

Syllabus

Instructor: Edward Sweeney, MA. CCC/SLP

Text: 347-683-3928 M-F 10a-9p

E-Mail: ed.sweeney@wku.edu

Office Hours: Zoom by appointment

Class Meeting Information: Wednesday 7-8:30 Central Time Zone (via Zoom)

Texts:

Required

Owens, R. Language Disorders: A Functional Approach to Assessment and Intervention (The Allyn & Bacon Communication Sciences and Disorders) 7th Edition ISBN-10-0132978725

Resources that you DO NOT NEED for this class but will serve you well in general:

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Paul, R., & Elder, L. (2014). *Critical Thinking Concepts and Tools*. (Mini Guide for \$4.00)

<http://www.criticalthinking.org/store/products/critical-thinking-concepts-amp-tools/156>

Recommended

Catalogue Course Description:

Identification, diagnosis, and treatment approaches used with language delayed children. Covers current state and federal legislation as related to service delivery models. Evaluation strategies include language sampling and report writing. Treatment approaches based on medical and educational models with emphasis on functional language therapy.

Modes of Instruction and Communication:

Instruction will be via lectures, cooperative learning groups, internet exploration, independent learning activities and assigned readings. 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 Blackboard regularly.

Learning Objectives

Throughout this course, students will:

1. Develop an understanding of pertinent background information and the major etiologies of disorders in children
2. Develop an understanding of the impact of language impairment and any adverse effect on the learning process
3. Plan, implement, evaluate and modify language intervention strategies
4. Develop an awareness of issues pertinent to service delivery such as cultural diversity, behavior management, and collaboration

5. Develop strategies for the prevention of language disorders
6. Develop appropriate knowledge and skills in professional issues
7. Investigate the impact research findings have on evidence based practice

Evaluation of Student Achievement:*Attendance (25 points)*

Students are expected to attend class lectures as well as access recorded lectures and any other resources posted on Blackboard.

Discussion Board Assignments (50 points)

Students will complete assignments given on the Discussion Board feature of Blackboard.

Learning Check (100 points)

Students will complete a mid-term and final learning check to assess on-going learning, retention, and application of knowledge. The learning check will require students to apply their knowledge thusfar to a simulated client's evaluation.

Language Evaluation (75 points)

Students will become familiar with currently used language assessments. Students will critique a selected assessments and prepare a PowerPoint presentation.

Intervention Project: (50points)

Students will create an intervention project for a student with a language disorder. More details will be provided on Blackboard.

Assignment Format

All assignments *must* follow APA format when required. Papers are to be written in 12 point Times New Roman font, double-spaced, and with one inch margins. The following website provides helpful information concerning APA style and citations if you do not have an APA manual: <http://owl.english.purdue.edu/owl/resource>

Grading Scale

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 300 total points possible. Grading is as follows:

A	93-100	B	85-92	C	77-84	D	68-76
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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.

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 stimulate discussion. Collaboration with each other is encouraged outside of class times. There will be point deductions for excessive tardiness. There is no opportunity for making up missed work without severe score deductions.

In the event that the University cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes are due at the next class meeting. Students are advised to consult the University's web page or local media regarding cancellation of class in the event of inclement weather. First and foremost, students should always use their best judgment in determining whether or not it is safe for them to travel.

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.

Student Disability Services:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, DSU 1074. The SARC telephone number is (270) 745-5004 V/TDD; the email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the SARC.

Discrimination, Harassment and Sexual Misconduct University 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>

NEW: DEI Statement

WKU is recommending instructors include a DEI (diversity, equity, and inclusion) statement in their syllabi. Here is mine:

In this, and all classes led by Mr. Sweeney, instructor and students alike are expected to follow the advice of Dr. Martin Luther King and judge people by the content of their character rather than the color of their skin, even when they disagree. Respectful discourse and professional behavior should be evident in our relationships and interactions. This also (obviously) applies to individuals with disabilities seen and unseen, people from different backgrounds, and orientations.

Note: This syllabus is subject to change at instructor's discretion.

"It's not what is poured into a student that counts, but what is planted." Linda Conway

