

Department of Communication Disorders and Special Education
Communication Sciences and Disorders Program

CMSD 4170: Language Disorders of Children and Adults

FALL 2007

TUES. & THURS. 9:30-10:45 AM

G-5 Aderhold

Instructor: Yolanda Keller-Bell, PhD, CCC-SLP

Phone: 706-542-3006

Prerequisites: Permission of the department

Office Hours: Tuesday and Thursday 1:00-2:30PM and by appointment

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Credit hours: 3

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Course Description:

The purpose of this class is to understand the characteristics of children and adults with language disorders. The objectives are:

- To survey a variety of language disorders in children and adults and understand their similarities and differences;
- To develop a basic understanding of assessment and intervention in these populations;
- To address age, gender, linguistic, and cultural variation issues related to normal and disordered language;
- To learn to characterize and describe the language in these children and adults;
- To understand the role of the brain for language functions and the impact of intervention on brain structure and function.

Course Objectives/Expected Learning Outcomes (ASHA Standard):

At the conclusion of this course, the student should be able to:

- Characterize and define different disorders in terms of form, content, and use, and analyze the oral and written language skills typical of each disorder (III-C).
- Analyze, synthesize, and evaluate information about prevention, assessment, and intervention for a range of language differences and disorders (III-C, III-D).
- Determine your own theoretical perspectives and apply a range of theories to the process of assessment and intervention (III-C, III-D).
- Apply knowledge of basic neurobiological structures and functions to your understanding of language disorders (III-B, III-C).
- Apply our professional code of ethics to various situations that arise in assessment and intervention with clients with language disorders (III-E).
- Evaluate the race, culture, and linguistic diversity factors that impact people with these language disorders (III-B, III-C, III-D, IV-G).
- Analyze specific cases of language disorders and apply information from the course content (III-B).

Required Materials:

1. Vinson, B.P. (2007). Language disorders across the life span. San Diego, CA: Singular Publishing.

2. Additional readings and handouts placed on WebCT or in OIT. For readings in OIT, select the reading, copy at your own expense, and RETURN THE ORIGINAL TO THE APPROPRIATE FOLDER. Otherwise you are depriving your classmates of the materials they need to succeed. Make sure you get the readings for this class (CMSD 4170) and not one of my other classes.
3. Internet and e-mail access (preferably a UGA account)

Special Accommodations:

It is the policy of The University of Georgia to make reasonable accommodations for qualified students with disabilities. If you are a student with a disability and need to request accommodations to complete your course requirements, please make an appointment with me as soon as possible to discuss your request, preferably within the first two weeks of class. For information on documentation requirements, contact the Learning Disability Center (542-0734) or Disabilities Services (542-8719). I am interested in ensuring that individuals who have special concerns are included in this course and will make all reasonable accommodations.

Academic Honesty:

All academic work must meet the standards contained in 'A Culture of Honesty.' All students are responsible for informing themselves about those standards before performing any academic work. "Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense" (From the website on academic honesty: www.uga.edu/ovpi/academic_honesty/hon_prom.htm). This policy is strictly adhered to and enforced for all assignments, including your exams and research papers.

Course Policies:

1. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
2. All assignments should be typed and follow the guidelines of the latest edition of the *Publication Manual of the American Psychological Association*, unless otherwise stated.
3. Regular attendance is expected. You should arrive promptly for class and if you are late, please enter quietly. Please turn off all cell phones and beepers.
4. Please notify me if you will not be able to attend class due to a religious holiday. You will not be penalized for absences or late assignments due to observance of religious holidays.
5. Students are expected to complete the reading assignments prior to class and be able to participate in class discussions.
6. If you are unable to come to regular office hours, you are encouraged to schedule an individual appointment. Communication is enhanced by face-to-face interaction and email exchanges are not always an adequate substitute for such meetings.
7. It is your responsibility to contact me immediately to arrange a time to meet to discuss any difficulties. Please do not wait until the end of the semester.
8. A review of the grading of assignments may change the grade either positively or negatively.
9. If you have a final examination schedule conflict (defined as "three final examinations scheduled within the same calendar day or two examinations at the same time"), follow the

guidelines at <http://www.curriculumsystems.uga.edu> and submit your petition by **November 1, 2007**.

10. I *may* provide lecture outlines before class. ***These outlines are broad and topical in nature and do not contain all of the material, graphics, etc. presented in class.*** The outlines should serve as a supplement to your own notes from other course materials. Their purpose is to help you organize information, not to replace individual note-taking during class.

