Instructor: Deena Petersen, M.S., CCC/SLP  
Course Time & Location: T/TH: 2:00-3:15; HSTC 319

Office: Human Services 205A  
Office Hours: M/W- 8:15-9:00; T/TH- 9:30-10:15; T/TH: 12:50-1:50

Office Phone: 468-1029  
Email: petersend@sfasu.edu

Credits: 3 hours

Prerequisites: acceptance into the communication sciences and disorders undergraduate program or the pre-audiology undergraduate program.

I. Course Description: Study of the principles and procedures for identification, assessment, and treatment of language impairments in children. The course will focus on different categories of children with language impairments, such as children with specific language impairment, hearing loss, intellectual disabilities, and autism. Students must obtain a minimum grade of C to receive credit toward degree plan.

Credit Hour Statement
CSDS 3310 “Language Disorders in Children” (3 credits) meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, five quizzes over chapter readings, two outside of class projects, 2 exams, and a final examination. Students are required to make a class presentation over the second project. These activities average at a minimum 5 hours of work each week to prepare outside of classroom hours.

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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.

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.
2. The student will explain and administer different assessments of language for children.
3. The student will develop language goals, research a language intervention strategy, and develop a therapy activity, which will be presented to the class.
4. The student will describe language characteristics of children with specific language impairment and implications for assessment and intervention.
5. The student will describe language characteristics of children with hearing loss and implications for assessment and intervention.
6. The student will describe language characteristics of children with intellectual disability and implications for assessment and intervention.
8. The student will explain different types and features of augmentative and alternative communication.
9. The student will describe multicultural issues and implications for assessment and intervention.

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.

Chapter Quizzes: There will be 5 quizzes throughout the semester over chapter readings (Chapters 6, 7, 8, 9, 11). If you get 4 out of 5 questions correct or better on the quiz, you will receive 1 extra credit point (can earn a total of 5 EC points). Quizzes may not be made up.

Assessment Assignment: CELF-5 or CASL-2 Administration & Scoring: This is a group assignment. (100 points). Directions are in D2L. (Standards IV-B, IV-C, IV-D)

Intervention Assignments: Language Intervention OnePager and Therapy Activity: Write one language goal in the area of form, content, or use. Research in depth one language intervention strategy that was discussed during the semester that could be used to address the goal. Create a therapy activity addressing the goal and describe how you will incorporate the intervention strategy. Create a OnePager to visually explain your information. Directions are in D2L. You will turn in the OnePager and present your therapy activity in class. (100 points). (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. Participation points will also be based on completion of activities during class, outside of class assignments, and “student introduction” assignment. 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 or “student introduction” assignment, in
class activity, or outside of class assignment is not submitted. Once all participation points are deducted, points will then be deducted from your overall course points.

**IV. Evaluation and Assessment:**

**GRADING:**

Three scheduled exams @ 100 points each 300
(Standards IV-B, IV-C, IV-D)
Assessment Assignment:
  CELF-5/CASL Administration & Scoring 100
  (Standards IV-B, IV-C, IV-D)
Intervention Assignments:
  Language Intervention OnePager & Therapy Activity 100
  (Standard IV-D)
Participation 50

Total 550 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: \( \text{Points earned to date} \times \frac{100}{\text{Points possible to date}} = \text{Grade} \)

LATE POLICY: If you have written excused documentation of absence and Instructor determined it is adequate documentation for an excused absence, you must turn in assignment or take exam immediately upon return. If you turn in work late without an absence or documentation of absence, it may be turned in 1 day late with a 50% deduction. No late work will be accepted after that.

