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| A University of North Texas logo, to indicate the university where this course is offered. | ASLP 4040- Introduction to Language Disorders  Course Syllabus Fall 2025  Department of Audiology and Speech Language Pathology  College of Health and Public Service  University of North Texas |

**Instructor Contact**

**Instructor Contact**

**Lauren Mathews, M.S., CCC-SLP** *(she/her)*

**Clinical Professor**

**Department of Audiology and Speech Language Pathology**

**Office located in Chilton Hall 238F**

[Lauren.Mathews@unt.edu](mailto:Lauren.Mathews@unt.edu)

**Communication**

Please use my faculty email -[Lauren.Mathews@unt.edu](mailto:Lauren.Mathews@unt.edu)

In the subject line, please put the class you are in (ASLP 2015) and the topic of the email. Please do not use Canvas to email me!

**Office Hours**

Office hours are by appointment. Please email me to set up a time for face-to-face (if you are on campus) or on zoom.

**Teaching Assistant**

Mimi Ezeigwe (*she/her*) ([millicentezeigwe@my.unt.edu](mailto:millicentezeigwe@my.unt.edu)) Mimi is a second-year SLP graduate student and a UNT undergraduate ASLP graduate. She is here to answer questions you have on class content, questions you have on your grades in Canvas and questions you have on being an ASLP major from a student's perspective. Please email her with questions!

**Course Description**

This course will cover the nature, causes and characteristics of language disorders in children and adults. Principles of evaluation and remediation of language problems also will be presented.

**Pre-Requisites**

ASLP 3035: Language Development

**Course Objectives**

At the conclusion of this course, it is anticipated students will be able to identify, differentiate and apply their knowledge in the following three areas:

1. *Nature of Language Impairment*: Students will describe the characteristics and functional impact of language disorders across the lifespan.  Students also will examine how cultural and linguistic diversity affects language in order to differentiate a language difference from a language disorder.

 2. *Assessment of Language Disorders*: Students will be able to plan basic assessments for language disorders based on contemporary issues in the assessment of language disorders.  In addition, students will be able to apply various methods used to evaluate language skills across the lifespan.

 3*. Treatment of Language Disorders:* Students will describe and apply the basic methods used to treat language disorders across the lifespan. Students will identify the different models of clinical service delivery as well as guidelines for evidence-based practice.

**Recommended Materials**

There is not a textbook for this class. All content will be contained within the PowerPoints and videos.

**Attendance Policy** Students are expected to complete all self-study work and turn in assignments on time. Please contact Mrs. Mathews if an exception is needed.

**Technical Skill Requirements**

Students must have the technical skills for downloading and uploading files, sending and receiving emails, and using Canvas.

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

**Netiquette**

***Please follow Albion’s “Core Rules of Netiquette”***:

[*http://www.albion.com/netiquette/corerules.html*](http://www.albion.com/netiquette/corerules.html)***.***

* [Rule 1: Remember the Human](http://www.albion.com/netiquette/rule1.html)
* [Rule 2: Adhere to the same standards of behavior online that you follow in real life](http://www.albion.com/netiquette/rule2.html)
* [Rule 3: Know where you are in cyberspace](http://www.albion.com/netiquette/rule3.html)
* [Rule 4: Respect other people's time and bandwidth](http://www.albion.com/netiquette/rule4.html)
* [Rule 5: Make yourself look good online](http://www.albion.com/netiquette/rule5.html)
* [Rule 6: Share expert knowledge](http://www.albion.com/netiquette/rule6.html)
* [Rule 7: Help keep flame wars under control](http://www.albion.com/netiquette/rule7.html)
* [Rule 8: Respect other people's privacy](http://www.albion.com/netiquette/rule8.html)
* [Rule 9: Don't abuse your power](http://www.albion.com/netiquette/rule9.html)
* [Rule 10: Be forgiving of other people's mistakes](http://www.albion.com/netiquette/rule10.html)

**Teaching Philosophy**

I believe in my students and myself as their instructor, mentor, and supporter. In my teaching, I pledge to employ a variety of evidence-based instructional approaches which will inspire and facilitate their growth in both academic and clinical settings. When working with students in any of the capacities above, my ultimate goals for the students are: 1) to display the required knowledge, but also apply critical thinking skills, 2) understand, utilize, and make culturally responsive decisions based on evidenced-based practice and 3) know one’s limitations and the importance of collaboration with other professionals. I hope my interactions with the students help instill a passion and excitement for his/her chosen profession. I am rewarded each semester by knowing that I have facilitated a foundation and love for lifelong learning and clinical practice for future clinicians.

