CSD 337 Language Disorders
Department of Communication Sciences and Disorders
University of North Carolina at Greensboro
Spring 2021

Course Instructor	Lucía I. Méndez, Ph.D., CCC-SLP Ferguson 336 limendez@uncg.edu
Class Location & Time	On-line via Canvas Mondays 9-10:15 a.m.

Office Hours	Mondays:
	     o 10:15 a.m. when we have **Synchronous classes**
	     o 9:00 a.m. when we have **Asynchronous classes**
	 Please make an appointment so I can send you a Zoom link.

Course Description: This course provides a general introduction to the language disorders that are within the scope and practice of licensed Speech Language Pathologists providing assessment and treatment to patients across the lifespan.

Catalogue Description: Nature, theory, measurement, and management of language problems across the lifespan.

Learning Outcomes: Upon completion of the course, students will be able to:
1. Demonstrate knowledge of the linguistic, developmental and cultural bases of language disorders in children and adults.
2. Understand and identify the nature, extent, impact and potential causes of language disorders.
3. Demonstrate knowledge of and skill in approaches to language assessment and the basic principles of language intervention including writing outcomes.
4. Identify the tools necessary for analyzing language abilities at the pre-linguistic, single word, multi-word, sentence, and discourse levels.
5. Describe the general principles of assessment and intervention.
6. Explain the emergence and development of literacy and demonstrate knowledge of language disorders involving writing and reading.
7. Develop professional writing skills in genres appropriate to the discipline of Communication Sciences and Language Disorders.

Instructional Strategies and Activities:
- Guided Web-based exploration exercises and practices (Canvas, Master Clinician)
- Weekly reading assignments (textbook chapters and information on Canvas)
- Language disorder project (Video presentation and handout)
- Journal article reviews
- Clinical Analysis

Evaluation:
Each assignment will be given a percentage of the final grade. The following scale will be used to
determine letter grades:

A	94-100%	C-	70-72
A-	90-93	D+	67-69
B+	87-89	D	63-66
B	83-86		
B-	80-82	D-	61-62
C+	77-79	F <	60%
C	73-76		

Communication Disorders Profiles (30% of final grade). You will create communication disorder
profiles that will help you identify and comprehend the characteristics of different communication
disorders as well as appropriate assessment and intervention approaches for their treatment. Additional
details posted in Canvas.

Analysis of Clinical Sessions (20% of final grade). You will observe and analyze videos of selected
speech therapy sessions. Then you will compare and contrast clients and treatment approaches and discuss
your impressions in a written format. Additional details posted in Canvas

Language Disorder Project (30% of final grade). You will select a condition associated with a
communication disorder from a list provided by the instructor and conduct research to inform a 20-minute
PowerPoint/video presentation and a handout. Additional details posted in Canvas.

Literacy-based Treatment Activity (20 % of final grade). Using a children's book of your choice you
will: a) identify aspects of the book that can be used as examples of the different language domains and b)
use this resource to develop treatment activities targeting all five domains of language including syntax,
morphology, phonology, semantics, and pragmatics. Additional details posted in Canvas.

Missed Assignments:

All assignments are due on the dates indicated in the syllabus.
Late Work: Penalties will be incurred for assignments that are turned in after the due date. 10 points will be
deducted each day the assignment is late, until the assignment is completed. For example, if an assignment
is due by midnight on a Monday, and a student does not turn it in until Thursday evening, 30 points would
be deducted in addition to points typically deducted for accuracy, etc.
Unless otherwise indicated:

- All typed assignments completed outside of class must be double-spaced, in font size 12, using Times,
  Times New Roman with a minimum of one-inch margins.
- Students are expected to use a mature writing style free of spelling and grammatical
  errors. All written assignments and citations should follow APA style (www.apa.org).

Only students with a UNCG excused absence will be allowed to submit late work. After the missed
assignment the student must present the instructor with acceptable, independent documentation of the
emergency (e.g., request from the Dean of Students. Computer or Information Technology (IT) difficulties
are not acceptable reasons to submit assignments after the deadline (so do not leave them until the very last
minute!). If IT difficulties arise please call UNCG's IT support at 336-256-8324 (6-TECH).

Required Text:

Reed, V. A. (2018). *An introduction to children with language disorders* (5th ed.). Boston, MA: Pearson Education.

Suggested Text:

Owens, R. E., Metz, D. E., & Farinella, K. A. (2018). *Introduction to communication disorders: A lifespan evidence-based perspective. (5th Ed).* Upper Saddle River, N.J: Pearson Education.

Required Software:

- Internet browser preferably by Firefox or Chrome
- iSpartan Account
- Adobe Reader
- Adobe Flash Player

Supplemental Readings:

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Kamhi, A., Masterson, J., & Apel, K. (2007). *Clinical decision making in developmental language disorders.* Baltimore: Brookes.

