



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2021	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 01
Meeting Days: MW	Meeting Times: 8:00 AM-9:15 AM	Location: Web Online
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesdays and Thursdays 11am-12:30pm, 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.

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, Homework 1-3	
2	Exam 1 & 2, Homework 1-3	
3	Exam 1 & 2, Homework 1-3	
4	Exam 1 & 2, Homework 1-3	
5	Exam 2, Homework 4-6	
6	Exam 2, Homework 4-6	
7	Exam 2, Homework 4-6	
8	Exam 2, Homework 4-6	

9	Exam 2, Homework 4-6	
---	----------------------	--

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, Homework 7	
2	Exam 3, Homework 7	
3	Exam 3, Homework 8-10	
4	Exam 3, Homework 8-10	
5	Exam 3, Homework 8-10	
6	Exam 3, Homework 8-10	
7	Exam 4, Handout	

Textbooks and Materials:

Segment 1:

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

Segment 2:

Webb, W. & Adler, R. (2016) *Neurology for the speech language pathologist*. 6th edition. Pearson Publishing. [This text is available for free in electronic format through the university.](#)

Additional articles will be posted on Canvas for both sections.

Online Resources:

Canvas.

Grading Policy:

Source	Points
Exams 1-4	100 points x 4 exams = 400 points
Homework Assignments	20 points x 10 assignments = 200 points
Individual (2021) Neuro Project	100
Total	700

Letter grades are assigned according to the following scores

%	Letter
95-100	A
90-94%	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, Electronic Devices, Virtual Experience, Participation and Discussion

This course is a synchronous lecture course with asynchronous lab activities. Attendance in all lectures is required. The expectation for the course is that you attend each synchronous class session ready to participate, just as you would for an in-person course. It is expected that students keep their cameras on during each class session. There are no points attached to either attendance or webcam expectations.

Please make every attempt to avoid multi-tasking on your electronic devices during class (e.g., checking email). I realize that this is very difficult, but it is also very noticeable to the instructor and the other students when you are checking email or working on other assignments during class. Multi-tasking is not an effective strategy for adult learning.

All lectures will be audio-recorded with transcript provided. However, any videos of clients that we watch will **not** be recorded to protect intellectual property and/or client confidentiality.

Exams & Makeups

Exams will be open for approximately 72 hours (see schedule). Once you begin the exam, you will have 75 minutes to complete the exam. Please make every effort to complete the exam during the scheduled window. Students who need to make up the exam will be required to provide documentation of need. Students who are eligible for extended time on exams should contact the instructor directly to provide documentation.

Late Assignments

All homework assignments will be turned in via **Canvas**. Homework will be accepted late. Students will lose a letter grade for each day late (2 points/day).

Office Hours Policies

Office hours will take place virtually this semester and are “drop in” utilizing the waiting room to protect student confidentiality. I prioritize undergraduate students for drop-in office hours. If you would like to have a private appointment, please schedule one with the instructor by email.

Technology Lending Library

Sacramento State has a technology lending library for students who do not have the necessary equipment to participate in class. This includes laptops, webcams, and hotspots. Technology can be picked up on campus or mailed to your home address (this takes a few weeks) and kept for the entire semester. If you have a technology need for class participation, please contact your instructor directly, as the instructor must submit a request on your behalf.

Letters of Reference

I accept requests for letters of reference for graduate school in the fall of your senior year (for students applying as seniors; by November 15), or spring of your senior year (for students applying after graduating). Should you need a letter of reference for a scholarship opportunity, I would be happy to provide one. I typically need approximately two weeks to write a letter of reference; however, during “grad apps season” (November-February), I will often need four weeks’ notice.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see Additional Information) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (1) *responsibility to persons served professionally and to research participants, both human and animal;*

- (II) *responsibility for one's professional competence;*
- (III) *responsibility to the public; and*
- (IV) *responsibility for professional relationships.¹*

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.

Inclusion and Access

As we transition to virtual teaching, you may find ways in which this course does not meet your accessibility needs or you may identify ways in which course access can be improved for others. I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see [Additional Information](#) below).

