

**University of Florida  
College of Public Health and Health Professions**

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

**Spring: 2024**

(27164, 27153, 27165)

Delivery Format: Online

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

**Weekly Chat:** Wednesdays 6 – 6:50 EST

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**Prerequisites**

SPA 4004 Language Development

SPA 4104 Neuro Basis of Communication

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**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

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### Instructional Method:


- This is an online class. All lectures have been recorded and are available in the course canvas shell.
- There is a class chat each week that is recorded for those who cannot attend the chat. **Recorded chats will be located on the Home Page of our course Canvas site.**
- The purpose of the chat is to review lecture material, discuss students' questions, provide clarification of complex concepts, and discuss assigned readings. It is not meant to replace recorded lectures.

- I expect that you will have viewed all the recorded lectures and videos and completed the readings assigned for a particular week before the chat, so that you can fully participate in the chat.
- You will have 60 minutes to complete each test. Tests will be open for 10 days; however, you cannot “preview” a test – once you open a test, the timer starts.
- There will be no Chats during test weeks, except for week 16 (Test 4).

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## DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)	Readings/Videos/Class Activities
1	1/10	Introductions/Syllabus Normal Language Development: A Review	<b>Chapter 2</b>
2	1/17	Approaches and Purpose of Assessment  Considerations for Language Intervention	<b>Chapter 13</b> Review assessment – TOLD-P  <b>Chapter 14</b>
3	1/24	Toddler and Preschool Language Impairment  Evidence-based Practice	<b>Chapter 3</b> Review assessments – PLS-5, B-3
4	1/31	<b>Test 1: Chapters 2, 3, 13, 14</b>  <b>No Chat</b>	Test opens Thursday, 1/25 at 8am and closes Sunday, 2/4 at 11:59pm

Week	Date(s)	Topic(s)	Readings/Videos/Class Activities
5	2/7	School-age Language impairment  Adolescents with Language Impairment	<b>Chapter 4</b> 8-yr old with mixed expressive language disorder <a href="https://youtu.be/UmLu8rzbHhE">https://youtu.be/UmLu8rzbHhE</a>  ADHD child vs. non-ADHD child interview <a href="https://youtu.be/-IO6zqlm88s">https://youtu.be/-IO6zqlm88s</a>  How to (explain) ADHD <a href="https://youtu.be/jhcn1_qsYmg">https://youtu.be/jhcn1_qsYmg</a>  <b>Chapter 5</b>
6	2/14	Language in Intellectual Disability	<b>Chapter 6</b> How much do you know about intellectual disabilities? Tedx Vancouver <a href="https://youtu.be/BURbLmQL1BE">https://youtu.be/BURbLmQL1BE</a>
7	2/21	Language in Autism Spectrum Disorder	<b>Chapter 7</b>  Early Signs of Autism <a href="http://www.youtube.com/watch?v=YtvP5A5OHpU&amp;feature=youtube">www.youtube.com/watch?v=YtvP5A5OHpU&amp;feature=youtube</a>
8	2/28	<b>Test 2: Chapters 4 – 7</b>  <b>No Chat</b>	Test opens Thursday, 2/22 at 8am and closes Sunday, 3/3 at 11:59pm
9	3/6	Language of Children with Hearing Impairment	<b>Chapter 8</b>  How does it sound for people with hearing loss <a href="https://youtu.be/hQbuqcRVNg4">https://youtu.be/hQbuqcRVNg4</a>
10	3/13	Spring Break	

Week	Date(s)	Topic(s)	Readings/Videos/Class Activities
11	3/20	Written Language Disorders	<p>Dyslexia and the Brain  <a href="https://youtu.be/QrF6m1mRsCQ">https://youtu.be/QrF6m1mRsCQ</a></p> <p>Dyslexia: A Hidden Disability  <a href="https://youtu.be/8m1fCz3ohMw">https://youtu.be/8m1fCz3ohMw</a></p> <p>What is Dyslexia?  <a href="https://youtu.be/zafiGBrFkRM">https://youtu.be/zafiGBrFkRM</a></p> <p>Assessments and patient profiles</p> <p>Evidence-based practice presentation due 3/24 at 11:59pm.</p>
12	3/27	Language in Linguistically-Culturally Diverse Children	<p><b>Chapter 9</b>  Bilingualism and Speech-Language Pathology  <a href="https://youtu.be/KxnN6lg4bqc">https://youtu.be/KxnN6lg4bqc</a></p> <p>Bilingual Language Development  <a href="https://youtu.be/SNRqJo9niFY">https://youtu.be/SNRqJo9niFY</a></p>
13	4/3	<p><b>Test 3: Chapters 8, 9, written language</b></p> <p><b>No Chat</b></p>	<p>Test opens Thursday, 3/28 at 8am and closes Sunday, 4/7 at 11:59pm</p>
14	4/10	Acquired Language Disorders in Children	<p><b>Chapter 10</b></p> <p>Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37.</p> <p>Living with a Brain Injury  <a href="https://youtu.be/qbzd7Zp70UU">https://youtu.be/qbzd7Zp70UU</a></p> <p>Bilingual Paper due 4/14 at 11:59pm</p>

