**University of Florida**

**College of Public Health and Health Professions**

**SPA 4400: Introduction to Language Disorders Syllabus (3 credit hours)**

**Spring: 2020**

(Section IC94)

Delivery Format: Campus

**Instructor**: Laurie M Gauger, Ph.D., CCC/SLP

**Office**: HPNP 2140

**Office Hours:** Tuesdays 9:00 – 10:30

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**Preferred Course Communication**: UF Email

**Class Meets: Tuesdays** 10:40 – 11:30 (period 4) and **Thursdays** 10:40 – 12:35 (periods 4 and 5) in **HPNP G-103**

**Prerequisites**

SPA 4004 Language Development

SPA 4104 Neuro Basis of Communication

**PURPOSE AND OUTCOME**

**Course Overview**

This course will cover the etiologies and characteristics of a wide variety of pediatric (preschool and school-age) and adult communication differences, delays and disorders. Multicultural and counseling considerations will be incorporated into discussion at all three primary age groups. Differences, delays and disorders presented will include those related to specific etiological factors, those related to specific language features (with undetermined etiology), developmental language deficits, language-learning disabilities, reading disorders, ADD/ADHD, aphasia, and the dementias.

**Relation to Program Outcomes and Clinical Certification Standards:** This course addresses program outcomes that pertain to the following Clinical Certification Standards.

|  |  |
| --- | --- |
| **Standard #** | **Standard** |
| IV. B. | Demonstrates knowledge of the biological, neurological, acoustical, developmental, linguistic and cultural bases of basic human auditory processes. |
| IV. B | Demonstrates the ability to integrate information pertaining to normal and abnormal oral (receptive and expressive) and written (reading and writing) language development across the life span. |
| IV. C | Demonstrates knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of oral (receptive and expressive) and written (reading and writing) language disorders and social aspects of communication disorders. |
| IV. D | Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with oral (receptive and expressive) language disorders, written (reading and writing) language disorders and social aspects of communication disorders. |

**Course Objectives and/or Goals**

**Knowledge Objectives**:

You will:

* Know the normal processes of oral and written language development and the social aspects of communication
* Know the etiologies of various oral and written language disorders
* Know the characteristics of various oral and written language disorders
* Know how to prevent oral and written language disorders
* Know how to assess oral and written language disorders
* Know how to treat oral and written language disorders

**Skill Objectives**:

You will be able to:

* Explain normal aspects of oral and written language development
* Explain causes of oral and written language disorders
* Describe neurological, psychological, developmental and cultural correlates of oral and written language disorders
* Describe various methods to prevent oral and written language disorders
* Describe the assessment of oral and written language disorders, including assessment protocols and interpreting data
* Describe the treatment for oral and written language disorders, including writing goals and treatment methods

**Instructional Methods**

Readings, lectures, and videos provide learning materials. Class and small group discussions and assignments provide knowledge checks. Individual assignments, tests, projects and presentations provide knowledge and skills assessment.