McCauley, R., & Fey, M. (2006). *Treatment of language disorders in children.*

Baltimore, Brookes. Paradis, J., Genesee, F., & Crago, M. (2011). *Dual language development and disorders: handbook on bilingualism and second language disorders (2nd ed.).* Baltimore: Brookes.

Paul, R. (2007). *Language disorders from infancy through adolescence (3rd ed.)*. St. Louis: Mosby.

Roseberry-McKibben, C. (2007). *Language disorders in children: A multicultural and case perspective*. Boston: Allyn & Bacon.

Vinson, B. P. (2012). Language disorders across the lifespan. (3rd. ed.). Clifton Park, N.Y.: Thomas Delmar Learning.

Recommended websites:

UNCG Writing Center: https://writingcenter.uncg.edu/
UNCG Library: http://library.uncg.edu/
American Speech-Language-Hearing Association: https://www.asha.org/
Speech-Language and Audiology Canada: https://www.sac-oac.ca/
Speech Pathology Australia: https://www.speechpathologyaustralia.org.au/
Royal College of Speech and Language Therapists (UK) : https://www.rcslt.org/
National Center for Learning Disabilities: https://www.ncld.org/
Centers for Disease Control and Prevention: http://www.cdc.gov/

National Institutes of Health: http://www.nih.gov/

Communication:

Please check your UNCG email, Discussion on Canvas and the Announcements on the Course Canvas **regularly**. These are the ways the instructor will communicate with you! Unless you have an issue of a confidential nature (e.g. death in the family, illness, setting up a personal appointment) please post questions and issues to Canvas. Please email the instructor if you have questions or concerns of a confidential nature. Using the Canvas group communication tools is especially important in an online class. That way everyone can participate in questions, answers and discussions.

Intellectual Property:
The instructor's lectures, lecture notes, assignments; instructions and assessment materials are protected by the state common law and federal copyright law; they are the instructor's own original expression and considered the instructors' intellectual property. Whereas students are authorized to take notes in class thereby creating a derivation work from the instructor's lecture, the authorization extends only to making one set of notes for his or her own personal use and no other use. Students are not authorized to record the lectures, videotape or take pictures in class, provide the notes to anyone else outside of class or make any commercial use with the materials without prior permission from the instructor.

Academic Integrity:
Registered UNCG students are bound by the UNCG's Academic Integrity Policy. Cheating and plagiarism will not be tolerated in this class. If a student is caught cheating or plagiarizing in any form, they will receive a failing grade for the class and will be reported to the university for appropriate disciplinary action. All work submitted for grading must be original and individual (unless otherwise indicated e.g. language disorder project). When a student signs or places their name on any work submitted, they are agreeing to abide by the academic integrity policy. Please see the UNCG policy located at https://osrr.uncg.edu/academic-integrity/

Disability Accommodations: Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services. For more information, please contact the Office of Accessibility Resources and Services at oars@uncg.edu. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances.

Student Health Services and The Counseling Center: Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation.
Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu

This syllabus is a *working document* and changes may occur to further clarify your understanding of a topic especially under pandemic conditions. I reserve the right to revise this syllabus including the course schedule if the need arises. If revisions are made, you will be informed via Canvas.

Course Outline:

Module	Topic	Readings Chapter	Class Type	Assignment & Due Date (EST)
Wk. 1/25/21	• Introduction to Course • Intro to Language and Human Communication	1	Synchronous class Monday 1/25/21	
Wk. 2/1/21	Normal Language Development • How to develop a Communication Profile	2	Synchronous class Monday 2/1/21	Literacy-based assessment /intervention Assignment part A Due Friday 2/5/21 by 8:00 a.m.
Wk. 2/8/21	Toddlers and Preschoolers with SLI How to use UNCG's library resources	3	Synchronous Class Monday 2/8/21	
Wk. 2/15/21	Children with Learning Disabilities	4		Communication Profile #1 Due 2/15/21 8:00 a.m.
Wk. 2/22/21	Adolescents with Language Impairment	5		
Wk. 3/1/21	Children with Autism	7	Synchronous Class Monday 3/1/21	
Wk. 3/8/21	Children with Intellectual Disabilities	6		
Wk. 3/15/21	Children with Auditory Impairment	8		Communication Profile #2 Due Monday 3/15/21 by 8:00 a.m.
Wk. 3/22/21	Language and Linguistically- Culturally Diverse Children	9	Synchronous Class Monday 3/22/21	
Wk. 3/29/21	Children with Acquired Disorders	10		Analysis of Clinical Sessions Due Due Mon March 29 at 8:00 a.m.
Wk. 4/5/21	Language and Other Special Populations of Children	11		
Wk. 4/12/21	Language and AAC	12		Group Language Disorders Assignment Due Monday April 12 by 8:00 a.m.
Wk. 4/19/21	Assessment	13	Synchronous Class Monday 4/19/21	Literacy-based assessment /intervention Assignment part B Due Friday 4/23/21 by 8:00 a.m.
Wk. 4/26/21	Considerations for Language Intervention	14		