Child Language Disorders (3 credits)
SLP 504-700 (Web 16 cohort)
Spring 2019

Instructor: Brian Weiler, Ph.D., CCC-SLP
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Office Hours: by appointment

Class Meeting Information: Tuesdays 5:00 – 6:30 PM CST, online via Adobe Connect – instructor will provide class with webchat weblink prior to the first class meeting.

Text:
Required
Paul, R., Norbury, C., & Gosse, C. (2018). Language disorders from infancy through adolescence: Listening, Speaking, Reading, Writing, and Communicating. (5th ed). St. Louis, MO: Elsevier.
https://www.amazon.com/Language-Disorders-Infancy-through-Adolescence/dp/032344234X/ref=sr_1_2?s=books&ie=UTF8&qid=1547587148&sr=1-2
or
https://evolve.elsevier.com/cs/product/9780323442367?role=student

Catalogue Course Description:
Theory and practice in the assessment and intervention of language disorders in the preschool and school age populations.

Method of Instruction: Instruction will be provided through a combination of synchronous online classes utilizing Adobe Connect Software, Blackboard, reading assignments, and online learning activities. Asynchronous viewing of instructional material (e.g., pre-recorded lectures, supplemental video) may also be required

Modes of Communication:
Your WKU email address is the ONLY one to which class correspondence will be sent. You are responsible for checking your email and the course site on Blackboard regularly.

Learning Objectives

ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology	Learning Indicator	Method of Assessment
KNOWLEDGE OUTCOMES		
IV-C: Expressive and Receptive Language (in speaking, listening, reading, and writing)	The student will demonstrate knowledge of the nature and developmental trajectory of language and communication characteristics of	Exam, Project

	different diagnostic populations and/or conditions.	
IV-D: Expressive and Receptive Language	The student will integrate information on prevention, diagnosis and treatment of emerging and developing language disorders.	Exams, Project
IV-D: Expressive and Receptive Language	The student will demonstrate knowledge of the characteristics and manifestations of the subcomponents of the language systems of children with language disorders (e.g., semantics, morphology, syntax, social language, and academic language).	Exam, Project, Lab assignments
IV-F	The student will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	Project
IV-C, D, E	The student will distinguish language differences from language disorders in linguistically and culturally different students	Exam
SKILLS OUTCOMES		
V-B: 1c, 1e,	The student will conduct analysis of language samples across domains of language performance in order engage in language sample analysis in clinical practice	Exam, Lab assignments
V-B: 2a, 2c	The student will formulate appropriate treatment goals and delineate appropriate teaching activities/strategies based on language assessment in order implement effective intervention with children with language impairments.	Lab assignments

TENTATIVE CLASS SCHEDULE *(subject to modification at the discretion of the instructor)*

Week of . . .	Topic	Required Textbook Reading
1/21	Course Introduction • What is language? Why does it develop? Theories of language development?	
1/28	Models of Child Language Disorders	Review of Chapter 1 (should be familiar from your Early Intervention course)
2/4	Special Considerations for Special Populations	Chapter 4
2/11	Developmental Language Disorders in a Pluralistic Society	Chapter 5

Week of . . .	Topic	Required Textbook Reading
2/18	Assessment of Developing Language	Chapter 8
2/25	Catchup day for the first 5 weeks of the semester. Midterm review.	
3/4	No Class - SPRING BREAK WEEK	
3/11	MIDTERM EXAM (online) - No Class	
3/18	Intervention for Developing Language	Chapter 9
3/25	Language, Reading, and Learning in School: What the Speech-Language-Pathologist Needs to Know	Chapter 10
4/1	Assessing Students' Language for Learning	Chapter 11
4/8	Intervening at the Language-for-Learning Stage	Chapter 12
4/15	Assessing Advanced Language	Chapter 13
4/22	Intervention for Advanced Language	Chapter 14
4/29	Student Presentations / Course Wrap-Up and Review	
5/6	Final Exam Week	

Evaluation of Student Achievement:

Lab-based Assignments (100 points): Students will periodically be given lab-based assignments, for example administration of a language test and language sample analysis activities, to promote clinical decision-making skills about child language assessment and intervention planning. Additional information will be provided via Blackboard. **Due dates will vary.**

Mid-term Examination (100 points) and Final Examination (100 points) Students will complete two examinations for this course, worth 100 points each and thus totaling 200 points. These examinations will be available to students for a limited period of time on Blackboard. Additional information will be provided in class and via Blackboard.

Clinical Research Synthesis Project and Presentation (100 points): Students will select a clinically-relevant topic and review, at minimum, three peer-reviewed journal articles related to an area of child language assessment/intervention salient to a client (past/present) and approved by the instructor. Students will prepare handout and upload to Blackboard a succinct recorded presentation (PowerPoint, Prezi, etc.) that effectively integrates the main findings and

clinical applications (e.g., client goals, recommendations, etc.) of the articles. Additional requirements and documents will be provided via Blackboard.
Due date – week of 4/29

Grading Scale:
Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 400 total points possible. The grading scale is as follows:

A 93-100% (370-400)
B 85-93% (338-369)
C 77-84% (306-337)
D 69-76% (274-305)
F 68% and below (273 and below)
**The instructor reserves the right to make changes to the topic schedule or point value for assignments based on schedule and/or class needs.

Technology Management:
This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

> **The IT Help Desk can be reached at 270-745-7000 or online at**
> **https://www.wku.edu/it/helpdesk/**

Policies:
Attendance and Classroom Participation
Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please ask or post to the discussion board when applicable. Asking questions will help facilitate your learning and often stimulate discussion. There is no opportunity for making up missed work without score deductions.

Plagiarism:
From the Faculty Handbook:
Definition: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.
Disposition of Offenses: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure. Plagiarism in ANY portion of this course including but not limited to abstracts, projects, reports, rough drafts, and final papers will be severely penalized.

Student Disability Services:
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact The Student Accessibility Resource Center (SARC) at 270-745-5004 or at sarc.connect@wku.edu. SARC is located on campus in the Downing Student Union, Ste. 1074. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Title IX Sexual Misconduct/Assault Policy
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible

Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Grievance:
The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. The University's Grievance Policy is specified at the following URL: http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf