

California State University San Marcos
College of Education
Fall 2010
EDSL 671/672:
Language Disorders Infancy through Adolescence (6 units)

Time: Friday 8:30-12:30

Friday 1:30-3:30

Location: FCB 104

COLLEGE of EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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Office hours: by appointment

Course pre-requisites: EDSL 551

1. COURSE DESCRIPTION

The purpose of EDSL 671/672 is to provide students with a detailed, in-depth study of developmental language disorders in infancy through adolescence. Students will demonstrate an understanding of typical language development in early childhood in both monolingual and bilingual children. As well, students will understand the nature and features of both primary and secondary language disorders. Students will gain experience in administration of language assessment batteries, in evaluating test results, in planning treatment procedures and in writing professionally on this topic.

2. LEARNING OUTCOMES

- ❖ 1. Students will demonstrate knowledge and skill in collecting and analyzing language samples from children (infants through adolescence) and identify proficiencies in morphology, syntax, and discourse structures according to developmental level.
- ❖ 2. Students will demonstrate knowledge of the nature of normal and disordered language development in childhood (birth through adolescence), including etiology and current theories used to explain these disorders. Students will also demonstrate knowledge and skills in prevention of such disorders. Finally, students will demonstrate knowledge of multicultural and multilingual differences in typical and atypical development of language functions throughout childhood.

- ❖ 3. Students will demonstrate knowledge and skills of assessment tools and techniques, proper administration of such tools, and appropriate evaluation, interpretation and write-up of assessment results, including techniques used with multicultural and multilingual populations.
- ❖ 4. Students will demonstrate knowledge and skills in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding of how to administer such treatment, including techniques used with multicultural and multilingual populations.

3. REQUIRED TEXTS

Paul, R. (2007). *Language Disorders from Infancy through Adolescence: Assessment and Intervention 3rd ed.*, St. Louis, MO: Mosby-Year Book, Inc.

Additional readings and journal articles will be posted on Moodle.

4. COURSE REQUIREMENTS

Professionalism

Professionalism in this class is considered mandatory. While difficult to measure, your level of professionalism reflects your future abilities as a speech-language pathologist. For EDSL 671-672, professionalism consists of, but is not limited to: arriving to class on time, coming prepared to participate, politely acknowledging the contributions of your colleagues, turning off cell phones before class begins.

Research Article Summaries

This assignment will consist of a 4, 1-page (typed in size 12 font, double spaced, with 1-inch margins) summaries of research articles that are required readings for class. The summaries are due as follows:

- 9-24-10 Washington & Craig, (2002). Morphosyntactic forms of African American English used by young children and their caregivers. *Applied Psycholinguistics*, 23, 209-231.
- 10-8-10 Plante & Vance, (1995). Diagnostic Accuracy of Two Tests of Preschool Language. *American Journal of Speech Language Pathology*, 4, 70-76.
- 11-12-10 Munoz, Gillam, Pena, & Gulley, Faehnle, (2003). Measures of Language Development in Fictional Narratives of Latino Children. *Language, Speech, and Hearing Services in Schools*, 34, 332-342.
- 12-3-10 Kohnert, Yim, Nett, Kan, & Duran, (2005). Intervention with linguistically diverse preschool children: A focus on Developing Home Languages. *Language, Speech, and Hearing Services in Schools*, 36, 251-263.

Research Proposal

This paper will consist of your review of three research papers on a topic of your choice related to speech-language disorders in children birth to 5 years of age. The papers you choose should be experimental research papers, not review papers. You must choose papers that we have not read for class. I reserve the right to request your journal papers for review before posting final paper grades.

Your paper should be no longer than 5 pages (typed in size 12 font, double spaced, with 1-inch margins) and should contain:

- 1) A brief review of the literature you have chosen to support your research idea
- 2) Your research question(s) and hypothesis/hypotheses
- 3) A brief description of your methodology

Final papers are due on **November 19, 2010** at the **beginning** of class. A hard copy of the paper is required. Your paper should be stapled and not contained in a display folder.

Standardized Language Assessment

Each student will administer a language assessment to a child according to the standardized procedures outlined in the test manual. You will then score the test according to the scoring procedure and write a 1-2 page summary reflecting on your experience. You must hand in your completed test protocol and written summary. Due 11-5-10.

Quizzes and in class assignments

Quizzes and assignments will be conducted during class and will not be announced.

Each quiz or assignment will be worth 10 points. There will be 12 in class quizzes or assignments throughout the semester, 10 of these will count towards your final grade.

Intervention Strategies Plan:

Demonstrate intervention strategies planning based on the results of a case study assessment of a school aged child that will be provided in class. Within the intervention strategy plan you will be expected to determine where to begin intervention, and develop behaviorally written objectives based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as script a method of intervention, specifying particular approach or approaches as appropriate. Certainly you would refer to your Paul text (chapters 13 & 15) for intervention and Management suggestions as well as other sources. Intervention Strategies Plan is due 12-10-10.

