Language Disorders I  
Fall 2019

**Course number:** ASLP 5830  
**Class time:** Thursday 6 -8:50p  
**Place:** WH 216

**Instructor:** Boji Lam, Ph.D., CCC-SLP  
Office hours: Thursday, 2:30 – 5:30p, or by appointment  
Office: Room 267  
E-mail: boji@unt.edu  
Office Phone: 940-565-2653

**Teaching Assistants:** Gabby Snell  
E-mail: gabriellesnell@my.unt.edu  
Office hours: Thursday, 11:30 – 12:30, or by appointment  
Office: Computer Lab

**REQUIRED COURSE MATERIALS:**  

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


Language Skills of Young Dual Language Learners. *Topics in Early Childhood Special Education*, 1-16.

**RECOMMENDED TEXTBOOK**
(You will need this book for group presentations).

**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 focuses on language and communicative disorders in children from birth to age 5. This course will cover various aspects of language delays/disorders (e.g., characteristics, classifications, etc.), and assessments and interventions available in the field. As we move on, you will learn more about how to describe the nature of communicative processes and integrate information related to normal and abnormal human development. Importantly, you will realize how receptive and expressive communication is in fact a complex, dynamic interaction among linguistic, cognitive, and social-cultural aspects.

Depending on the time allowed, our topics include Specific/developmental Language Impairment, Intellectual Disability such as Down Syndrome and Fragile X, Sensory Deficits such as visual impairment, hearing impairment, auditory processing disorder, and deaf-blind, and organic based disorders such as focal lesions, seizure disorders and cerebral palsy. This course aims to equip you 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 intervention.

**COURSE FORMAT:**
The format for the course will be comprised of lectures, discussions, and presentations in verbal and visual modalities. Emphasis will be on developing skills needed for effective, evidence-based assessment, diagnosis, and intervention for children affected by developmental and acquired language disorders. We will also cover skills and knowledge relevant to professional practice, such as definition of professionalism and how to communicate and collaborate with caregivers and professionals in other fields.
COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:
- Explain terminology related to developmental and acquired language disorders in children from birth to age 5.
- Describe the major developmental milestones in normal language development.
- Locate, summarize, and present current research findings.
- Complete assessments of individuals with developmental language disorders.
- Discuss and implement appropriate intervention approaches/programs.
- Communicate and collaborate with caregivers and other professionals.
- Discuss the potential influences of culture and cross-linguistic features on communicative development.

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>Notes</th>
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<tbody>
<tr>
<td>1.</td>
<td>8/29</td>
<td>Overview, Chapter 1 - Models of Child Lang Dis.</td>
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<tr>
<td>2</td>
<td>9/5</td>
<td>Evidence-based practice</td>
<td>Online database</td>
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<td>3.</td>
<td>9/12</td>
<td>Chapter 2 - Principles of Assessment</td>
<td>Hutchinson (1996)</td>
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<tr>
<td>4.</td>
<td>9/19</td>
<td>Chapter 3 – Principles of Intervention</td>
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<td>5.</td>
<td>9/26</td>
<td>Chapter 6 – A &amp; I in Prelinguistic</td>
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<td>6.</td>
<td>10/1 (Tue)</td>
<td>Chapter 6 – A &amp; I in Prelinguistic</td>
<td>NSSLHA meeting on Thursday (Good networking opportunity!)</td>
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<td></td>
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<td>Mid-term Review, Q &amp; A (WH 322)</td>
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<td>7.</td>
<td>10/10</td>
<td>Mid-term Exam</td>
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<td>8.</td>
<td>10/17 (Thu)</td>
<td>Group presentations (10-min, 3 ppl per group)</td>
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<td>9.</td>
<td>10/24</td>
<td>Chapter 7 – A &amp; I for Emerging Language</td>
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<td>10.</td>
<td>10/31</td>
<td>Chapter 8 – A of Developing Language</td>
<td></td>
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<tr>
<td>11.</td>
<td>11/7</td>
<td>Chapter 9 – I for Developing Language</td>
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<td>12.</td>
<td>11/12 (Tue)</td>
<td>Cultural issues and multilingualism,</td>
<td>NSSLHA meeting on Thursday (Good networking opportunity!)</td>
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<td></td>
<td></td>
<td>Final exam review, Q &amp; A (WH 322)</td>
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<td>13.</td>
<td>11/21</td>
<td>ASHA Convention</td>
<td>TBA</td>
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<td>14.</td>
<td>11/28</td>
<td>Thanksgiving</td>
<td>no class</td>
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<tr>
<td>15.</td>
<td>12/5</td>
<td>Intervention presentations</td>
<td>Hanen, responsivity education, enhanced Milieu, focused stimulation, AAC, print referencing, phonological awareness</td>
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<td></td>
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<td>(20-min, 6-ppl per group)</td>
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<tr>
<td>16.</td>
<td>12/12</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

