

University of Florida
College of Public Health and Health Professions

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

Spring: 2022

(Section IC94)

Delivery Format: Campus

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

Office: HPNP 2140

Office Hours: Tuesdays 9:00 – 10:30

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Preferred Course Communication: UF Email

Class Meets: Tuesdays 10:40 – 12:35 (periods 4-5) in **HPNP G-103** and Thursdays 10:40 – 11:30 (period 4) in **HPNP G-312**

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 wide variety of pediatric (preschool and school-age) and adult communication differences, delays and disorders. Multicultural and counseling considerations will be incorporated into discussion at all three primary age groups. Differences, 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, ADD/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 Methods

This course will meet 3-hours/week at the designated class meeting times. Readings, lectures, case profiles and videos will be used as learning materials. Class and small group discussions and assignments will provide ongoing knowledge checks. Individual assignments, tests, projects and presentations provide knowledge and skills assessment.

DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)	Readings/Videos
1	1/6	Introduction/Course Overview Language and Human Communication: An Overview	Lecture 1 The Unique Speech Needs of Children in Poverty. ASHA Leader, March 2017, Vol 22, 30-31. The Linguistic Genius of Babies https://youtu.be/G2XBikHW954
2	1/11, 1/13	Normal Language Development: A Review	Lecture 2 Milestone Guide Why Talking to kids Matters https://youtu.be/IpHwJyjm7rM
3	1/18, 1/20	Approaches and purposes of assessment	Lecture 3 Do First 1000 Words Determine the Rest of Your Life? https://youtu.be/XCscN4zuvd4
4	1/25 1/27	Considerations for language intervention Evidence-based Practice	Lecture 4 Improving Early Child Development with Words https://youtu.be/y8qc8Aa3weE Cohen et al. 1995
5	2/1	Test 1	Lectures 1, 2, 3, and 4
	2/3	G. Paul Moore Symposium	No Class

Week	Date(s)	Topic(s)	Readings/Videos
6	2/8, 2/10	Toddler and preschool language impairment	<p>Lecture 5</p> <p>When is Simplified – Too... Simple? ASHA Leader, January 2017, 42-47.</p> <p>Language Sample Analysis due 2/13</p>
7	2/15 2/17	School-age language impairment Adolescents with language impairment	<p>Lecture 6</p> <p>8-yr old with mixed expressive language disorder https://youtu.be/UmLu8rzbHhE</p> <p>ADHD child vs. non-ADHD child interview https://youtu.be/-lO6zqlm88s</p> <p>How to (explain) ADHD https://youtu.be/jhcn1_qsYmg</p> <p>Social Communication Disorder: This is Our Baby, SLPs! ASHA Leader, April 2018, 38-39.</p> <p>Lecture 7</p> <p>Review assessment protocols</p> <p>Article: https://onlinelibrary.wiley.com/share/TPMIVYRTBNCWGDVGQN9X?target=10.1111/j.1460-6984.2011.00073.x</p>

Week	Date(s)	Topic(s)	Readings/Videos
8	2/22 2/24	Test 2 Language in individuals with Intellectual Disability	Lectures 5 – 7 Lecture 8 How much do you know about intellectual disabilities? Tedx Vancouver https://youtu.be/BURbLmQL1BE Article: Effectiveness of Responsive Teaching with Children with Down Syndrome Evidence-Based Practice Presentation due 3/27
9	3/1, 3/3	Language in Autism Spectrum Disorder	Lecture 9 Invisible Girls. ASHA Leader, April 2018, --, 48-55. Autism – what we know (and what we don't know yet). Ted2014 Wendy Chung https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_don_t_know_yet?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare Early Signs of Autism www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtube
10	3/8, 3/10	Spring Break	

Week	Date(s)	Topic(s)	Readings/Videos
11	3/15, 3/17	Language of children with hearing impairment	<p>Lecture 10</p> <p>The Challenge with Processing Language (Dr. Nittrouer, TedX Talk) https://youtu.be/IF7IKv6sYxg</p> <p>How does it sound for people with hearing loss https://youtu.be/hQbuqcRVNg4</p> <p>Lost in the Midst. ASHA Leader, July 2017, Vol. 22, 48-55</p> <p>Children who are Hard of Hearing. ASHA Leader, June 2017, Vol. 22, 16-17</p>
12	3/22, 3/24	Children with Written (reading and writing) Language Disorders	<p>Lecture 11</p> <p>Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ</p> <p>Dyslexia: A Hidden Disability https://youtu.be/8m1fCz3ohMw</p> <p>What is Dyslexia? https://youtu.be/zafiGBrFkRM</p>
13	3/29 3/31	<p>Test 3</p> <p>Language in Linguistically-Culturally Diverse Children</p>	<p>Lectures 8 - 11</p> <p>Lecture 12</p> <p>Bilingualism and Speech-Language Pathology https://youtu.be/KxnN6lg4bqc</p> <p>Bilingual Language Development https://youtu.be/SNRqJo9niFY</p>

