

University of Florida
College of Public Health and Health Professions

SPA 4400: Introduction to Language Disorders Syllabus (3 credit hours)

Spring: 2025

(Section 16808)

Delivery Format: Campus

Instructor: Laurie M Gauger, Ph.D., CCC/SLP

Office: HPNP 2140

Office Hours: Mondays 9:00 – 10:15 or by appointment

Phone: 352-294-8484

Email: laurieg@phhp.ufl.edu

Preferred Course Communication: UF Email (please do not email through Canvas)

Class Meets: **Mondays** 10:40 – 12:35 (periods 4-5) in **COMM-004**.

Wednesdays 11:45-12:35 (period 5) in **COMM-003** on 1/15 and 1/22 only.

Prerequisites

SPA 4004 Language Development

SPA 4104 Neuro Basis of Communication

PURPOSE AND OUTCOME

Course Overview

This course will cover the etiologies and characteristics of a variety of pediatric (preschool and school-age) and adult communication delays and disorders. Multicultural and counseling considerations will be incorporated into discussion. Delays and disorders presented will include those related to specific etiological factors, those related to specific language features (with undetermined etiology), developmental language deficits, language-learning disabilities, reading disorders, ADHD, aphasia, and the dementias.

Relation to Program Outcomes and Clinical Certification Standards: This course addresses program outcomes that pertain to the following Clinical Certification Standards.

Standard #	Standard
IV. B.	Demonstrates knowledge of the biological, neurological, acoustical, developmental, linguistic and cultural bases of basic human auditory processes.
IV. B	Demonstrates the ability to integrate information pertaining to normal and abnormal oral (receptive and expressive) and written (reading and writing) language development across the life span.

IV. C	Demonstrates knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of oral (receptive and expressive) and written (reading and writing) language disorders and social aspects of communication disorders.
IV. D	Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with oral (receptive and expressive) language disorders, written (reading and writing) language disorders and social aspects of communication disorders.

Course Objectives and/or Goals

Knowledge Objectives:

You will:

- Know the normal processes of oral and written language development and the social aspects of communication
- Know the etiologies of various oral and written language disorders
- Know the characteristics of various oral and written language disorders
- Know how to prevent oral and written language disorders
- Know how to assess oral and written language disorders
- Know how to treat oral and written language disorders

Skill Objectives:

You will be able to:

- Explain normal aspects of oral and written language development
- Explain causes of oral and written language disorders
- Describe neurological, psychological, developmental and cultural correlates of oral and written language disorders
- Describe various methods to prevent oral and written language disorders
- Describe the assessment of oral and written language disorders, including assessment protocols and interpreting data
- Describe the treatment for oral and written language disorders, including writing goals and treatment methods

Instructional Method: Blended Learning


What is it and why is it important? A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as an instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus on my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills, such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you? You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments, which include watching the class lectures. This preparation gives you the knowledge needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)	Readings/Videos to do Before Class
1	1/13	Introductions/Syllabus Brief review of normal Language Development	
		Approaches and Purpose of Assessment	Read: Chapter 13 (optional) Watch: Chapter 13 lecture
	1/15	Considerations for Language Intervention	Read: Chapter 14 (optional) Watch: Chapter 14 lecture Reflection #1 due 1/19 at 11:59pm
2	1/20 Holiday	No Class	
	1/22	Toddler and Preschool Language Impairment	Read: <ul style="list-style-type: none"> ○ Chapter 3 (optional) ○ A Systematic Review and Meta-Analysis of Predictors of Expressive Language Outcomes in Late Talkers Watch: Chapter 3 lecture Reflection #2 due before class 1/22
3	1/27	Test 1: Chapters 3, 13, 14 and review	

Week	Date(s)	Topic(s)	Readings/Videos to do Before Class
4	2/3	School-age Language impairment Adolescents with Language Impairment G Paul Moore Symposium 2/6 and 2/7	<p>Read:</p> <ul style="list-style-type: none"> ○ Chapter 4 (optional) ○ The Impacts of Co-Occurring DLD on Academic, Interpersonal, and Behavioral Profiles of Children with ADHD <p>Watch: Chapter 4 lecture</p> <p>Read: Chapter 5 (optional)</p> <p>Watch: Chapter 5 lecture</p> <p>Reflection #3 due before class 2/3</p>
5	2/10	Language in Intellectual Disability Language in Autism Spectrum Disorder	<p>Read: Chapter 6 (optional)</p> <p>Watch:</p> <ul style="list-style-type: none"> ○ Chapter 6 lecture ○ How much do you know about intellectual disabilities? Tedx Vancouver: https://youtu.be/BURbLmQL1BE <p>Read:</p> <ul style="list-style-type: none"> ○ Chapter 7 (optional) ○ Hanen – Playing People Games ○ Hanen – Building Interactions with Autistic Children ○ Hanen – Child-Led Play <p>Watch: Chapter 7 lecture</p> <p>Reflection #4 due before class 2/10</p>
6	2/17	Test 2: Chapters 4 – 7	

