

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 109

Language Disorders in Children

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Introduction and Course Description

This 3-unit undergraduate course is on language disorders of school-aged children and adolescents. The course is designed to give an introduction to language disorders, assessment, and treatment. The course includes a review of language disorders in special populations.

Prerequisites

Prerequisites for the class are CDDS 80, CDDS 95, CDDS 101, and CDDS 102.

Required textbooks

Hegde, M. N., & Maul, C.A. (2006). *Language Disorders in Children: An Evidence-Based Approach to Assessment and Treatment*. Boston: Allyn & Bacon

Primary Learning Outcomes

Upon completion of this course, it is expected that students will have learned to:

- Define language and identify the five components of language
- Compare various theories of language development
- Understand expressive and receptive language disorders
- Gain a critical understanding of standardized and nonstandardized child language assessment tools and procedures
- Assessment of culturally diverse children
- Apply client-specific, culturally appropriate techniques for the treatment of language disorders in school-aged children and adolescents
- Practice calculating mean length of utterance
- Analyze a language sample and discuss the specific components of the sample
- Recognize characteristics of language disorders as they occur in special populations
- Understand how methods of assessment and treatment are modified to meet the needs of special populations and culturally diverse children
- Understand the difference between a language disorder and a language difference

Tentative Course Outline

This course outline may be modified as considered appropriate

Unit I. Introduction to Language Disorders in Children

- Definitions of language
- Components of language
- Various theories of language development
- Definition of language disorders
- Children with specific language impairment
- Language difference vs. language disorder; assessment of culturally diverse children

READING ASSIGNMENT: Hegde & Maul, Chapters 1, 2, and 3

EXAM # 1

Unit II. Assessment and Treatment of Language Disorders

- Standardized Testing
 - *Group presentations of standardized tests*
- Language Sampling
 - *Language Sample Analysis Assignment given* (details will be given later in the semester).
- Client-specific assessment techniques
- Selection of target behaviors
- The treatment framework
- Tight versus loose structure in administering treatment
- Cultural considerations related to assessment and treatment

READING ASSIGNMENT: Hegde & Maul, chapters 4, 5, 6, and 8 (ONLY pp.248-251)

EXAM #2

Unit III. Assessment and Treatment of Language Disorders in Special Populations

- Children with developmental disability
- Children with autism and other pervasive developmental disorders
- Augmentative and alternative communication

READING ASSIGNMENT: Hegde & Maul, Chapters 12 & 13

FINAL EXAM

CLASS RULES

1. Punctual attendance is required. Students may not walk-in late to the class. All students are expected to be in their seats before the lecture begins.
2. Students who walk-in late will be marked absent and will not be given the tests or the final examination.
3. No individuals not registered for the course shall attend this class. Pets are not allowed into the classroom.
4. There will be no cell phone or pager use in the class; all such devices should be turned off.
5. During the lecture time, students shall not engage in talking, whispering, sign language use, or other forms of communication with each other.
6. During the lecture time, students shall not engage in studying for other tests, reading newspapers, reading notes from other classes, and any other forms of distracting and extraneous behaviors.
7. All students are expected to read the assigned chapters in the textbook before they are discussed in the class; student participation is expected in every class.
8. Audio- or videotaping of class lectures is not permitted without prior permission from the instructor.
9. The current university policy on dropping classes will be strictly followed. Please review the policy, especially the one concerning dropping courses after the second week for *serious and compelling reasons*. If you do not attend classes and do not notify the instructor of your reasons for temporary absence, you may be administratively dropped from the course. Read the entire policy in the *University Catalog*.
10. DO NOT ASK FOR YOUR GRADE TO BE CHANGED. YOU RECEIVE THE GRADE THAT YOU EARN. GRADES WILL NOT BE CHANGED UNDER ANY CIRCUMSTANCES.