**Course Expectations**

The time commitment for this course is no different than an in-person course. Workload on taking notes and interacting with the PowerPoint Presentation, completing graded activities, discussions and video observations will differ from week to week, but on average, you should **expect to spend** **at least 5 hours a week, some weeks more**. If you cannot commit to this amount of time, then you might consider taking this course another semester.

The purpose of ASLP 4040 is for you to learn about language disorders and begin to learn how to assess/treat them. There will be no tests or quizzes in this course. The graded activities and videos are there to help you really learn/think about the information and/or apply it. This course is a work in progress, so please give me real time feedback on the learning activities.

Some information might be a review from other classes. This is intentional to make sure all students have the same level of knowledge before moving on to subsequent information on that topic. If you find this information easy, great! For everyone else, this will get them set up for the next topic.

How to best learn the information:

* + Print PowerPoint
  + Listen to the PowerPoint video with audio and take notes.  You will need to pause the video to take notes and watch posted associated videos as directed during the PowerPoint. If you miss information, you can always rewind the video and listen again. If you are still confused, please reach out to Mrs. Mathews or the TA!
  + Complete the assignments, observations, and discussion posts
  + Watch the related optional observation videos. They correlate with the content and will help you learn.

All grades will be posted under the "grades" tab and grades will be inputted as soon as possible. **You are responsible for checking your grades and report any discrepancy within 5 DAYS after the grade has been posted** or it will be understood you are in agreement with your grade. *Simply email the TA so that the situation can be addressed.* Mistakes may happen on our part, so please email us if you see something.

**Video observations for this course are** **mandatory**. These will be very helpful in obtaining your required 25 observation hours and it will help you see more examples of language assessment and intervention.

**Grading**

*Course Grading:* Your grade is determined by the total number of points you have earned during the semester divided by the total number of possible points (400). Course grades will be based on the cumulative points from:

15 Chapter Quizzes: 120 pts

12 Graded Activities: 350 pts.

6 Observation Reflections: 30 pts.

**Total number of points is 500**

|  |  |
| --- | --- |
| **Letter Grade** | **Point Scale** |
| A | 450-500 |
| B | 400-449 |
| C | 350-399 |
| D | 300-349 |
| F | 0-299 |

* Throughout the semester keep track of number of points you have missed.
* Grades will be posted on Canvas grade center. When you do not complete an assignment, a grade of 0 will be entered. This will serve as your notification that no assignment has been received and you should take action if this is an error. **You are responsible for checking your grades and report any discrepancy within 5 DAYS after grade has been posted** or it will be understood you are in agreement with your grade. Simply email the TA so that the situation can be addressed. Mistakes may happen on our part, so please contact the TA!

**Course Components**

All modules will contain an *Overview* and Materials section. The other course components will vary per module:

1. *Chapter Quizzes:* 15 quizzes- total of 120 points

Quizzes are over the 15 chapters covered in this course. Quizzes are via Canvas and are open-note. You will have 45 minutes to answer 16 questions over each chapter. Please note some modules cover two chapters and have 2 quizzes. 8 points per quiz.

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| --- | --- | --- | --- |
| **Quiz** | **Module #** | **Points** | **Due Date** |
| 1 | Module 1 | 8 | 8/31 |
| 2 | Module 1 | 8 | 8/31 |
| 3 | Module 2 & 3 | 8 | 9/7 |
| 4 | Module 3 | 8 | 9/7 |
| 5 | Module 4 | 8 | 9/14 |
| 6 | **Module 5** | 8 | 9/21 |
| 7 | **Module 6** | 8 | 9/28 |
| 8 | **Module 7** | 8 | 10/5 |
| 9 | **Module 8** | 8 | 10/12 |
| 10 | Module 9 | 8 | 10/19 |
| 12 (out of order is ok!) | Module 10 | 8 | 10/26 |
| 13 | Module 11 | 8 | 11/2 |
| 11(out of order is ok!) | Module 12 | 8 | 11/9 |
| 14 | Module 13 | 8 | 11/16 |
| 15 | Module 14 | 8 | 11/23 |

2. *Graded Activities:* 12 graded activities- total point of 350 points

**These activities are located in some, but not all, modules. These are for the student to show understanding of content or exhibit mastery of a clinical skill.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity #** | **Activity** | **Module #** | **Points** | **Due Date** |
| 1 | Introduce Yourself Discussion Post | Module 1 | 5 | 8/24 |
| 2 | Content, Form, Use Worksheet | Module 1 | 20 | 8/24 |
| 3 | Emergent Literacy Project | Module 1 | 40 | 8/31 |
| 4 | Special Populations Worksheet | Module 2&3 | 20 | 9/7 |
| 5 | Morpheme Analysis Project | Module 4 | 60 | 9/21 |
| 6 | Learning Disabilities Worksheet | Module 7 | 20 | 10/5 |
| 7 | Narrative Analysis Project | Module 8 | 40 | 10/12 |
| 8 | Childhood Disorders Worksheet | Module 10 | 20 | 10/26 |
| 9 | Adult Disorders Worksheet | Module 13 | 20 | 11/23 |
| 10 | Memory Project | Module 14 | 35 | 11/23 |
| 11 | End-of-Semester Discussion Post | Module 14 | 5 | 11/23 |
| 12 | Final Exam | Module 15 | 65 | 12/3 |

**3. *Video Observation Hours & Reflection Questions*:**

Students will earn observation hours via Master Clinician that will count toward the total of 25 hours needed for graduate school or SLP-A license**. The student will need to register with Master Clinician. The fee for one year is $54.00.** Master Clinician videos are often used in other ASLP classes such as Clinical Methods I and Clinical Methods II and Speech Sound Disorders. To register, the student will go to masterclinician.org and sign up.

To obtain observation hours, the student must:

* 1. Watch the video in full and complete a reflection questions based on the video. The reflection questions will be posted in the module in which the observation video is assigned.
  2. You will keep track of your observation hours throughout the semester. At the end of the semester, you will **record hours in CALIPSO** which is a web-based application used by speech-language pathology and audiology programs across the nation. This computer program tracks both observation hours and clinical experience hours and is designed for a student to be able to keep up with their own observation and clinical treatment hours, and use the hours as needed. This program is designed so that the hours earned can be easily approved by professors and/or supervisors during undergraduate and graduate coursework.

**As an ASLP student at the University of North Texas, you will be asked to register for an account at CALIPSO via email. This is a one-time sign-up with a one-time fee of $125.00. If you already have a CALIPSO account at UNT, you will not need to sign up again and can continue to use the same account to submit your observation hours each semester for each class that offers observation hours.** If you have paid this fee and signed up for an account with another/previous class, continue to use the same account, as the hours will accrue.

You will submit your name and your active current UNT email address to your instructor. This email will be submitted and then you will receive an invitation to register a new account. You cannot register until you receive this email because your account must be associated with UNT. If you register on your own, your account will be independent, and those hours will not count for UNT.

Observation Schedule:

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| --- | --- | --- | --- | --- |
| **Module** | **Video** | **Time** | **Points** | **Due Date** |
| **Module 5** | **Video Obs. Of Andrew** | 60 min. | **5** | **9/21** |
| **Module 7** | **Video Obs. Of Matthew** | 40 min | **5** | **10/5** |
| **Module 8** | **Video Obs. Of Christian (sess. 1)** | 41 min | **5** | **10/12** |
| **Module 11** | **Video Obs. Of Mia** | 40 min | **5** | **11/2** |
| **Module 13** | **Video Obs. Of Carol** | 33 min | **5** | **11/16** |
| **Module 14** | **Video Obs. Of Rebecca** | 45 min | **5** | **11/23** |
|  |  | Total time: 240 min  (approx. 4 hrs) |  |  |

**Policies and Procedures**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation.

**Attendance Policy**

Regular attendance in online activities is expected of all students. Students are expected to complete all assigned course activities. If you cannot complete the work within the specified time, please email me before the activity is due. I am often accommodating on requests if the student contacts be proactively.

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.  **I really appreciate your feedback on how I can make this course better!** The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.org)) with the survey link.

**Drop Information:**

Please go to <http://essc.unt.edu/registrar/scheduleclass.html> for information regarding dropping a class. If you wish to drop a class after Census Date, you must have written consent from your professor.

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Use of Artificial Intelligence for Assignments**

According to the UNT Academic Integrity Policy ([UNT Policy 6.003](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf)), any form of "unauthorized assistance" constitutes cheating. As a result, use of any artificial intelligence is not authorized for assignments in this course.