b.) To equip you with skills to critique research performed in the field of speech-language pathology and develop evidence-based practice

c.) To equip you with skills to summarize complex information and communicate with caregivers and other professionals

1. Exams (Total: 200 pts)

- Mid-term exam (100 points)
- Final exam (100 points)
  - Exams will consist of multiple-choice questions and/or short questions.
  - They will cover material from the lectures, readings, and presentations of your classmates.
  - The exams will not be intentionally cumulative, though there will be some carryover of ideas across sections of the course.
  - Requests to reschedule an exam are considered only when there is a family or medical emergency with documentation, or religious holidays.

2. Group presentation (Total: 80 pts):

- Presentation (10 min; 40 pts)
  - There will be 14 groups. Each group will have 2 to 3 students
  - From a list of peer-viewed articles chosen by the instructor, pick one article to present.
  - Topics include, but are not limited to, classifications of language disorders, cultural and multilingualism, identification and prevention of language disorders, evaluation of language disorders, intervention efficacy and outcomes, survey of practice of speech-language pathologists, professional practice competencies (e.g., clinical reasoning, evidence-based practice), and other topics.
  - You are always welcome to suggest other topics not listed here. Please discuss with me in advance.
• Three follow-up questions (10 pts):
  o To enhance your classmates’ understanding of your presentation, construct three multiple-choice questions about the article and ask them in class after your presentation.
  o For students who are not presenting, please be professional and pay attention to the presenters. Active engagement in answering questions is a great way to show supports to your colleagues.

• Powerpoint (30 pts)
  o Students will make a ppt to illustrate the talk (10 slides max).
  o Please upload your slide 3 days before your presentation. Late upload of slide will result in a 5-point deduction for the whole group.
  o A grading rubric to both the presentation and ppt will be posted to canvas.

3. Group presentation (Total: 80 pts):
• Group presentation (15 min presentation + 5 min Q & A: 40 pts)
  o Each group will select, describe, and critique one intervention approach, including the components listed below
  o There will be 7 groups. Each group will have 6 students.
  o The presentation will include
    ▪ General description of the intervention
    ▪ 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

• Three follow-up questions (10 pts):
  o To enhance your classmates’ understanding of your presentation, construct three multiple-choice questions about your intervention approach and ask them in class after your presentation.
  o For students who are not presenting, please be professional and pay attention to the presenters. Active engagement in answering questions is a great way to show supports to your colleagues.

• one powerpoint slide to illustrate the talk (max 10 slides, 30 pts)
  o Please upload your slide 3 days before your presentation. Late upload of slide will result in a 5-point deduction for the whole group.
  o A grading rubric to both the presentation and ppt will be posted to canvas.
4. Brochures (40 pts):

- Make a brochure (see example) for family members / teachers / other professionals.
- The goal is for you to learn how to
  - Educate individuals outside our field what developmental and acquired language disorders are.
  - Educate individuals outside our field what they can do to get help (e.g., refer a client to you).
  - Disseminate healthcare information to public and promote public awareness and understand about our field.

**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>
</tr>
<tr>
<td>B (80-89)</td>
<td>320 - 359</td>
</tr>
<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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<tr>
<td>F (&lt;59)</td>
<td>239 or less</td>
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5. Extra credit (10 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 Canvas
- 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 ACCOMMODATIONS:**
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](http://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](https://policy.unt.edu/policy/06-003)

**DROP INFORMATION:**
Please go to [http://essc.unt.edu/registrar/scheduleclass.html](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 Canvas 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/](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.