



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 01
Meeting Days: MWF	Meeting Times: 10:00 AM-10:50 AM	Location: Folsom Hall 2604
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2316	Office Hours/Appointments: T 10-12pm, F 11-12pm, and by appointment	

Catalogue Course Description:

CSAD 125. Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

3 Units

Prerequisite(s): [CSAD 112](#), [CHDV 30](#), [PSYC 2](#), [STAT 1](#), and [DEAF 51](#).

Term Typically Offered: Spring only

Language disorders and the dynamic, reciprocal relationships between the disability, the client, his/her family, and the environment. Developmental and acquired neurogenic language disorders from infancy through adulthood will be covered including neurophysiology and neuropathology.

Place of Course in Program

<Insert text here>

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 125 SPECIFIC STUDENT LEARNING OUTCOMES:

Segment 1

1. Discuss and interpret Locke's theory of neuro linguistic 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 a continuum of 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 formal and informal 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.
6. Identify and explain issues pertaining to parents' and caretakers' challenges in learning about and living with language disorders across the lifespan.
7. Identify and explain issues pertaining to teacher's challenges in working with children with language disorders with specific emphasis on the language arts curriculum.
8. Identify basic processes used in research about language disorders and the integration of research principles into evidence-based clinical practice.
9. Recognize and discuss the difference between a language difference and a language disorder. Discuss cultural considerations to language development.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 1 & 2	
2	Exam 1 & 2	
3	Exam 1 & 2	
4	Exam 1 & 2	
5	Exam 2, Assessment Project	
6	Exam 2, Assessment Project	
7	Exam 2, Assessment Project	
8	Exam 2, Assessment Project	

9	Exam 2, Assessment Project	
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Segment 2

1. Identify the historical roots and purpose of studying brain science in speech-language pathology.
2. Discuss policy and theoretical perspectives including the ASHA Scope of Practice, the World Health Organization's International Classification of Functioning, Disability and Health, history of persons with disabilities, and the Medical and Social Model Approaches to Disability.
3. Identify structures and systems within the Central Nervous System (CNS). Identify structures and systems within the Peripheral Nervous System (PNS) and the Autonomic Nervous System and discuss the development of the Nervous System, and relevant principles of Neurologic Organization. Identify structures of the neuronal function in the nervous system, including physiology, cellular potential, myelin development and related disorders, and central nervous system regeneration.
4. Identify the neurosensory organization of speech and hearing including the anatomical structures and clinical examination. Identify the structures of the pyramidal and extrapyramidal systems, and the cerebellar system and related clinical signs. Identify the cranial nerves including the names, structure, innervation, testing procedures, and signs of abnormal function.
5. Identify the clinical speech syndromes of the motor systems including dysarthria type, etiology, and associated neurologic characteristics.
6. Identify the central language mechanism including a model for language and its disorders.
7. Identify acquired adult disorders of language (e.g., linguistic disorders and cognitive-communication disorders) in terms of definition, description, etiology, incidence & prevalence, clinical signs/symptoms, and progression by accessing/reviewing the literature and citing references using APA format.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 3	
2	Exam 3	
3	Exam 3	
4	Exam 3	
5	Exam 3	
6	Exam 3	
7	Exam 3 & 4	
8	Exam 3 & 4	
9	Exam 3 & 4	

Textbooks and Materials:

Segment 1:

Owens, R. E. (2014). *Language disorders: A functional approach to assessment and intervention*. 6th edition. Boston, MA: Pearson Publishing.

Articles as posted on Canvas.

Segment 2:

Seikel, J. A., Drumright, D. G., & King, D. W. (2015). *Anatomy & physiology for speech, language, and hearing*. Plural Publishing. [this was your textbook for CSAD 111]

Articles as posted on Canvas.

Online Resources:

Canvas.

Grading Policy:

Source	Points	% of Grade
Exam 1	100	15%
Exam 2	100	15%
Assessment Assignment	100	15%
Exam 3	100	15%
Exam 4	100	15%
Group Neuro Project	100	15%
In-Class Activites	50	8%
Total	650	100%

Letter grades are assigned according to the following scores

%	Letter
94-100	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D
≤59%	F

Course Policies/Procedures:

Attendance

Attendance is mandatory. Sixteen days on the calendar have been identified as “in class activities/discussion” days. Attendance will be taken on eleven of these days. To receive full points for in class activities, students must be present for 10/11 days (that is, you have one “freebie” absence). For each additional absence, you will receive -5 points from your attendance grade. *Only* documented medical events (individual or immediate family) will be accepted as “approved” absences beyond the one unexcused absence. Late arrivals (>10 minutes late) will be considered absences.