Week	Date(s)	Topic(s)	Readings/Videos
14	4/5, 4/7	Acquired language disorders in children (TBI and aphasia)	<p>Lecture 13</p> <p>Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37.</p> <p>Living with a Brain Injury https://youtu.be/qbzd7Zp70UU</p>
15	4/12, 4/14	Aphasia/Dementia	<p>Lectures 14 and 15</p> <p>Anomic Aphasia https://youtu.be/w95EF3fW2IA</p> <p>Broca’s Aphasia https://youtu.be/IP8hkopObvs</p> <p>Wernicke’s Aphasia https://youtu.be/3oef68YabD0</p> <p>ASHA Leader: Oct 2016 - Helping Them Hold On.</p> <p>Broken Part 1 https://youtu.be/qbzd7Zp70UU</p> <p>Bilingual paper due 4/17</p>
16	4/19	Test 4	Lectures 12 - 15

Course Materials and Technology

Required: Membership with Master Clinician Network (www.masterclinician.org). This membership costs \$45/year.

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 100 points.
2. Language Sample Analysis: A 50-utterance language sample will be provided to you of a 3-year-old child. You are to complete analyses for: mean length of utterance and Brown's Stages of Language Development; types of 2-word utterances (Nelson); order of acquisition of Brown's 14 grammatical morphemes; number of different words; and speech intelligibility. Results should be presented in a paragraph form with interpretation of the results (you will be given a template to follow). You will answer the following questions: Is the child's MLU consistent with his age? What types of 2-word utterances is the child using? What stage is the child's MLU? Is the child using the morphemes that are expected for his/her age? Is the child's semantic diversity (NDW) appropriate for his/her age? Is the child's speech intelligibility appropriate for his/her age? Give examples to support your interpretation. This assignment is worth 50 points. See Rubric in Canvas.
3. Evidence-based Practice Presentation: In small groups, you will select an article from a peer-reviewed journal that reviews findings from a study comparing different intervention approaches for a particular language disorder (do not use a Review Paper). Prepare a powerpoint of your article with voice overs. Evaluate the study using evidence-based practice guidelines. Your presentation should be about 10-15 minutes in length and each group member should present. Include information on how you would use this information in developing an intervention plan. This assignment is worth 50 points. See Rubric in Canvas.
4. 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 findings. This assignment is worth 30 points. See Rubric in Canvas.
5. Discussion Board Participation: There will be a discussion questions posted for each weekly topic. Questions will be related to the weekly topic and/or to assigned therapy/evaluation videos from Master Clinician. You are expected to answer the questions and provide at least one follow-up response to a classmate's discussion response. In order to get credit for your response, you must complete your posts by midnight Sunday of the week it is posted. Discussion questions will be posted Monday morning and responses are due by the following Sunday evening at 11:59pm. Five points may be earned each week for your discussion responses. No partial credit will be

given. You are expected to post on the discussion board each week (except weeks 10 and 16), for a total of 14 weeks. Total possible points that you may earn is 70.

Grading

Assignments will be posted in Canvas to be completed prior to specified due dates. Exams will be administered in class on their assigned date. Exams will be taken through Canvas so be sure to bring your laptop to class.

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Test 1: Ch. 1, 2, 13, 14, EBP	2/1/2022	100 points	IV. B, IV. C, IV. D
Test 2: Ch. 3 - 5	2/22/2022	100 points	IV. B, IV. C, IV. D
Test 3: Ch. 6 – 8 and reading	3/29/2022	100 points	IV. B, IV. C, IV. D
Test 4: Ch. 9 – 10, aphasia and dementia	4/19/2022	100 points	IV. B, IV. C, IV. D
Discussion Posts	weekly	70 points	IV. B, IV. C, IV. D
Language Sample Analysis	2/13/2022	50 points	IV. B, IV. C, IV. D
Evidence-Based Practice Presentation	3/27/2022	50 points	IV. B, IV. C, IV. D
Bilingual Paper	4/17/2022	30 points	IV. B, IV. C, IV. D

- Tests 4 @ 100 points Total: 400 points
- Language Sample 1 @ 50 points Total: 50 points
- EBP Presentation 1 @ 50 points Total: 50 points
- Bilingual Paper 1 @ 30 points Total: 30 points
- Discussion posts 14 @ 5 points Total: 70 points

Total: 600 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	558-600	540-557	522-539	498-521	480-497	462-479	420-461	402-419	378-401	360-377	Below 360
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
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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

On Campus Face-to-Face:

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

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.
