Spring 2011

CSUS DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY
COURSE SYLLABUS & SCHEDULE

LANGUAGE DISORDERS ACROSS THE LIFESPAN

Class Information
Course #: SPHP 125
Title: Language Disorders Across the Lifespan
Time: TTR: 9:00-10:15 a.m/12:00-1:15 p.m.

Personal Information
Instructor: Robert Pieretti
Office: Shasta Hall 265
Office Hours: 1:30-3:45 T
Office Phone: 278-6759
e-mail: rpieretti@csus.

******Please do not email me via WEB-CT. Thanks……..

Place of Course in Program: The focus of this 3-unit undergraduate seminar is on language disorders across the lifespan including the dynamic and reciprocal relationship of the problem among the following: the child, adolescent or adult, his/her family, and the environment. Language disorders from infancy through the lifespan with an emphasis on child language disorders. Special Populations discussed will include: Mental Retardation/Intellectual Disability, Specific Language Impairment (SLI), Language Learning Disabled (LLD), Traumatic Brain Injured (TBI), Pervasive Development Disorder (PDD)/Autism Spectrum Disorder (ASD), Aphasia, Neglect and Abuse. Prerequisite: SPHP 112.

Course Objectives:
1. Introduce the student to Locke's theory of neurolinguistic development of language.
2. Introduce the student to a speech and language processing model across the lifespan.
4. Review the myriad symptoms associated with language disorders, categorize symptoms, and determine areas of greatest needs for intervention. Discuss anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates to language disorders. Review the continuum of language disorders: Oral/listening, reading, writing. Introduce the student to cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functions) and social aspects of communication (behavioral and social skills affecting communication).
5. Introduce the student to assessment strategies for various clinical situations, drawing from both the clinical method and standardized testing procedures as appropriate. The client skills to be evaluated include receptive and expressive abilities as they are manifested in phonology, morphology, syntax, semantics, pragmatics, and oral narrative. Assessment of BOTH oral and written forms will be emphasized.
6. Explain how to write initial diagnostic statements for children and adults with language disorders.
7. Provide review of how to select appropriate remedial goals to include in language therapy/training.
8. Introduce the student to remediation strategies, compensatory strategies, and the continuum of communication modalities (oral, manual, and AAC/assistive technology) associated with various language disorders.
10. Introduce the student to issues pertaining to family/friends’ challenges in learning about and living with children and adults with language disorders.
11. Introduce the student to issues pertaining to teachers’ challenges in working with children with language disorders in the classroom.
12. Introduce students to current research in the field of Speech-Language Pathology and the importance of evidence-based clinical practice.
13. Review linguistic difference vs. linguistic disorder and delivery of services to culturally and linguistically diverse populations.

**Expected Student Learning Outcomes:** Upon completion of this course, students will:

1. Discuss and interpret Locke's theory of neurolinguistic development of language abilities.
2. Critically evaluate the relevance of a speech and language processing model in understanding language disorders in children and adults.
3. Distinguish among the multiple causes of language disorders and discuss complicating factors to language development (such as hearing deficit, cognitive deficit, etc.).
4. Recall and explain symptoms associated with various language disorders, categorize symptoms, and determine areas of greatest needs for intervention. Discuss associated etiology and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Identify and discuss relevant cognitive and social aspects of communication. Discuss prevention of language delays.
5. Design assessment plans to evaluate BOTH oral and written language, drawing from both the clinical method and standardized testing procedures as appropriate. The client skills to be evaluated include auditory comprehension and expressive abilities as they are manifested in phonology, morphology, syntax, semantics, pragmatics, and oral narrative. Oral and written language forms will be emphasized.
6. Illustrate how to select appropriate remedial goals to include in therapy/training programs for children and adults. Discuss appropriate treatment methods associated with various language disorders.
7. Write initial diagnostic statements for children with language disorders. Suggest possible communication modalities, treatment approaches.
9. Identify and explain issues pertaining to parents’ and caretakers’ challenges in learning about and living with language disorders across the lifespan.
10. Identify and explain issues pertaining to teacher’s challenges in working with children with language disorders in the classroom.
11. Identify basic processes used in research and the integration of research principles into evidence-based clinical practice.
12. Discuss basic research practice in the area of adult and child language disorders and the importance of evidence-based practice.
13. Recognize and discuss the difference between a language difference and a language disorder. Discuss cultural considerations to language development.
Core Readings & Text:

- ASHA Code of Ethics (Posted on Web-CT)

Policies/Procedures:

**Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required and roll will be taken randomly. Report absences to Mr. Pieretti in person or via voice mail or email prior to class meeting. **TWO (2) unexcused absences on roll days will result in your final grade dropping one letter grade.** Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, **you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.**

**Class meetings and participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving is expected. When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Do not sit back and figure “that’s not my issue.” You cannot do this in our profession—you need to actively problem solve at all times. **For this reason, exams will cover material that has been discussed in class. This includes videos, review of materials, etc. Be aware that you must be “present to win” this knowledge.**

**Readings:** You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings prior to class time on topic discussion dates so that you are able to participate in discussion and ask questions in a timely manner.

**Learning Outcomes Competency:** You must make an appointment to see the instructor of this course if you receive a test or project grade lower than a C-. We will identify areas of strengths/weaknesses and you will be given specific strategies and suggestions to help you establish competence and knowledge in identified areas of weakness/difficulty. You will need to follow up on these suggestions to meet competency in this course.

**Exams:** Three exams will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Exams will include short answer, fill-in, and essay. **NO MAKE-UP EXAMINATIONS ARE GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF. ANY APPROVED MAKE-UP EXAMS WILL BE SCHEDULED AT THE END OF THE SEMESTER DURING DEAD WEEK AND WILL BE ADMINISTERED IN ESSAY FORMAT.**

**Project:** One group project will be assigned. The details regarding this project will be discussed in class. Scores on late submissions will drop by one letter grade per day.
Grading Policy: A total of 400 points are possible. Your final grade will be calculated as a % of points out of 400 points. Points possible are assigned as follows:

Points Possible:
EXAMS:
- Exam #1 ................................................................. 100 ”
- Exam #2 ................................................................. 100 ”
- Exam #3 ................................................................. 100 ”
- Project ................................................................. 100 ”

Grades assigned according to the following:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-96%</td>
<td>A</td>
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<tr>
<td>95-90%</td>
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<td>90-87%</td>
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<td>86-83%</td>
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<td>82-80%</td>
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<td>80-79%</td>
<td>C+</td>
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<td>79-77%</td>
<td>C</td>
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<tr>
<td>76-73%</td>
<td>C-</td>
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<td>69-67%</td>
<td>D+</td>
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<td>66-63%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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Course Schedule: NOTE: O= Owens text

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
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<tbody>
<tr>
<td>1/25/11</td>
<td>Overview of course. Observe some children and adults with language disorders. Discuss what you see and hear.</td>
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<tr>
<td>1/27/11</td>
<td>Introduction Powerpoint/ASHA Code of Ethics</td>
<td>Start reading Locke’s article</td>
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<tr>
<td>2/1/11</td>
<td>A review of theories on Language/Language Development</td>
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<td>Form project groups. Hand out assignment. Discuss Assignment</td>
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<tr>
<td>2/3/11</td>
<td>Begin Locke's neurolinguistic development of language abilities discussion</td>
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<td>2/8/11</td>
<td>Continue with Locke</td>
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<tr>
<td>2/10/11</td>
<td>A Functional Language Approach</td>
<td>O Chs. 1 &amp; 2</td>
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<td></td>
<td>To Label or Not?</td>
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<td>Begin Language Impairments:</td>
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<td>Introduction to an Information Processing Model across the lifespan</td>
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<tr>
<td>2/15/11</td>
<td>Language Impairments</td>
<td>O Ch. 2</td>
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<tr>
<td>2/17/11</td>
<td>Language Impairments</td>
<td>O Ch. 2</td>
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<td>Date</td>
<td>Topic</td>
<td>Reference</td>
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<tr>
<td>2/22/11</td>
<td>Language Impairments</td>
<td>O Ch. 2</td>
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<tr>
<td>2/24/11</td>
<td>Language Impairments</td>
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<tr>
<td>3/1/11</td>
<td>Exam #1</td>
<td>STUDY!</td>
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<tr>
<td>3/3/11</td>
<td>Language Impairments and Literacy</td>
<td>O Ch. 13, p. 376-379</td>
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<td>3/8/11</td>
<td>Communication Assessment/Language Impairment</td>
<td>O Ch. 3</td>
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<tr>
<td>3/10/11</td>
<td>Communication Assessment/Language Impairment</td>
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<tr>
<td>3/15/11</td>
<td>Communication Assessment/Protocol Activity</td>
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<td>3/17/11</td>
<td>Literacy Assessment and Intervention—A taste of what’s to come….Assessing for Literacy PPT.</td>
<td>O Ch. 13, p. 380-385</td>
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<td>3/22/11</td>
<td>Spring Break</td>
<td>Travel Guides</td>
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<td>3/24/11</td>
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<td>3/29/11</td>
<td>Language Difference vs. Language Disorder (ELLs, etc.)</td>
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<td>ELLs and RTI PPT</td>
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<td>3/31/11</td>
<td>Exam #2</td>
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<tr>
<td>4/5/11</td>
<td>Intervention—Functional Approaches</td>
<td>O Ch. 9</td>
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<td>4/7/11</td>
<td>Intervention--Functional Approaches</td>
<td>O Ch. 9</td>
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<td>4/12/11</td>
<td>Intervention—Specific Techniques</td>
<td>O Ch. 11</td>
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<tr>
<td>4/14/11</td>
<td>Intervention—Specific Techniques</td>
<td>O Ch. 11</td>
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<tr>
<td>4/19/11</td>
<td>Intervention in Classrooms/Curriculum Based Goals</td>
<td>O Ch. 12</td>
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<td>4/21/11</td>
<td>Literacy Intervention</td>
<td>O Ch. 13. P. 385-399</td>
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<td>4/26/11</td>
<td>Acquired Language Problems: Aphasia, Right CVA, and TBI</td>
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<td>4/28/11</td>
<td>Acquired Language Problems: Aphasia, Right CVA, and TBI</td>
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<tr>
<td>5/3/11</td>
<td>Acquired Language Problems: Aphasia, Right CVA, and TBI</td>
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<td>5/5/11</td>
<td>Exam #3</td>
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<td>5/10/11</td>
<td>Project Presentations 5/10 and 5/12</td>
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<tr>
<td>5/12/11</td>
<td>Summer, here we come!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!</td>
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This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition:

**SPHP125: LANGUAGE DISORDERS**  
Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

<table>
<thead>
<tr>
<th>Standard</th>
<th>SubCategory</th>
<th>Focus</th>
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<tr>
<td>Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</td>
<td>Basic Human Communication Processes</td>
<td>Neurological</td>
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<td>Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:</td>
<td>Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities</td>
<td>Etiologies, Characteristics</td>
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<td>Standard III-D: The applicant must possess 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 of the disorders.</td>
<td>Receptive and Expressive Language</td>
<td>Prevention, Assessment, Intervention</td>
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<td>Hearing, including the impact on speech and language</td>
<td>Prevention, Assessment, Intervention</td>
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<td>Cognitive aspects of communication</td>
<td>Prevention, Assessment, Intervention</td>
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<td>Social aspects of communication</td>
<td>Prevention, Assessment, Intervention</td>
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<td>Communication Modalities</td>
<td>Assessment</td>
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