Week	Date(s)	Topic(s)	Readings/Videos to do Before Class
7	2/24	Language of Children with Hearing Impairment	<p>Read:</p> <ul style="list-style-type: none"> ○ Chapter 8 (optional) ○ Children with DLD Have Lower QOL Than Children with TD and Children with CI <p>Watch: Chapter 8 lecture</p> <p>Reflection #5 due before class 2/24</p>
8	3/3	Written Language Disorders	<p>Read: 20Q: Dyslexia – Foundations and Clinical Practice</p> <p>Watch: Written language lecture</p>
9	3/10	Language in Linguistically-Culturally Diverse Children	<p>Read:</p> <ul style="list-style-type: none"> ○ Chapter 9 (optional) ○ Hanen – Supporting Dual Language Learners <p>Watch: Chapter 9 lecture</p>
10	3/17-3/21	Spring Break	
11	3/24	Acquired Language Disorders in Children	<p>Read:</p> <ul style="list-style-type: none"> ○ Chapter 10 (optional) ○ Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37 <p>Watch: Chapter 10 lecture</p> <p>Reflection #6 due before class 3/24</p>
12	3/31	Test 3: Chapters 8, 9, written language disorders	
13	4/7	Acquired Language Disorders in Adults	<p>Read:</p> <ul style="list-style-type: none"> ○ Helping them Hold On, ASHA Leader, October 2016. <p>Watch:</p> <ul style="list-style-type: none"> ○ Recorded lecture <p>Reflection #7 due before class 4/7</p>

Week	Date(s)	Topic(s)	Readings/Videos to do Before Class
14	4/14	Aquired Language Disorders in Adults PHHP Days 4/14 and 4/15	Read: <ul style="list-style-type: none"> ○ Communication Partnering to Support Patients with Dementia, ASHA Leader, November-December 2024 Watch: <ul style="list-style-type: none"> ○ Recorded lecture Bilingual Paper due 4/13 at 11:59pm
15	4/21	Test 4: Chapter 10 and acquired language disorders in adults	

Course Materials and Technology

Recommended: An Introduction to Children with Language Disorders, 5th Edition by Vicki A. Reed (2018). (ISBN-13: 9780137982134).

Required: Membership with Master Clinician Network (www.masterclinician.org). The fee for this membership is \$54/year. You will complete assigned observations through Master Clinician. Add me as your supervisor so that I can approve your hours when you sign up.

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- 352-392-HELP – select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Tests:** Four tests will be given. The format of the tests will be mixed: multiple-choice, true/false, and short essay and will cover assigned readings and lecture material (PowerPoints and lectures). Dates for exams are listed in course schedule. Each test is worth 75 points.
2. **Bilingual Paper:** Interview an adult who considers herself or himself to be bilingual. Ask questions regarding the age at which each language was learned, how each language was learned (i.e., from parents, television, school), strengths and weaknesses in each language, feelings toward each language, how and with whom each language is currently used, and whether the bilingual individual would like to bring up his or her

(future) children bilingually. Write a 2-3-page paper on your interview. This assignment is worth 60 points. See Rubric in Canvas.

3. Reflection Summaries: You will be assigned specific clinical sessions to watch from Master Clinician. For each session, write up a reflection summary of the session and include the following information: the name and age of the patient, the name of the clinician, the type of disorder the patient has, the goals/targets of the session, how the clinician addressed the targets, anything interesting that you found in the session and if you found the session to be productive/effective and why. Your reflection should not be more than one page, double-spaced. You will be assigned to watch 7 Master Clinician Sessions throughout the semester. Each reflection paper is worth 20 points each.

Grading

Assignments will be posted in Canvas to be completed prior to specified due dates. 10 points will be deducted for each day an assignment is late (reflection summaries and bilingual paper). Exams will be administered in class on their assigned date through Canvas using Lock Down Browser so be sure to bring your laptop to class. Exams must be taken on scheduled date. In case of illness or emergency, a doctor's note and/or notice of emergency is required.

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Test 1: Ch. 3, 13, 14, review	1/27/2025	75 points	IV. B, IV. C, IV. D
Test 2: Ch. 4 - 7	2/17/2025	75 points	IV. B, IV. C, IV. D
Test 3: Ch. 8, 9 and reading	3/31/2025	75 points	IV. B, IV. C, IV. D
Test 4: Ch. 10, acquired language disorders in adults	4/21/2025	75 points	IV. B, IV. C, IV. D
Reflection Summaries	1/19, 1/22, 2/3, 2/10, 2/24, 3/24, 4/7	20 points each	IV. B, IV. C, IV. D
Bilingual Paper	4/13/2025	60 points	IV. B, IV. C, IV. D

• Tests	4	@ 75 points	Total: 300 points
• Bilingual Paper	1	@ 60 points	Total: 60 points
• Reflection Summaries	7	@ 20 points	Total: 140 points

Total: 500 points

Course grades will be assigned as follows:

% of pts	93-100	90- 92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	465-500	450-464	435-449	415-434	400-414	385-399	350-384	335-349	315-334	300-314	Below 300
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.0	0.0

Please be aware that the Bachelor of Health Science in Communication Sciences and Disorders Program does not use C- grades. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

EXAM POLICY

Policy Related to Make up Exams or Other Work

1. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to attend each class and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students.

Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor’s UF email (laurieg@ufl.edu) not Canvas for all correspondence.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied.

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Inclusive Learning Environment

Public Health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political views. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity, and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
