standard IV-C; IV-D)
5. The student will describe language characteristics of children with hearing loss and implications for assessment and intervention. (Standard IV-C; IV-D)
6. The student will describe language characteristics of children with intellectual disability and implications for assessment and intervention. (Standard IV-C; IV-D)
7. The student will describe language characteristics of children with autism spectrum disorders and implications for assessment and intervention. (Standard IV-C; IV-D)
8. The student will explain different types and features of augmentative and alternative communication. (Standard IV-D)
9. The student will describe multicultural issues and implications for assessment and intervention. (Standard IV-D)
These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:

Reading Assignments: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the dates the topics will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

Examinations: There will be three scheduled examinations. Each exam may consist of multiple choice, True/False, fill in the blank, and short answer items. Examination dates are listed on the course schedule below.

Quizzes: There will be 5 quizzes throughout the semester worth 10 points each over chapter readings. Quizzes may not be made up.

Class Projects: There will be two projects. The due dates are listed on the course schedule below.

Project 1: CELF-5 or CASL-2 Administration & Scoring: This is a group project. DUE: October 9th (100 points). Directions are in D2L. (Standards IV-B, IV-C, IV-D)

Project 2: Therapy Activities and Presentation: This is an individual project DUE: December 4th (100 points). Write 2 goals for each language domain (semantics, syntax/morphology, pragmatics). Goals must be written in the correct format. For one goal in each domain provide a therapy activity to address the goal (total of 3 activities). Be creative as possible. Provide a detailed description of the activity and provide any materials needed for the activity. If materials are large, please attach pictures in your description. Choose an activity to present to the class. (Standard IV-D)

Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Each student will begin the semester with 50 participation points. Five points will be deducted from your participation points, each time a participation issue has to be addressed. Once all participation points are deducted, points will then be deducted from your overall course points.

IV. Evaluation and Assessment:

GRADING: The student will have three exams over the material presented during the semester. The student will also complete two projects and have five quizzes. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Three scheduled exams</td>
<td>300</td>
</tr>
<tr>
<td>(Standards IV-B, IV-C, IV-D)</td>
<td></td>
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<tr>
<td>Project 1: CELF-5/CASL Administration &amp; Scoring</td>
<td>100</td>
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<tr>
<td>(Standards IV-B, IV-C, IV-D)</td>
<td></td>
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<tr>
<td>Project 2: Therapy Activities Project &amp; Presentation</td>
<td>100</td>
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<tr>
<td>(Standard IV-D)</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>(Standards IV-B, IV-C, IV-D)</td>
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</tbody>
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Participation 50

Total 600 points

A 89.5-100%
B 79.5-89.4%
C 69.5-79.4%
D 59.5-69.4%
F 59.4% and below

Grade Calculation: \[
\frac{\text{(Points earned to date)}}{\text{(Points possible to date)}} \times 100 = \text{(Grade)}
\]

LATE POLICY: No late work will be accepted without written excused documentation of absence. Instructor will determine if documentation is adequate for excused absence. If approved, student must turn in assignment immediately upon return.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>T</td>
<td>Course Overview &amp; Syllabus</td>
<td>Syllabus</td>
</tr>
<tr>
<td>August 30</td>
<td>TH</td>
<td>Language Terms; EBP</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>September 4</td>
<td>T</td>
<td>Language Theory; Communication Subdomains</td>
<td>Ch. 2</td>
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<tr>
<td>September 6</td>
<td>TH</td>
<td>Assessment of Language Disorders</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>September 11</td>
<td>T</td>
<td>Language Sample Analysis</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>September 13</td>
<td>TH</td>
<td>Assessment Process</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>September 18</td>
<td>T</td>
<td>CASL-2 Overview</td>
<td></td>
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<tr>
<td>September 20</td>
<td>TH</td>
<td>CELF-5 Overview</td>
<td></td>
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<tr>
<td>September 25</td>
<td>T</td>
<td>Work on Project 1</td>
<td></td>
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<tr>
<td>September 27</td>
<td>TH</td>
<td>Decision Making in Assessment/Intervention</td>
<td>Ch. 4</td>
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<tr>
<td>October 2</td>
<td>T</td>
<td>Decision Making in Assessment/Intervention (cont.)/Exam Review</td>
<td></td>
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<tr>
<td>October 4</td>
<td>TH</td>
<td>EXAM #1</td>
<td></td>
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<tr>
<td>October 9</td>
<td>T</td>
<td>Principles of Intervention; Project 1 DUE</td>
<td>Ch. 5</td>
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<tr>
<td>October 11</td>
<td>TH</td>
<td>Principles of Intervention</td>
<td></td>
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<tr>
<td>October 16</td>
<td>T</td>
<td>Early Childhood Intervention</td>
<td>ECI parent handbook/</td>
</tr>
<tr>
<td>October 18</td>
<td>TH</td>
<td>ECI Therapy Activities/Goals</td>
<td>ECI Journal Articles</td>
</tr>
<tr>
<td>October 23</td>
<td>T</td>
<td>Routine Based Intervention</td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>TH</td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>October 30</td>
<td>T</td>
<td>EXAM #2</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>TH</td>
<td>Children with Specific Language Impairment</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>November 6</td>
<td>T</td>
<td>Children with Hearing Loss</td>
<td>Ch. 7</td>
</tr>
</tbody>
</table>
November 8  TH  Children with Autism Spectrum Disorder  Ch. 9
November 13  T  Children with Autism Spectrum Disorder
November 15  TH  Augmentative and Alternative Communication  Ch. 11
November 19-23  Thanksgiving Holiday
November 27  T  AAC Guest Speaker
November 29  TH  Children with Intellectual Disability  Ch. 8
December 4  T  Project #2 Due; Presentations; Exam Review
December 6  TH  EXAM #3

VI. Required Readings and Materials

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning and accreditation; (2) Instruction evaluation purposes; and (3) making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance policy for this course: You will be responsible for signing an attendance sheet each class period. If you forget to sign in, you will be considered absent. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation for an excused absence, so that you may make up the grade. Quizzes cannot be made up unless you were absent for a school related event (athletics, field trip for another course, etc.) and must be taken before the scheduled class. For all other make-ups, you are responsible for scheduling the make-up within one week of the missed class. If you attend all classes during the semester you will receive 5 bonus points added to your total points for the semester. You will not receive the bonus points if you are absent for any reason, excused or unexcused, except for school related events.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals:
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Respect for Diversity:
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**
Communication for this course will be done through Desire2Learn (D2L); [http://d2l.sfasu.edu](http://d2l.sfasu.edu). Please check D2L often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing D2L, contact Student Support – 498-1919

For a quicker response to emails, please email me at [petersend@sfasu.edu](mailto:petersend@sfasu.edu) instead of through D2L.