EXTRA CREDIT: You may earn extra credit points by taking chapter quizzes. You will earn 1 point for each quiz that you score 4/5 or better. Quizzes may not be made up. You must be present on the day the quiz is taken. Points will be added to your overall points before figuring your final averaged grade.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Complete before Class</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview &amp; Syllabus</td>
<td>Review syllabus</td>
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<tr>
<td></td>
<td>Language Terms; EBP</td>
<td>Read Ch. 1</td>
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<tr>
<td>2</td>
<td>Language Theory; Communication Subdomains</td>
<td>Read Ch. 2</td>
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<tr>
<td></td>
<td>Assessment of Language Disorders</td>
<td>Read Ch. 3; Appendix A, p. 377-380</td>
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<tr>
<td>3</td>
<td>Language Sample Analysis</td>
<td>Review Language Sample Analysis</td>
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<td></td>
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<td>information in Ch. 3; Appendix B, p. 381-383</td>
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<tr>
<td>Chapter</td>
<td>Assignment/DUE</td>
<td>Notes</td>
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<td>4</td>
<td>CASL-2 Overview</td>
<td>Watch CASL-2 video</td>
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<td></td>
<td>CELF-5 Overview</td>
<td>Watch CELF-5 video</td>
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<td>5</td>
<td>Decision Making in Assessment/Intervention</td>
<td>Chapter 4</td>
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<td></td>
<td>Decision Making in Assessments/Intervention (cont.); Exam Review</td>
<td>Chapter 4</td>
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<tr>
<td>6</td>
<td>Exam 1</td>
<td>Study for Exam</td>
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<td></td>
<td>Principles of Intervention</td>
<td>Read Ch. 5</td>
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<td>7</td>
<td>Principles of Intervention (cont.); <strong>Assessment Assignment DUE</strong></td>
<td>Review Ch. 5</td>
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<td></td>
<td>Goals/Therapy Activities (Relates to Project 2)</td>
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<tr>
<td>8</td>
<td>Early Childhood Intervention-</td>
<td>Read ECI Journal Articles and answer questions</td>
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<td></td>
<td><strong>No Class</strong></td>
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<td>9</td>
<td>Routine Based Intervention; Exam Review</td>
<td>Routine Based Intervention article</td>
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<td>10</td>
<td>Children with Specific Language Impairment</td>
<td>Read Ch. 6 Quiz 1</td>
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<td></td>
<td>Children with Hearing Loss</td>
<td>Read Ch. 7 Quiz 2</td>
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<td>11</td>
<td>Children with Intellectual Disability</td>
<td>Read Ch. 8 Quiz 3 Read multicultural article and p.369-370 in textbook</td>
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<td></td>
<td>Children with Autism Spectrum Disorder</td>
<td>Read Ch. 9 Quiz 4</td>
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<td>12</td>
<td>Children with Autism Spectrum Disorder Interventions</td>
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<td>Guest Speaker: ABA</td>
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<td>13</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<td></td>
<td>Augmentative and Alternative Communication</td>
<td>Read Ch. 11 Quiz 5</td>
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<td>14</td>
<td><strong>Intervention Assignment DUE; Class Presentations</strong></td>
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<tr>
<td></td>
<td>Wrap up &amp; Review</td>
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<tr>
<td>15</td>
<td>Exam 3; 1:00-2:15</td>
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**VI. Required Readings**

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 Policy:

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 in each class through Microsoft Office Forms, which will be posted in D2L. 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 upon return, so that you may make up the grade. For all make-ups, you are responsible for scheduling the make-up within one week of the missed class.

Academic Integrity: Policy 10.4
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

If you exhibit any of the above violations, an Academic Integrity Case will be initiated and you will be subject to a 0 on any assignment/test.

Withheld Grades Semester Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Final Course Grade Appeals by Students: Policy 6.3

Academic Accommodation for Students with Disabilities: Policy 6.1
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 promptly
may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities:**

**Policy 6.6**

**Other SFA Policy Information:** https://www.sfasu.edu/policies

**IX. Resources**

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents

936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202

www.sfasu.edu/humanservices/139.asp

936.468.104

The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
X. Other Relevant Course Information:
Communication for this course will be done through Brightspace; https://d2l.sfasu.edu. Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

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

For a quicker response to emails, please email me at petersend@sfasu.edu instead of through Brightspace. I will respond to emails/phone calls within 24-48 hours, Mon.-Fri.