**DESCRIPTION OF COURSE CONTENT**

# Topical Outline/Course Schedule

| **Week** | **Date(s)** | **Topic(s)** | **Readings/Videos** |
| --- | --- | --- | --- |
| 1 | 1/7, 1/9 | Introduction/Course Overview  Language and Human Communication: An Overview | **Chapter 1**  The Unique Speech Needs of Children in Poverty. ASHA Leader, March 2017, Vol 22, 30-31.  The Linguistic Genius of Babies  <https://youtu.be/G2XBIkHW954> |
| 2 | 1/14  1/16 | Evidence-Based Practice  Normal Language Development: A Review | **EBP Handout**  Cohen, et al. (2005). Effects of computer-based intervention through acoustically-modified speech…  **Chapter 2**  **Milestone Guide**  Why Talking to kids Matters  <https://youtu.be/IpHwJyjm7rM> |
| 3 | 1/21  1/23 | Approaches and purposes of assessment  Considerations for language intervention | **Chapter 13**  Do First 1000 Words Determine the Rest of Your Life?  <https://youtu.be/XCscN4zuvd4>  **Chapter 14**  Improving Early Child Development with Words  <https://youtu.be/y8qc8Aa3weE> |
| 4 | 1/28  **1/30** | Toddler and preschool language impairment  **Test 1: Chapters 1, 2, 13, 14 and EBP** | **Chapter 3**  When is Simplified – Too… Simple? ASHA Leader, January 2017, 42-47. |
| 5 | 2/4  2/6 | Toddler and preschool language impairment – cont.  **No Class – G Paul Moore Symposium** | **Chapter 3**  Review assessment protocols  **Intervention Assignment due 2/4** |
| 6 | 2/11, 2/13 | School-age language impairment | **Chapter 4**  8-yr old with mixed expressive language disorder  <https://youtu.be/UmLu8rzbHhE>  ADHD child vs. non-ADHD child interview  <https://youtu.be/-IO6zqIm88s>  How to (explain) ADHD  <https://youtu.be/jhcn1_qsYmg>  Social Communication Disorder: This is Our Baby, SLPs! ASHA Leader, April 2018, 38-39.  **Article:** |
| 7 | **2/18**  2/20 | **EBP Presentations**  Adolescents with language impairment | **Chapter 5**  Review assessment protocols  **Article:** |
| 8 | 2/25,  2/27 | Language in individuals with Intellectual Disability | **Chapter 6**  How much do you know about intellectual disabilities? Tedx Vancouver  <https://youtu.be/BURbLmQL1BE>  **Language Sample Analysis due 2/25** |
| 9 | **3/3, 3/5** | **No Classes – Spring Break** |  |
| 10 | **3/10**  3/12 | **EBP Presentations**  Language in Autism Spectrum Disorder | **Chapter 7**  Invisible Girls. ASHA Leader, April 2018, --, 48-55.  Autism – what we know (and what we don’t know yet). Ted2014 Wendy Chung  <https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_don_t_know_yet?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare>  Early Signs of Autism  [www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtube](http://www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtube) |
| 11 | 3/17,  **3/19** | Language of children with hearing impairment  **Test 2: Chapters 3-7** | **Chapter 8**  The Challenge with Processing Language (Dr. Nittrouer, TedX Talk)  <https://youtu.be/lF7IKv6sYxg>  How does it sound for people with hearing loss  <https://youtu.be/hQbuqcRVNg4>  Lost in the Midst. ASHA Leader, July 2017, Vol. 22, 48-55  Children who are Hard of Hearing. ASHA Leader, June 2017, Vol. 22, 16-17 |
| 12 | 3/24, 3/26 | Children with Written (reading and writing) Language Disorders | Readings  Dyslexia and the Brain  <https://youtu.be/QrF6m1mRsCQ>  Dyslexia: A Hidden Disability  <https://youtu.be/8m1fCz3ohMw>  What is Dyslexia?  <https://youtu.be/zafiGBrFkRM> |
| 13 | **3/31**  4/2 | **EBP Presentations**  Bilingualism and the Identification and Treatment of Language Disorders in bilingual individuals | **Chapter 9**  Bilingualism and Speech-Language Pathology  <https://youtu.be/KxnN6Ig4bqc>  Bilingual Language Development  <https://youtu.be/SNRqJo9niFY> |
| 14 | 4/7,  4/9 | Acquired language disorders in children (TBI and aphasia) | **Chapter 10**  Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37.  Living with a Brain Injury  <https://youtu.be/qbzd7Zp70UU> |
| 15 | **4/14**  4/16 | **EBP Presentations**  Aphasia/Dementia | **Bilingual Paper – Due 4/14**  Anomic Aphasia  <https://youtu.be/w95EF3fW2lA>  Broca’s Aphasia  <https://youtu.be/IP8hkopObvs>  Wernicke’s Aphasia  <https://youtu.be/3oef68YabD0>  **ASHA Leader**: Oct 2016 - Helping Them Hold On.  Readings/Powerpoints  Broken Part 1  <https://youtu.be/qbzd7Zp70UU> |
| 16 | **4/21** | **Test 3: Chapter 8, 9, aphasia/dementia, written language disorders** |  |

**Course Materials and Technology**

Recommended Book:

Reed, V. (2018). An Introduction to Children with Language Disorders.

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

* [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
* 352-392-HELP – select option 2
* https://lss.at.ufl.edu/help.shtml

**ACADEMIC REQUIREMENTS AND GRADING**

**Assignments**

1. Tests: Three tests will be given. The format of the tests will be mixed: multiple-choice, true/false, and short essay and will cover assigned readings and lecture material (PowerPoints and lectures). Dates for exams are listed in course schedule.
2. Class Assignments: 5 class/homework assignments will be given throughout the semester that are worth 10 points each. Assignments will either be completed in class or assigned in class for homework. Assignments will be related to lecture, reading or video material. Assignments cannot be made up if you have an unexcused absence.
3. Language Sample Analysis: A 50-utterance language sample will be provided to you of a 3-year-old child. You are to complete analyses for: mean length of utterance and Brown’s Stages of Language Development; order of acquisition of Brown’s 14 grammatical morphemes; number of different words; and speech intelligibility. Results should be presented in a paragraph form with interpretation of the results (you will be given a template to follow). Is the child’s MLU consistent with his age? What stage is the child’s MLU? Is the child using the morphemes that are expected for his/her age? Is the child’s semantic diversity (NDW) appropriate for his/her age? Is the child’s speech intelligibility appropriate for his/her age? Give examples to support your interpretation.
4. Evidence-based Practice Presentation: In small groups, you will select an article from a peer-reviewed journal that reviews findings from a study comparing different intervention approaches for a particular language disorder. Prepare a powerpoint of your article to present to the class. Evaluate the study using evidence-based practice guidelines. Include information on how you would use this information in developing an intervention plan. A sign-up sheet will be provided during the first weeks of class so that you can select a date for your presentation. More information about this assignment will be discussed in class.
5. Bilingual Paper: Find an adult who considers herself or himself to be bilingual. Interview the person regarding the age at which each language was learned, how each language was learned (i.e., from parents, television, school), strengths and weaknesses in each language, feelings toward each language, how and with whom each language is currently used, and whether the bilingual individual would like to bring up his or her (future) children bilingually. Write a two-page paper on your findings.
6. Intervention Assignment: Describe two intervention activities that you could do with a 3-year-old child who is only using one-word utterances. One activity should utilize self-talk or parallel talk and the other activity should be used to modify or encourage the desired target (extensions, expansions, recasts). Describe your activity including the target, materials, dialogue between you and child. Refer to your book pages 452-462 for examples. Activities will be shared with class.
7. Class participation: You are expected to come to class prepared to participate in class discussions in a professional manner. Active participation enhances learning for all students. You are encouraged to ask questions and have thoughtful and meaningful interactions with me and your classmates. See Rubric at end of syllabus.

**Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| Requirement | Due date | Points or % of final grade | Clinical Standard(s) Being Assessed |
| Test 1 | 1/30/2020 | 100 points | IV. B, IV, C, IV, D |
| Test 2 | 3/19/2020 | 100 points | IV. B, IV. C, IV, D |
| Test 3 | 4/21/2020 | 100 points | IV. B, IV. C, IV. D |
| Intervention Assignment | 2/4/2020 | 40 points | IV. B, IV. C, IV. D |
| Class Assignments | TBA | 50 points | IV. B, IV. C, IV. D |
| Language Sample Analysis | 3/19/2020 | 100 points | IV. B, IV. C, IV. D |
| Evidence-Based Practice Presentation | Sign-up sheet: 2/18, 3/10, 3/31, 4/14 | 50 points | IV. B, IV. C, IV. D |
| Bilingual Paper | 4/14/2020 | 40 points | IV. B, IV. C, IV. D |
| Class Participation | ongoing | 20 points | IV. B, IV. C, IV. D |

* Exams 3 @ 100 points Total: 300 points
* Class Assignments 5 @ 10 points Total: 50 points
* Intervention Assignment 1 @ 40 points Total: 40 points
* Language Sample 1 @ 100 points Total: 100 points
* EBP Presentation 1 @ 50 points Total: 50 points
* Bilingual Paper 1 @ 40 points Total: 40 points
* Class Participation 1 @ 20 points Total: 20 points

**Total**: 600 points

**Course grades will be assigned as follows:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % of pts | 93- 100 | 90- 92 | 87- 89 | 83- 86 | 80–  82 | 77- 79 | 70- 76 | 67-  69 | 63- 66 | 60-62 | Below 60 |
| # of pts | 558-600 | 540-557 | 522-539 | 498-521 | 480-497 | 462-479 | 420-461 | 402-419 | 378-401 | 360-377 | Below 360 |
| Letter grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E |
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.33 | 1.0 | 0.0 | 0.0 |

Please be aware that the Bachelor of Health Science in Communication Sciences and Disorders Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**EXAM POLICY**

**Policy Related to Make up Exams or Other Work**

1. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior**

You are expected to attend each class chat and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students. Children are not permitted in the classroom.

Online Courtesy and Respect**.** The rules of “Netiquette” should be followed at all times.

* The Golden Rule: Treat others the way you want to be treated online.
* Other rules: http://www.networketiquette.net/netiquette.htm

**Communication Guidelines**

Please contact the instructor directly with any questions or concerns that you have. Use the instructor’s UF email ([laurieg@ufl.edu](mailto:laurieg@ufl.edu)) not Canvas for all correspondence.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity.  As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied.

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.  Violations of the Honor Code at the University of Florida will not be tolerated.  Violations will be reported to the Dean of Students Office for consideration of disciplinary action.  For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Inclusive Learning Environment**

Public Health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political views. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity, and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

# Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open

during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>.

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

# Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

* The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
* You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
* The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
* Crisis intervention is always available 24/7 from:

Alachua County Crisis Center  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

**Professionalism Rubric**

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| --- | --- |
| **Level 1 Professionalism**  **0 – 10 Points** | * Demonstrates minimal advance preparation for class * Observes passively and says little or nothing during class * Responds to questions only when called upon * Attendance record is haphazard and inconsistent; may be absent or late without notice to the instructor |
| **Level 2 Professionalism**  **11-15 points** | * Demonstrates moderate advance preparation for class * Regularly participates in group and class discussions and allows for the contributions of others in the class * Occasionally introduces new information or makes connections to related content * Strong attendance record * If likely to be absent or late, informs the instructor and others ahead of time and arranges to cover own responsibilities * Meets most deadlines for submission and course requirements * Engages in all course activities |
| **Level 3 Professionalism**  **16-20 points** | * Demonstrates an excellent advance preparation for class * Actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic * Listens actively and shows understanding by paraphrasing or by acknowledging and building on others’ ideas * Volunteers willingly and carries own share of the groups’ responsibilities * Attendance is exemplary, demonstrating a strong desire to develop skills and expand knowledge * Meets all deadlines for submissions and course requirement * Fully engages in all course activities and makes connections to supplemental or outside content |