Lateness and Make-up Policy

1. All examinations must be taken on the scheduled **date and time**. All students are expected to be seated in the class before the examinations are handed at the beginning of the class period. Students who walk in **late**, especially after the examinations are handed, **may be denied the opportunity** to take the test. There will be no make-up test for them. Make-up examinations will be given only in the case of documented emergency. No post-hoc requests will be honored.
2. The final examinations will be given only according to the published schedule. It cannot be arranged to suit individual needs. There will be no make-up of the final; exceptions, however, will be made in cases of emergency according to

the University policy, which must be approved by the Dean of our college and the department chair.

Examinations and Major Assignments

There will be two exams and one final exam. They will be scheduled at least two weeks in advance. Exams will be in multiple choice and true/false format and a Scantron (Form No. 882-E) will be required. Make-up exams will be scheduled only for documented medical, legal, or personal emergencies. One project will be assigned, consisting of analyzing a language sample. Details about the assignment will be given later in the semester. There will be one group assignment, consisting of explaining and presenting a standardized language test to the class. Each group will be assigned a standardized test to present. This assignment is worth 50 points. Each group member will receive an individual grade.

Grading

Grading will be based on percentage of total points achieved. There will be the following opportunities during the semester to earn points:

Exam #1	100 pts.
Exam #2	100 pts.
Final Exam	100 pts.
Group Presentations of tests	75 pts.
Language Sample Analysis	<u>75 pts.</u>
TOTAL POSSIBLE	450 pts.

The final grade will depend on the percentage of total points earned in the three exams:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59 and less	F

General Course Policies

Provisions for students with disabilities. It is the responsibility for students with disabilities to identify themselves to the university and to the instructor. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Electronic recording of class sessions. No student may electronically record any class session without the *prior* permission of the instructor. The instructor reserves the right to deny or rescind permission to record class sessions at any time and for any reason. All or any electronic recordings of class sessions *must* be erased or destroyed before the completion of the current semester.

Computer and e-mail requirements. “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

The University provides free email accounts to all students. Internet access is also available for a small monthly charge. Students may sign up for email or for Internet access through CVIP at Barstow and Cedar or in the University Student Union. These accounts can be accessed from any of the networked computers on campus or from a home computer with a modem. The instructor will submit a request to the University's Information and Technology Services for e-mail accounts to be provided for each student. The instructor does not provide technical support or instruction regarding computer, e-mail, or Internet use. Students should seek technical support from Instructional Technology Services or from their computer, software, or Internet providers.

In addition, for this course, all students *must* have an e-mail account and be able to send and receive e-mail. Assignments, announcements, handouts, and other information will be provided via e-mail. Some assignments may be submitted to the instructor via e-mail. All students must have access to the latest version of the *Adobe Acrobat Reader* software, which can be downloaded *for free* (and to meet the specifications of each student’s operating system) at the following web address: <http://www.adobe.com/products/acrobat/readstep2.html>

Plagiarism and cheating. “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit;

such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a no credit or *F* on a particular assignment, an *F* for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations). **Because the instructor cannot objectively determine a student’s intentions, he will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student’s responsibility to avoid any suspicious behaviors. Please be mindful of class assignments. If a class assignment is an individual assignment, meaning each individual turns in one assignment, you MAY NOT WORK WITH OTHER STUDENTS IN CLASS! If you and another student work on an assignment together, and turn in identical work, it is no longer an individual assignment and I will be unable to assign an individual grade. I will not be able to judge your individual abilities and issue a grade. Therefore, you and the other student will receive a 0 on the assignment.**

Civility and Disruptive Classroom Behavior. “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Students are expected to treat the instructor and each other with civility, common courtesy, and respect. Students who fail to do so may be asked to leave a class session. Talking while a member of the class or the instructor “has the floor” and is speaking is considered disruptive behavior. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class sessions.

Classroom Environment

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class” (Academic Policy Manual, 419).

Please have respect for the learning environment and TURN OFF all electronic devices (cell phones, pagers, and so forth) during class time. Most pagers have a “vibration mode” that can silently alert you to an incoming call; if you have pressing personal concerns that require you to be available to outside callers at all times, please use that mode.