Language Disorders II  
Spring 2019

Course number: ASLP 5835  
Class time: Tuesday 5:30 -8:20p  
Place: SAGE 355

Instructor: Boji Lam, Ph.D.  
Office hours: Tuesday, 2:00 – 5:00p, or by appointment  
Office: Room 267  
E-mail: bojilam.course@gmail.com (the best way to contact me)  
Office Phone: 940-565-2653

REQUIRED COURSE MATERIALS:  

Additional assigned readings from journal articles and other publications will be assigned throughout the course (see reading list included in syllabus).

RECOMMENDED TEXTBOOK  


USEFUL RESOURCE  

https://bilinguistics.com/speech-therapy-materials/

https://www.speech-language-therapy.com/ (A fantastic website for both speech and language disorders by Dr. Caroline Bowen, an ASHA fellow)

COURSE DESCRIPTION:  
Welcome, my future colleagues! This course will provide you a comprehensive study of the principles, methods, and techniques for evaluating and remediating developmental and acquired language disorders in school-aged children. This course aims to equip studies with skills to understand and discuss the theoretical bases of language disorders, to locate/summarize/present current research findings, and to develop plans for assessment and treatment.

COURSE FORMAT:
The format for the course will be comprised of lectures, discussions, and presentations in verbal and visual modalities. Emphasis will be on facilitating students’ understanding of the nature of language disorders and the impact of a language disorder on an individual’s social, academic, and vocational success.

**COURSE OBJECTIVES:**
Upon completion of this course, the student will be able to:

1. The influence of oral language abilities on the development of reading and written language as well as the theories regarding the development of reading and written language.
2. The various assessment procedures utilized for school age children to determine intervention needs for language impaired children.
3. Various models of intervention programs designed for specific deficits in language learning.

**COURSE SCHEDULE:**
The course descriptions and timelines are subject to change at the discretion of the instructor. We will make every effort to ensure that any changes to the schedule will be with adequate notice, for good reasons, and in consultation with the class. If we fall behind on this schedule, you will only be tested with respect to what we have covered in class up to that point in time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1.</td>
<td>1/15</td>
<td>Chapter 10</td>
<td></td>
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<td>2.</td>
<td>1/22</td>
<td>Chapter 10 &amp; 11</td>
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<td>3.</td>
<td>1/29</td>
<td>Chapter 11</td>
<td>Morphology (in-class)</td>
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<td>4.</td>
<td>2/5</td>
<td>Chapter 12 – Exam review</td>
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<td>5.</td>
<td>2/12</td>
<td>Exam 1</td>
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<td>6.</td>
<td>2/19</td>
<td>Chapter 13</td>
<td>Narratives (in-class)</td>
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<td>7.</td>
<td>2/26</td>
<td>Chapter 13</td>
<td>Test Critique G1-G3</td>
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<td>8.</td>
<td>3/5</td>
<td>Chapter 14 – Exam review</td>
<td>Test Critique G4-G6</td>
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<td>9.</td>
<td>3/12</td>
<td>Spring break (no class)</td>
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<td>10.</td>
<td>3/19</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>11.</td>
<td>3/26</td>
<td>Reading and Spelling</td>
<td>Test Critique G7-G9</td>
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<td>12.</td>
<td>4/2</td>
<td>Writing</td>
<td>Test Critique G10-G12</td>
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<tr>
<td>13.</td>
<td>4/9</td>
<td>Writing</td>
<td></td>
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<tr>
<td>14.</td>
<td>4/16</td>
<td>TBI, ADHD</td>
<td>Intervention G1 &amp; 2</td>
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<td>15.</td>
<td>4/23</td>
<td>Chapter 5</td>
<td>Intervention G3 &amp; 4</td>
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<td>16.</td>
<td>4/30</td>
<td>Exam review</td>
<td>Intervention G5 – 7</td>
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<td>16.</td>
<td>5/7</td>
<td>Final Exam</td>
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Major assignments and examinations:

Evidence-based practice is extremely important for speech-language pathology to grow as a professional field. To ensure that you acquire the required skills for evidence-based practice, this course emphasizes BOTH clinical knowledge and research. Many have thought that clinic and research are two separate domains. You often hear people say “Oh! This is just theory”. This view is WRONG. Think about the long-lasting debate on vaccine and Autism, or the application of phrenology on understanding the brain in the past. Without research and a critical mind, we will be making wrong clinical judgments.

The assignments in this course are designed to
a.) To equip you with fundamental knowledge that is necessary for clinical practice (you will be assessed via examinations)

b.) To equip you with skills to critique research performed in the field of speech-language pathology and keep abreast of current state-of-art (you will be assessed via presentations)

c.) To equip you with skills to summarize complex information and communicate with caregivers and other professionals (you will be assessed via presentations and producing brochure)

1. Exams (Total: 220 pts)
   • Two in-class exams (70 points each X 2)
   • One final exam (80 points)
      o Exams will consist of multiple-choice questions and/or short questions.
      o They will cover material from the lectures, readings, and presentations of your classmates.
      o The exams will not be intentionally cumulative, though there will be some carryover of ideas across sections of the course.
      o Requests to reschedule an exam are considered only when there is a family or medical emergency with documentation, or religious holidays.

