

Department of Communication Sciences and Disorders  
The University of Georgia

**CMSD 4170: Language Disorders of Children and Adults**

**FALL 2005**

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

**G-5 Aderhold**

**Instructor:** Yolanda Keller-Bell, PhD, CCC-SLP  
**Phone:** 542-3006  
**Office Hours:** Tuesdays 9:30-11 AM  
**Prerequisites:** Permission of the department

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**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 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 4520) and not one of my other classes.
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 22; October 18; December 15):

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 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... 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 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 (Randomly Assigned):

You will participate in 4-8 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, mini-quizzes or other activities. Each activity is worth 10 points. If you miss an activity, you can submit a 2-3 page make-up paper on a related topic specified by the instructor (see me for a topic assignment). This make-up paper must be submitted within seven school days following the original assignment; otherwise, you will receive a score of zero for the assignment.

#### Research Paper (Topic Due: October 13; Paper Due November 3):

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. This assignment is worth 100 points.

**All papers are due at the beginning of class-12:30PM-Be on Time.** Papers submitted after this time but by 12:30PM on November 4 will have 11 points deducted from the final grade in addition to any other points deducted during the regular grading process. In other words, the maximum grade that can be earned will be an 89, a B. Papers will not be accepted after 12:30 PM on November 4, 2005.

You must use at least seven different references, only one of which may be a book. You CANNOT use websites as a primary reference; however, you can use websites as a source to find articles. For example, the website for the Carolina Fragile X Project provides a list of published research articles about Fragile X syndrome; you could use one of those articles as a reference for your paper. The

academic honesty policy will be strictly enforced and you will submit a statement (provided by the instructor) that indicates the paper was written within these guidelines.

**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>

**Extra Credit Book Report (Due November 29 at 12:30 PM):**

This is an optional assignment. You can submit a 4-5 page (full pages) report summarizing the book listed below. Your report should summarize the major findings/themes of the publication and discuss how the book is relative to this course. The paper should be typewritten, double-spaced, with 1-inch margins in an easily read 12-point font, and written in APA format. No papers will be accepted after this date. This assignment is worth a maximum of 2 points to your final course grade.

Sacks, Oliver (1998). *The Man Who Mistook His Wife For A Hat: And Other Clinical Tales*. New York: Touchstone Publications.

**Grading and Assessment:**

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

<b>Assignments</b>	
Exam 1	25 Percent
Exam 2	25 Percent
Exam 3	25 Percent
Class Activities/Labs	10 Percent
Research Paper	15 Percent
<b>Total Percentage</b>	<b>100</b>

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

<b>Final Grade</b>	
90-100	A
80-89.999	B
79-79.999	B <i>**IF you get an 80 or better on 2 of the 3 exams and the paper OR if you get an 80 on 3 of the 3 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](http://www.uga.edu/ovpi/academic_honesty/hon_prom.htm). The link after August 27 will be: <http://www.uga.edu/ovpi/honesty/acadhon.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. 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 1, 2005**.

11. 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.

### **Tentative Course Schedule:**

	DATES	TOPICS	READINGS/ASSIGNMENTS
Week 1	August 18	Course Orientation	
Week 2	August 23	Introduction to language delays, disorders, differences	Vinson Ch. 1
	August 25	Review language development and neuroanatomy	Review--Kuder Ch. 4 Brookshire: Ch.1 p. 1-30 Bishop (2000)
Week 3	August 30	Etiologies of child language disorders	Vinson Ch. 2
	September 1	General assessment principles for children	Vinson Ch. 3 & Ch. 8
Week 4	September 6	General Assessment con't	Vinson Ch. 12
	September 8	<b>Lab</b>	
Week 5	September 13	General intervention principles for child language disorders	Vinson Ch. 4 & Ch. 9
	September 15	Guest Speaker: Robin Bramlett, MA, CCC-SLP	
Week 6	September 20	Intervention con't	van Kleeck (1994)
	September 22	<b>Exam 1</b>	
Week 7	September 27	Individuals with Mental Retardation	Vinson Ch. 2; Kuder Ch. 6
	September 29	<ul style="list-style-type: none"> <li>▪ Specific language impairment</li> <li>▪ Language learning disabilities</li> </ul>	Vinson Ch.5; Vinson Ch.2 Bishop (2000)
Week 8	October 4	<ul style="list-style-type: none"> <li>▪ Specific language impairment</li> <li>▪ Language learning disabilities</li> </ul>	
	October 6	Autism	Kuder Ch. 7 Woods & Wetherby (2003)
Week 9	October 11	Autism	

	October 13	Behavioral and emotional disabilities	Vinson Ch. 2 Kuder Ch. 9 <b>Submit topic for research paper</b>
Week 10	October 18	▪ <b>Exam 2</b>	
	October 20	▪ Adult Language Disorders: Neuropathology and Neurological Assessment	Brookshire Ch. 1 p. 31-42
Week 11	October 25	Language Assessment in Adults	Vinson Ch. 10
	<b>October 27</b>	<b>FALL BREAK</b>	
Week 12	November 1 and 3	Characteristics of and intervention approaches for Aphasia	Vinson Ch. 10 <b>Research Paper Due—November 3</b>
Week 13	November 8 and 10	Characteristics of and intervention approaches for Right Hemisphere Disorders	Brookshire Ch. 8
Week 14	November 15	Dementias: Etiology and Types	Vinson Ch. 11
	November 17-ASHA	Dementia: Role of SLP	
Week 15	November 22	Characteristics of TBI	Vinson Ch. 7
	<b>November 24</b>	<b>THANKSGIVING</b>	
Week 16	November 29 & December 1	Intervention for Traumatic Brain Injuries	Vinson Ch. 7
Week 17	<b>December 6</b>	<b>NO CLASS: University operates as a Friday class schedule</b>	
	December 8	Counseling / <b>LAB</b>	Vinson Ch. 12
	<b>DECEMBER 15</b>	<b>FINAL EXAM</b>	<b>12-3 PM</b>