

Department of Communication Sciences and Disorders
The University of Georgia

CMSD 4170: Language Disorders

FALL 2004

TUES. & THURS. 12:30-1:45 PM

G-5 Aderhold

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

Phone: 542-3006

Office Hours: Thursdays 9:30-11 AM

Prerequisites: Permission of the department

Office: 565 Aderhold

Email: ykellerb@coe.uga.edu

Credit hours: 3

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:

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.
- Analyze, synthesize, and evaluate information about prevention, assessment, and intervention for a range of language differences and disorders.
- Determine your own theoretical perspectives and apply a range of theories to the process of assessment and intervention.
- Apply knowledge of basic neurobiological structures and functions to your understanding of language disorders.
- Apply our professional code of ethics to various situations that arise in assessment and intervention with clients with language disorders.
- Evaluate the race, culture, and linguistic diversity factors that impact people with these language disorders.
- Analyze specific cases of language disorders and apply information from the course content.

Required Materials:

1. Vinson, B.P. (1999). Language disorders across the life span. San Diego, CA: Singular Publishing.
2. Additional readings and handouts placed on WebCT or in the library/OIT.

3. Internet and e-mail access (preferably a UGA account)

Grading and Assessment:

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

Exams (September 23; October 26; December 16):

There are three exams in this course. 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.

Missing exams will receive a zero. Make-up exams will not be permitted without appropriate written documentation of illness, family emergency, etc... Vacation plans 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 five 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 (Randomly Assigned):

You will participate in several in-class summary activities/labs during the semester. These activities 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 activity is worth 10 points. The lowest lab grade will be dropped. Make-ups will not be permitted without appropriate written documentation of illness, family emergency, etc...

Research Paper (Topic Due: October 14; Paper Due November 4):

You will submit a 6-8 page research paper on a language disorder occurring in children or 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. The paper should be typewritten, double-spaced, with 1-inch margins in an easily read 12-point font, and written in APA format. The page requirement does not include the title page or the references. You must use at least five different references, only one of which may be a book. Do not use information from websites unless specifically approved in writing by the instructor.

Writing Resources:

The UGA Writing Center--- <http://www.english.uga.edu/writingcenter/writing/index.html>

The University of Wisconsin-Madison Writing Center--- <http://www.wisc.edu/writing>

Scientific Writing--- <http://leahi.kcc.hawaii.edu/pub/intersect/WCCTypes.html>

APA style--- <http://www.apastyle.org>

| Assignments | |
|-------------|------------|
| Exam 1 | 25 Percent |

| | |
|-------------------------|------------|
| Exam 2 | 25 Percent |
| Exam 3 | 25 Percent |
| Class Activities/Labs | 10 Percent |
| Research Paper | 15 Percent |
| Total Percentage | 100 |

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

| Final Grade | |
|---|---|
| 90-100 | A |
| 80-89.999 | B |
| 79-79.999 | B <i>**IF you get an 80 or better on 2 of the three exams</i> |
| 70-79.999 | C |
| 60-69.999 | D |
| Below 60 | F |
| <i>Final grades are non-negotiable.</i> | |

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).

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. Assignments should be submitted at the beginning of class on the due date. Late assignments will receive a reduction of one letter grade for each day late including the assignment class date as day one, unless due to documented illness or emergency. A physician's excuse or documentation of an emergency is required for a late assignment to be accepted without penalty.
4. 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.
5. 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.
6. Students are expected to complete the reading assignments prior to class and be able to participate in class discussions.
7. 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.
8. 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.
9. A review of the grading of assignments may change the grade either positively or negatively.
10. 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 2, 2004**.

Course Schedule: (Deviations may be necessary)

| | DATES | TOPICS | READINGS/ASSIGNMENTS |
|---------|--------------------------------------|--|---|
| Week 1 | August 19 | Course Orientation | |
| Week 2 | August 24 | Introduction to language delays, disorders, differences | Vinson Ch. 1 |
| | August 26 | Review language development and neuroanatomy | Kuder Ch. 4 Brookshire: Ch.1 p. 1-30 |
| Week 3 | August 31 | Etiologies of child language disorders | Vinson Ch. 2 |
| | September 2 | General assessment principles for children | Vinson Ch. 3 & Ch. 8 |
| Week 4 | September 7 | General Assessment con't | Vinson Ch. 12 |
| | September 9 | Lab | |
| Week 5 | September 14 | Guest Speaker: Robin Bramlett, MA, CCC-SLP | |
| | September 16 | General intervention principles for child language disorders | Vinson Ch. 4 & Ch. 9 |
| Week 6 | September 21 | Intervention con't | |
| | September 23 | Exam 1 | |
| Week 7 | September 28 | Language and individuals with cognitive disabilities | Vinson Ch. 2; Kuder Ch. 6 |
| | September 30 | <ul style="list-style-type: none"> ▪ Specific language impairment ▪ Language learning disabilities | Vinson Ch.5 |
| Week 8 | October 5 | <ul style="list-style-type: none"> ▪ ADD/ADHD ▪ Autism | Vinson Ch.2 |
| | October 7 | <ul style="list-style-type: none"> ▪ Sensory and motor disabilities ▪ Behavioral and emotional disabilities | Vinson Ch. 2 Kuder Ch. 9 |
| Week 9 | October 12 | Adult Language Disorders: Neuropathology and Neurological Assessment | Brookshire Ch. 1 p. 31-42 |
| | October 14 | Guest Speakers: <ul style="list-style-type: none"> ▪ Carole Ann Raymond, MBA, M.Ed., Ed.S., CCC-SLP, Speech and Hearing Clinic Director ▪ Rosemary Brown-Lewis, Program Manager, Day Rehab, Children's Healthcare of Atlanta | Submit topic for research paper |
| Week 10 | October 19 & 21 | Language Assessment in Adults | Vinson Ch. 10 |
| Week 11 | October 26 | Exam 2 | |
| | October 28 | FALL BREAK | |
| Week 12 | November 2 and 4 | Characteristics of and intervention approaches for Aphasia | Vinson Ch. 10 Research Paper Due—November 4 |
| Week 13 | November 9 and 11 Keller-Bell, Y. | Characteristics of and intervention approaches for Right Hemisphere Disorders | Brookshire Ch. 8 The University of Georgia |
| | November 16 | Dementias: Etiology and | Vinson Ch. 11 |