2. Group presentation – test critique (Total: 80 pts):
   • Group presentation (3-people; 15 min presentation + 5 min Q & A: 40 pts)
      o Each group will select, describe, and critique one standardized assessment
        Test Critique 1: The Test of Word Finding
        Test Critique 2: Test of Semantic Skills
        Test Critique 3: Test of Pragmatic Language
        Test Critique 4: Social Emotional Evaluation
        Test Critique 5: The Assessment of Literacy and Language
        Test Critique 6: Emerging Literacy and Language Assessment
Test Critique 7: The Comprehensive Test of Phonological Processing
Test Critique 8: The Woodcock Johnson Tests of Achievement-4
Test Critique 9: Test of Problem Solving
Test Critique 10: Test of Adolescent and Adult Language (TOAL)
Test Critique 11: Test of Written Language-4
Test Critique 12: The Writing Process Test
Test Critique 13: The Clinical Evaluation of Language Fundamentals (CELF-5)
Test Critique 14: Comprehensive Assessment of Spoken Language
Test Critique 15: Diagnostic Evaluation of Language Variation (DELV)

- one powerpoint slide to illustrate the talk (max 10 slides, 30 pts)
  - Please upload your slide 3 days before your presentation
  - Late upload of slide will result in a 5-point deduction for the whole group.
  - A grading rubric to both the presentation and the PowerPoint will be provided in a separate document.

- A one-page handout (10 pts):
  - Please summarize your presentation into a one-page handout and upload it to canvas within 7 days of your presentation.
  - Late upload of questions will result in a 2-point deduction.

3. Group presentation – intervention (Total: 70 pts):

  - Group presentation (6-people; 15 min presentation + 5 min Q & A: 40 pts)
    - Each group will select, describe, and critique one intervention approach, including the components listed below
    - There will be 7 groups. Each group will have 6 students.
    - General description (imagine a sales pitch for a brand or a product and expand from there)
    - Theoretical basis
    - Target client populations
    - Procedures (key components, session structure, strategies and activities, dosage, personnel, progress monitor, etc.)
    - Empirical evidence (two unique, current peer-reviewed articles)
    - Strength and weakness

  - one powerpoint slide to illustrate the talk (max 10 slides, 30 pts)
    - Please upload your slide 3 days before your presentation
Late upload of slide will result in a 5-point deduction for the whole group.
A grading rubric to both the presentation and the PowerPoint will be provided in a separate document.

4. Two in-class activities (Total: 30 pts):

- You will complete two language-sample analyses (one on morphology, one on narratives) and write a short report for each during class. (15 points each X 2). Please bring your computer to class.

**Total number of points is 400.**

<table>
<thead>
<tr>
<th>Letter Grade (%)</th>
<th>Point Scale</th>
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<tbody>
<tr>
<td>A (&gt;90)</td>
<td>360 - 400</td>
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<tr>
<td>B (80-89)</td>
<td>320 - 359</td>
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<tr>
<td>C (70-79)</td>
<td>280 - 319</td>
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<tr>
<td>D (60-69)</td>
<td>240 - 279</td>
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<td>F (&lt;59)</td>
<td>239 or less</td>
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5. Extra credit (5 pts):

- On several occasions throughout the semester, you will be offered an opportunity to earn extra credit points by taking a quiz or completing a short assignment. Turning in an extra credit assignment does not guarantee you will earn the full points. No make-up extra credit assignments will be given.

- There will be no rounding.
- Your grade-to-date will be posted on Blackboard/learn.
- Your assignments and exams will be graded within two weeks of the due date or the exam day.

**ATTENDANCE/PARTICIPATION:**
Students who actively engage in the learning process learn and retain more information. Regular attendance in class and active listening/participating in classroom discussion is necessary for optimal learning. All cell phones and other electronic communication devices are not to be used during class time and should remain “out-of-sight” during class time. Please demonstrate your respect by not texting, checking messages, etc. during class time.

**DISABILITY ACCOMODATIONS:**
The Department of Audiology and Speech-Language Pathology cooperates with the Office of Disability Accommodations (ODA) to make reasonable accommodation for qualified students with disabilities (of American with Disabilities Act and Section 504, Rehabilitation Act). All students who have a specific disability that qualifies them for
academic accommodations are encouraged to register with ODA. If you need any accommodations for a disability, please submit your written request to the instructor and provide certification from ODA on or before the 12th day of class.

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

For additional information see the Office of Disability Accommodation website at www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**ACADEMIC INTEGRITY:**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at https://policy.unt.edu/policy/06-003

**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.

**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 Blackboard for contingency plans for covering course materials.”

**Religious holidays:**
You may make up work missed or reschedule an exam because of a religious holiday if you bring me documentation of the holiday. Please notify the instructor or the TA by Sep 18th.

**Succeed at UNT!**
https://success.unt.edu/

I value your questions, observations, opinions, and insights. I wish you success not just as a brilliant student but an aspiring speech-language pathologist.