Special Populations Presentation

Each student will give a brief oral presentation (maximum ten minutes) on a syndrome or disorder chosen from a list to be distributed during Week 5. Each student must submit a handout summarizing the major issues related to the syndrome or disorder to the instructor two days prior to the presentation. This requirement should be similar to in-service presentation to professional colleagues. Consider using these special population handouts to develop a personal clinical handbook. The special populations presentations will be December 10, 2010

Examinations

EXAM 1: 10-29-10

EXAM 2: 12-17-10

Course point system

Article Reviews (4 total)	80 points
Standardized Language Assessment	20 points
In class assignments (top 10 total)	100 points
Research Proposal	100 points
Intervention Strategies Plan	100 points
Exam 1	100 points
Exam 2	100 points
Special Populations Presentation	20 points
Special Populations Handout	10 points

TOTAL	630 POINTS
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5. COURSE GRADING (percentage of total points):

95 – 100	A	80 – 82	B-
90 – 94	A-	77 – 79	C+
87 - 89	B+	73 – 76	C
83 – 86	B	70 – 72	C-

Submission Schedule: Work must be submitted on time to receive full credit. Work submitted late will be reduced by 10% each day until it is received.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

6. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. “Person-first” language (e.g., “Student with Specific Language Impairment” rather than “Language Impaired student;” “Johnny who presents with Down Syndrome” rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.

4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

7. Tentative Schedule:

Date	Topic	Additional Readings	Paul Chapters
9-17-10 AM	Normal Language Development	Bliss Chapter 2,3,4	
9-17-10 PM	Models of Language Disorders	Weismer & Evans (2002)	Paul Chapter 1
9-24-10 AM Article Review One Due	Normal Language Development (CCF)	Washington & Craig (2002)	
9-24-10 PM	Speech and Language Sampling		
10-1-10 AM	Evaluation and Assessment		Paul Chapter 2
10-1-10 PM	Assessment-Prelinguistic Assessment-Emerging Assessment-Developing		Paul Chapter 6 Paul Chapter 7 Paul Chapter 8
10-8-10 AM Article Review Two Due	Assessment-	Plante & Vance (1995)	
10-8-10 PM	Intervention –Prelinguistic Intervention-Emerging Intervention-Developing		Paul Chapter 6 Paul Chapter 7 Paul Chapter 8
10-15-10 AM	Intervention	Yoder & Warren (2001) Robertson & Weismer (1999)	
10-15-10 PM	Intervention	Johnson (2006)	
10-22-10 AM	Intervention		
10-22-10 PM	Child Language Disorders in a Pluralistic Society Multicultural issues/dialect	Bliss Chapter 13 & 14	Paul Chapter 5
10-29-10 AM	EXAM		
10-29-10 PM	Guest Speaker		
11-5-10 AM Standardized language assessment due	Lg/Reading/Learning	Bliss Chapter 5	Paul Chapter 10
11-5-10 PM	Role of School SLP		
11-12-10 AM	Assessing Language for Learning Assessing Advanced Language	Brackenbury & Pye (2005)	Paul Chapter 11 Paul Chapter 13
11-12-10 PM Article	Discourse Overview Narrative Analysis	Bliss Chapter 6,16,17 Munoz, Gillam, Pena,et	

Review Three Due		al, (2003)	
11-19-10 AM Research proposals due	Assessment	Illerbrun, Haines, & Greenough Spalding, Plante, Farinella, (2006)	
11-19-10 PM	Assessment		
11-26-10 AM/PM	Thanksgiving		
12-3-10 AM	Intervention-Language for Learning		Paul Chapter 12 Paul Chapter 14
12-3-10 PM Article Review Four Due	Intervention- Advanced Language	Kohnert, et al., (2005)	
12-10-10 AM	Special Populations/Student Presentations		Paul Chapter 4
12-10-10 Intervention Strategies Plan Due	Special Populations/ Student Presentations		
12-17-10 AM	EXAM		
12/17/10 PM	Wrap up		

8. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the CoE Governance Community, December, 1997).*

Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned.

Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

9. GENERAL CONSIDERATIONS

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Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. This course will require a writing component of at least 5,000 words.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the the class as a whole."

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality in a more private setting.

Appendix A

EDSL 671/672: Final Paper Evaluation (Fall 2010)

Student: _____

Paper title: _____

Rating: 5 = excellent, 3 = average, 1 = deficient

CONTENT

- 1. Literature search was appropriate and adequate. _____/5
- 2. Interpretation of the literature reviewed was accurate and complete _____/5
- 3. Research question was clearly stated _____/5
- 4. Hypothesis was clearly stated _____/5
- 5. Adequate explanation for why the research idea is important _____/5
- 6. Methodology was clearly stated and supported _____/5
- 7. Conclusion adequately summarized the thesis of the paper _____/5

WRITING

- 1. Writing clarity _____/5
- 2. Use of APA style _____/5
- 3. Use of appropriate wording and sentence structure _____/5
- 4. Use of appropriate punctuation/spelling/capitalization, etc. _____/5
- 5. Organization (ratings reflect student's independence for each issue). _____/5
- 6. Paper has logical organization _____/5
- 7. Thesis is clearly articulated _____/5
- 8. Sections/paragraphs have clear central topic _____/5
- 9. Transitions are logical and signaled by connecting language _____/5

THOUGHT

- 1. The student demonstrates an in-depth knowledge of subject matter. _____/5
- 2. The student's thesis was supported by evidence, clear reasoning, etc. _____/5
- 3. The introduction clearly outlined the direction of the paper. _____/5
- 4. The student demonstrated an ability to think critically and creatively. _____/5

Final Grade: _____/100