Grading and Assessment:

Your grade for this course will be based on the following assignments:

Exams (September 20; October 18; December 13):

There are three in-class examinations. The format will consist of objective (i.e., multiple choice) and subjective (i.e., short-answer, essay, case studies) questions. The exams are designed to test your ability to integrate and apply information from the readings, lectures, and class activities/discussions.

Missing exams will receive a zero. Make-up exams will not be permitted without appropriate written documentation of illness, family emergency, etc... Vacations, weddings, etc., are not considered an emergency. It is the student's responsibility to contact me within 24 hours of the exam to schedule a make-up session. The make-up session must occur within seven school days following the original exam session; otherwise, the score recorded for the exam will be a zero. In addition, the student should expect the make-up exam to differ in nature from the original.

Class Activities/Labs/Pop Quizzes (Randomly Assigned):

You will participate in a minimum of five in-class summary activities/labs/pop quizzes during the semester. These assignments are randomly assigned (except for the two listed on the course schedule) and designed to help you integrate the readings and class lectures. They may involve small group work or working independently. Each assignment is worth 10 points and the lowest grade will be dropped. There are no make-ups for missed assignments unless you have an excused absence (see class policies).

Article Critiques (Due October 2 and November 15):

You will submit four article summaries: two on language disorders occurring in children and two on language or cognitive disorders in adults. The topic must be related to the readings and discussions in this course, specifically discussing the etiology/diagnosis, assessment, or treatment of a language disorder. Each summary should be 2-3 pages in length, not including the title page or references. Further details will be provided.

Extra Credit: This assignment is optional and worth a maximum of two points towards your final grade. Details will be provided on WebCT. No late assignments will be accepted.

Your final grade will be based on the total percentage of points earned for the course according to the following scale:

Assignments	
Exam 1	25 Percent
Exam 2	25 Percent
Exam 3	25 Percent
Class Activities/Labs	10 Percent
Article Summaries	15 Percent
Total Percentage	100

Final grades are non-negotiable, even if your final course score is .5 point away from a breakpoint on the grading scale. I recognize that it is difficult to be a point shy of the next highest grade, but please do not ask for any final grade adjustments.

Final Grade	
94-100	A
90-93.999	A-
87-89.999	B+
80-86.999	B
77-79.999	C+
70-76.999	C
60-69.999	D
Below 60	F

Tentative Course Schedule

	DATES	TOPICS	READINGS/ASSIGNMENTS
Week 1	August 16	Course Orientation	
Week 2	August 21	Introduction to language delays, disorders, differences	Vinson Ch. 1
	August 23	Etiologies of child language disorders	Vinson Ch. 2
Week 3	August 28	Assessment of language disorders infants and preschool children	Vinson Ch. 3
	August 30	Assessment con't & Intervention with Preschool School	Vinson Ch. 3&4
Week 4	September 4	Intervention with Preschool children	Vinson Ch. 4
	September 6	Early Intervention	
Week 5	September 11	Persistent Language Disorders	Vinson Ch. 5
	September 13	Intellectual Disabilities	Vinson Ch. 5

Week 6	September 18	Autism	Vinson Ch. 5 NIH Autism Brochure
	September 20	Exam 1	
Week 7	September 25	Autism	Vinson Ch. 5
	September 27	Language Based Learning Disorders	Ch. 6
Week 8	October 2	Spelling, Reading, and Writing Disorders	Ch. 7 Child Article Critiques Due
	October 4	ADHD	Ch. 8
Week 9	October 9	Assessment of School-Age Children	Vinson Ch. 10
	October 11	Intervention with School-Age Children	
Week 10	October 16	Child Lab	
	October 18	Exam 2	
Week 11	October 23	Neurological and Language Assessment in Adults	Brookshire Ch. 1 p. 31-42
	October 25	FALL BREAK	
Week 12	October 30 and November 1	Dementias: Types and Intervention	Vinson Ch. 10
Week 13	November 6 and 8	Characteristics of and intervention approaches for Right Hemisphere Disorders	Brookshire Ch. 8
Week 14	November 13	Types of Aphasia	Vinson Ch. 11
	November 15-ASHA	Guest Speaker: Sue Ford, MA, CCC-SLP	Adult Article Critiques Due
Week 15	November 20	Intervention with Aphasia	Vinson Ch. 11
	November 22	THANKSGIVING	
Week 16	November 27 & 29	Characteristics and Intervention for Traumatic Brain Injuries	Vinson Ch. 9
Week 17	December 4	NO CLASS: University operates as a Friday class schedule	
	December 6	Adult Lab	
	DECEMBER 13 8:00-11:00 AM	FINAL EXAM	On WebCT in Rms. 227, 228, and 233