Week	Date(s)	Topic(s)	Readings/Videos/Class Activities
15	4/17	Acquired Language Disorders/Dementia	<p>Anomic Aphasia  <a href="https://youtu.be/w95EF3fW2IA">https://youtu.be/w95EF3fW2IA</a></p> <p>Broca's Aphasia  <a href="https://youtu.be/IP8hkopObvs">https://youtu.be/IP8hkopObvs</a></p> <p>Wernicke's Aphasia  <a href="https://youtu.be/3oef68YabD0">https://youtu.be/3oef68YabD0</a></p> <p><b>ASHA Leader:</b> Oct 2016 - Helping Them Hold On.</p> <p>Broken Part 1  <a href="https://youtu.be/qbzd7Zp70UU">https://youtu.be/qbzd7Zp70UU</a></p>
16	4/24	<b>Test 4: Chapter 10 and acquired language disorders / dementia</b>	Test opens Thursday, 4/23 at 8am and closes 4/30 at 11:59pm

### Course Materials and Technology

**Recommended:** An Introduction to Children with Language Disorders, 5<sup>th</sup> Edition (2018). By Vicki Reed. Can rent through Pearson for \$10.99/month (ISBN-13: 9780137982134).

**Required:** Membership with Master Clinician Network ([www.masterclinician.org](http://www.masterclinician.org)). This membership costs \$54/year.

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

- [Learning-support@ufl.edu](mailto: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 65 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**. Prepare a powerpoint of your article. Evaluate the study using evidence-based practice guidelines. Include information on how you would use this information in developing an intervention plan. Your group will submit your powerpoint with voiceovers to canvas. Your presentation should be 10-15 minutes in length and each group member must present. More information about this assignment will be discussed in class. This assignment is worth 65 points. See Rubric in Canvas.
4. Reflection Summary: 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, and anything interesting that you found in the session. Your reflection should not be more than one page, double-spaced. You will be assigned to watch 7 Master Clinician Sessions throughout the semester and each reflection paper is worth 10 points.

### Grading

Assignments will be posted in Canvas to be completed prior to specified due dates. Reflection summaries will not be accepted late. For all other assignments, 10 points will be deducted for each day it is late. Exams will be open to take for 10 days, although once opened, you only have 60 minutes to complete the exam. You are expected to take your exam during the 10-day window. The only exceptions are in case of illness or emergency and 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. 2, 3, 13, 14	2/04/2024 at 11:59pm	75 points	IV. B, IV, C, IV, D
Test 2: Ch. 4 - 7	3/03/2024 at 11:59pm	75 points	IV. B, IV. C, IV, D
Test 3: Ch. 8, 9 and reading	4/07/2024 at 11:59pm	75 points	IV. B, IV. C, IV. D
Test 4: Ch. 10, aphasia / dementia	4/30/2024 at 11:59pm	75 points	IV. B, IV. C, IV. D
Reflection Summaries	1/22, 2/5, 2/12, 2/19, 3/4, 4/8, 4/15	70 points	IV. B, IV. C, IV. D
Bilingual Paper	4/14/2024	65 points	IV. B, IV. C, IV. D
Evidence-based Practice presentation	3/24/2024	65 points	IV. B, IV. C, IV. D

- Tests 4 @ 75 points Total: 300 points
  - Bilingual Paper 1 @ 65 points Total: 65 points
  - Reflection Summaries 7 @ 10 points Total: 70 points
  - EBP presentation 1 @ 65 points Total: 65 points
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**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>
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## 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](mailto: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](http://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/>.

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## **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.

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