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\oeo@unt.edu) or at (940) 565 2759.

**ASLP 4040 Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Readings** | **Due This Week** | **Points** | **Date Due (11:59pm)** |
| **Module 1:** | **Language Delays, Disorders, and Differences**  **And**  **Setting the Stage for Preschool Linguistic & Literacy Success** | **Activity #1: Discussion Post-Introduce Yourself**  **Activity #2: CFU worksheet**  **(Begin in Module 1, but due in Module 2 on 8/31: Activity #3 & Quizzes 1 & 2)** | **5**  **20**  **(25 pts)** | **August 24**  **August 24** |
| **Module 2:** | **Language Abnormalities Based on Etiology and Diagnostic Labels**  **slides 1-32** | **Quiz 1 & 2**  **Activity #3: Emergent Literacy Project**  **Begin Activity #4: Special Population Worksheet (Due 9/7)** | **16**  **40**  **(56 pts)** | **August 31**  **August 31** |
| **Module 3:** | **Language Abnormalities Based on Etiology and Diagnostic Labels**  **Slides 33-end**  **and Autism** | **Quizzes 3 and 4**  **Activity #4: Special Populations Worksheet** | **16**  **20**  **(36 pts)** | **September 7**  **September 7** |
| **Module 4:** | **Assessment in Infants & Preschool Children** | **Quiz 5**  **Begin activity #5: Morpheme Analysis Project (Due 9/21)** | **8**  **(8 pts)** | **September 14** |
| **Module 5:** | **Treatment of Preschool Children** | **Quiz 6**  **Activity #5: Morpheme**  **Analysis Project**  **Video Observation & Reflection ?s: Andrew** | **8**  **60**  **5**  **(73 pts)** | **September 21**  **September 21**  **September 21** |
| **Module 6:** | **Persistence of Language Deficits Throughout the Lifespan** | **Quiz 7**  **No assignments due, just go over PP video** | **8**  **(8 pts)** | **September 28** |
| **Module 7:** | **Language Based Learning Disorders** | **Quiz 8**  **Activity #6: Learning Disabilities Worksheet**  **Video Observation & Reflection ?s: Matthew** | **8**  **20**  **5**  **(33 pts)** | **October 5**  **October 5**  **October 5** |
| **Module 8:** | **Spelling & Reading Disorders/**  **Narratives** | **Quiz 9**  **Video Observation & Reflection ?s: Christian (session 1)**  **Activity #7: Narrative Analysis Project** | **8**  **5**  **40**  **(53 pts)** | **October 12**  **October 12**  **October 12** |
| **Module 9:** | **ADHD** | **Quiz 10**  **No assignments due, just go over PP video** | **8**  **(8 pts)** | **October 19** |
| **Module 10:** | **Assessment-School Age** | **Quiz. 12 (number is out of order on purpose!)**  **Activity #8: Compare/Contrast**  **Child Language Disorders** | **8**  **20**  **(28 pts)** | **October 26**  **October 26** |
| **Module 11:** | **Treatment-School Age** | **Quiz 13**  **Video Observation & Reflection ?s: Mia** | **8**  **5**  **(13 pts)** | **November 2**  **November 2** |
| **Module 12:** | **Traumatic Brain Injury** | **Quiz 11 (number is out of order on purpose!)** | **8**  **(8 pts)** | **November 9** |
| **Module 13:** | **Aphasia & Cognitive Linguistic Disorders in Adults** | **Quiz 14**  **Video Observation & Reflection ?s: Carol**  **Begin Activity #9: Adult Disorders Worksheet (Due 11/23)**  **Begin activity #10: Memory Project (Due 11/23)** | **8**  **5**  **(13 pts)** | **November 16**  **November 16** |
| **Module 14:** | **Dementia** | **Quiz 15**  **Video Observation & Reflection ?s: Rebecca**  **Activity #9: Adult Disorders Worksheet**  **Activity #10: Memory Project**  Activity #11: End-of-Semester Discussion Post | **8**  **5**  **20**  **35**  **5**  **(73 pts)** | **November 23**  **November 23**  **November 23**  **November 23**  **November 23** |
| **Module 15:** |  | **Final Exam!** | **65**  **(65 pts)** | **Wednesday December 3**  **(note this is not on a Sunday!)** |

**You made it to the end! Have a great winter break!**