Makeup Policy

Students are responsible for providing acceptable, documented excuse of absence in the case of missed exams. Please recognize that it is up to the discretion of the instructor to determine if an excuse is considered acceptable. Students should never assume that they will be provided with an excused absence and/or makeup exam.

Electronic Devices

Electronic devices may be used to access course materials during each class session. Cell phones should be on silent. If you need to be reached during the class for an emergency, please inform the instructor prior to the start of class. In CSAD 125, you may audio-record during **lectures only**. You may not record during discussions or group work.

Office Hours Policies

Please feel free to drop by office hours – you do not need an appointment, and you may come in groups/join others. In most cases, you will have the same questions as other students, and it is useful to learn from one another. If you would like to have a private appointment, please schedule one with the instructor by email.

Letters of Recommendation

If you are applying to graduate school in the Spring 2021 cycle (i.e., you plan to attend graduate school in Fall 2021), please contact the instructor in Fall 2020 to request a letter of recommendation. All documents (school lists, resumes, copies of personal statements, etc) are due 11/15/20. All links to upload letters, or hard copies of letters to be mailed, must be submitted to the instructor by 12/1/20. These dates are firm.

Commitment to a Safe Learning Environment

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Due
1/22	Syllabus Overview What is Language? What is a Disorder? Nature, Assessment, Treatment	None		
1/24	Theories of Language Language Processing Models	Locke 1997		
1/27	Developmental Language Disorder	Owens 1 & 2		
1/29	Developmental Language Disorder	Owens 1 & 2		
1/31	Fundamentals of Assessment	Owens 4		
2/3	Differential Diagnosis: Speech vs. Language	Owens 5	In-class activities	
2/5	Introduction to Standardized Assessment <i>Introduce Assessment Project</i>	Review Owens 4	In-class activities	
2/7	Introduction to Language Sample Analysis	Owens 6	In-class activities	
2/10	Controversies: NVIQ		In-class discussion	
2/12	Controversies: ELL & Dialect Speakers	Review Owens 5	In-class discussion	
2/14	Review Day			
2/17	Exam 1		Exam 1	Exam 1
2/19	Fundamentals of Treatment	Owens 9		
2/21	Treatment of infants and toddlers	Owens 3	In-class activities	
2/24	Treatment of preschoolers	Owens 11	In-class activities	
2/26	School aged treatment: structural	Owens 10 & 11	In-class activities	
2/28	School aged treatment: narrative	Owens 8	In-class activities	
3/2	School aged treatment: pragmatic		In-class activities	
3/4	Assessment project workday			
3/6	Assessment debrief and discussion		Assessment project due	Assessment project due
3/9	Speech and language, language and culture: how do we decide?			
3/11	Review Day			
3/13	Exam 2		Exam 2	Exam 2
Split between Developmental and Neurological halves of the course				
3/16	Models of Disability	WHO ICF guide		
3/18	Anatomy Review	Seikel Chapter 11 (review)		
3/20	CSHA Workday for anatomy review	Seikel Chapter 11 (review)	Extra credit assignment due	

3/23	Nerves and Neuronal Degeneration	Seikel Ch 11 & 12		
3/25	Sensory Pathways and Associated Disorders	Seikel Ch 11 & 12		
3/27	Motor Pathways and Associated Disorders	Seikel Ch 11 & 12		
Spring Break				
4/6	Post-Spring-Break Catch Up & Review Day			
4/8	Cerebrovascular Accidents <i>Introduce Group Neuro Projects</i>	Seikel Ch 11 & 12		
4/10	Dysarthrias and Apraxias: Assessment and Intervention	Duffy 2012	In-class activities	
4/13	Aphasias: Assessment and Intervention	Webb 2017	In-class activities	
4/15	Catch Up / Review Day			
4/17	Exam 3		Exam 3	Exam 3
4/20	Traumatic Brain Injury: Assessment and Intervention	TBD	In-class activities	
4/22	Right Hemisphere Disorder: Assessment and Intervention	Manasco 2017	In-class activities	
4/24	Dementias: Assessment and Intervention	Korytkowska & Obler 2016	In-class activities	
4/27	Group Project Presentations		Group Projects due (all groups)	Group Projects due (all groups)
4/29	Group Project Presentations			
5/1	<i>Guest Lecture: Kristen Adams, DDS</i>		In-class activities	
5/4	Group Project Presentations			
5/6	Group Project Presentations			
5/8	Review Day			
Finals	Exam 4 TBD		Exam 4	Exam 4

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Mental Health and Counseling

If you or a loved one are in crisis, please reach out. For immediate assistance, consider <https://www.crisistextline.org/>. For additional counseling support, Sacramento State offers counseling services through the WELL. Or just reach out to any of your instructors, and we can help you to find the resources you need.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away. Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.