SLHS 793: Seminar in Disorders of Language and Cognition/Children - Fall 2014

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Office Location: SLHS 229
Office Hours: TBA; email for appointment
Course Time: Wednesday, 5:00pm -7:40pm
Course Location: SLHS 201

Course description (from the Graduate Bulletin): Language impairment in children, including primary versus secondary language impairment, modular versus processing explanations, relationships between language and cognition, as well as disassociations of development across different populations.

The course is designed for students in our joint doctoral programs, advanced MA students in Speech---Language Pathology, as well as graduate students in Linguistics and Psychology.

Outcomes and Competencies
This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes: Graduate Outcomes: 1A, 1B, 1C, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 4A, 4C, 5E, 8A, 8B

At the end of the semester, given class discussions, presentations and exam, the student will be able to:
• Demonstrate knowledge of different theories of language acquisition in children.
• Demonstrate knowledge of theoretical impact of models of normal language development on assessment and intervention of school-aged children with language impairments.
• Demonstrate knowledge of the syntactic, lexical, and processing deficits that characterize the language profiles of children with Specific Language Impairments and Autism.
• Describe the clinical characteristics of children with Specific Language Impairment and Autism.
• Describe similarities and differences in linguistic, cognitive, and processing deficits across these impairments.
• Demonstrate clear and concise oral communication skills.
• Demonstrate professional presentation skills.
• Demonstrate the ability to engage in collaborative and critical group discussions.

Speech---Language Pathology Knowledge and Skills (KASA - ASHA/CAA) Standards:
III---A: The applicant must have prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
III---B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
III---C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
III---D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
III---F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
IV---A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV---G.
IV---B: The applicant must possess skill in oral and written or other forms of communication sufficient for
entry into professional practice.
V--A: The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

**California Commission on Teaching Credentialing (CTC)**

**Standards:** General Program Standards
1 Program Design, Rationale and Coordination
3 Educating Diverse Learners 5: Assessment of Students 5 Assessment of Students
6 Using Educational and Assistive Technology

**Speech---Language Pathology Standards**
1: Speech, Language, Hearing, and Swallowing Mechanisms
2: Child Development and Speech, Language, and Hearing
Acquisition 3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders
5: Management of Speech and Language Disorders

**COURSE POLICIES:**

**Remediation:** Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student's academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

**Students with Disabilities:** Americans with Disabilities Act (ADA) Accommodation
The University is committed to providing reasonable academic accommodation to students with disabilities. The [Student Disability Services Office](#) provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at [619] 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Religious Observances:** The University's policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

**Commitment to Diversity and Inclusion:** The University is committed to cultivating “...a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community...Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

**Academic Honesty:** Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.
Per [SDSU's STANDARDS FOR STUDENT CONDUCT](http://www.sdsu.edu/e-services/), examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Examples of cheating include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regarding, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

Examples of plagiarism include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

**California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.**

**Attendance and Participation:** Class meetings will be of a lecture/discussion format. Coming to class prepared (e.g., completing readings before class, printing notes and activities), attending class regularly, and participating in class discussion are requirements of this course.

**COURSE RESOURCES:**

**Readings**

No book is required for this course. Instead required articles and chapters will be made available through Blackboard. Readings should facilitate a student's participation in class discussions.

**Course Site**

[http://blackboard.sdsu.edu/](http://blackboard.sdsu.edu/)

This course is available on Blackboard, where announcements, handouts, assignments, requirements, external links, due dates, and grades are accessible.

All enrolled students are automatically enrolled on this course site. To access the site, go to the above link, and enter your username (Student Red ID) and password (PIN). These are the same as the username and password for WebPortal.

**NOTE:** Because class announcements will be generated via email through the course site, it is critical that students have a current email account in this class. Please visit the following website to report your email address to the online course site: [http://www.sdsu.edu/e-services/](http://www.sdsu.edu/e-services/).

**COURSE REQUIREMENTS AND EVALUATION:**

**Requirements:**

1) **Participation.** The goals of the course are met through reading and discussion of papers. Students are expected to contribute to the group's understanding of the content and implications of the readings (see rubric for further guidelines). To aid this discussion, you should review the discussion questions prior to reading the assigned materials and develop an opinion to the questions (see Discussion board).

2) **Discussion Leading.** Students are assigned to lead discussions of papers and topics. Grading is based on the degree to which the prepared questions and structured discussion further understanding of the content and implications of the papers, including strengths, weaknesses, novel insights, contribution to theory and data, and
linkages to other work (see rubric for further guidelines). Students will sign up to lead the discussion for two readings via Blackboard after the first class. One week prior to the assigned topic, students are responsible for submitting a 1-2 page outline of article and 3-5 discussion questions. The outline should highlight key points, define terms, synthesize findings, etc. The discussion questions should provoke thought and should be based on the readings. The questions will frame the discussion you lead and should help your classmates to come prepared.

3) Research Paper. Students will select a topic dealing with a particular aspect of child language disorders and write a research paper that reviews and critiques a set of literature. Strong papers typically identify a gap in the literature or they answer a question about a given topic. I am more than happy to help students organize their papers. Papers should be between 10 and 12 double-spaced pages (excluding references) and must include recent research. The topic needs to be selected and approved by the instructor. A reference list of 10 empirical research papers on the topic of interest needs to be submitted and approved by the instructor via email by the scheduled deadline. Students will give oral summaries of their research question and literature findings to the group during the last class meeting (and possibly during finals week). The research paper is due by the scheduled final time.

Participation and Responses to Discussion Questions = 25 points
Discussion Leading = 50 points
Research topic and reference list = 25 points
Research paper = 100 points

Now, after all this . . . Have fun!!!