¹ <https://www.asha.org/code-of-ethics/>

Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

- Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media, shared Google drive) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

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.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Exams	Homework (due Friday midnight)
WEEK 1 1/25	Syllabus Overview What is a Disorder?	None		
1/27	What is Language? Theories of Language			HW 1 Language vs. Disorder
WEEK 2 2/1	Locke Stages Language Processing Model	Locke 1997		
2/3	Language Processing Model	Owens pg. 1-23		HW 2 Language Model
WEEK 3 2/8	Developmental Language Disorders	Owens pg. 23-63		
2/10	Developmental Language Disorders	Owens pg. 23-63		
WEEK 4 2/15	Developmental Language Disorders	Owens pg. 23-63		
2/17	Developmental Language Disorders	Owens pg. 23-63		
WEEK 5 2/22	Controversies in Disability Education: A Discussion	Owens pg. 66-79 IDEA Handout		
2/24	Standardized Assessment of Child Language Disorders	Owens pg. 104-111 & pg. 132-142	Exam 1 opens Wednesday after class/closes Friday midnight	HW 3 Assessment Report*
WEEK 6 3/1	Language Sample Analysis	LSA Handout		
3/3	Principles of Learning Goal Writing	Owens pg. 246-263		HW 4 Language Sample Analysis
WEEK 7 3/8	Treatment: Infants, Toddlers, Preschoolers	Owens pg. 78-101		
3/10	Treatment: School Aged, Adolescents, Transitioning	Owens pg. 282-296		HW 5 Goal Writing
WEEK 8 3/15	Special Topics in Child Language Disorders	Article TBD		
3/17	Special Topics in Child Language Disorders	Article TBD	Exam 2 opens Wednesday after class/closes Friday midnight	HW 6 Therapy Chart (use Owens Ch. 11-12 to complete)*
Spring Break – 3/22-3/26				
WEEK 9 3/29	Medical & Social Models of Disability	WHO ICF Handout		
3/31	Cesar Chavez Day – no class			HW 7 Medical/Social
WEEK 10 4/5	Anatomy Review: Nerves and Neuronal Degeneration	Webb Ch. 4 (1-3 are a review from A&P)		

4/7	Sensory Pathways and Associated Disorders	Webb Ch. 5		HW 8 A&P Review (includes Webb Ch. 1-4 & 7)
WEEK 11 4/12	Motor Pathways and Associated Disorders	Webb Ch. 6 (7 is a review from A&P)		
4/14	Neuromotor Control of Speech: Dysarthrias and Apraxias	Webb Ch. 8		
WEEK 12 4/19	Neural Network Theories Neurolinguistic Models	Webb Ch. 9		
4/21	Neural Network Theories Neurolinguistic Models	Webb Ch. 9	Exam 3 opens Wednesday after class/closes Friday midnight	HW 9 Neurogenic Speech vs. Language/Communication*
WEEK 13 4/26	Cerebrovascular Accidents & Aphasias	Webb Ch. 10 pg. 207-218		
4/28	Right Hemisphere Disorder	Webb Ch. 10 pg. 220-222		HW 10 Assessment Report
WEEK 14 5/1	Traumatic Brain Injury: Attention, Memory, Executive Function	Webb Ch. 10 pg. 225-230		
5/3	Traumatic Brain Injury: Functional Rehabilitation Approaches	Article TBD		Handout Project Due
WEEK 15 5/10	Dementia & Neurodegenerative Disorders: Life Participation Approaches	Webb Ch. 10 pg. 223-224 Article TBD		
5/12	Language Disorders Across the Lifespan Discussion			
Finals Week – Exam 4 will be open for 72 hours				

All class sessions are synchronous. Lecture time will be recorded. Case studies, videos of clients, discussion, and critical thinking activities will not be recorded. It is in your best interest to attend class.

*Due dates when both an assignment and an exam are due on the same day can be negotiated between the class as a whole and the instructor.