CSD 735:
Language Disorders in School Age Children and Adolescents
Spring 2024

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Course Description
This course examines the characteristics, assessment, and treatment of language disorders and difficulties common among school-age children and adolescents. Particular emphasis is placed on language aspects such as semantics, syntax, and literacy and the impact on academic success. The goal of this course is for students to learn how language challenges affect communication and how to address these challenges during treatment within the school-age population.

Course Format
Classes are held in-person on Mondays and Wednesdays from 1pm to 2:15pm. Attendance is expected; you are responsible for any content you miss due to an absence. On your own time, you will complete readings, assignments, and quizzes.

Teaching Methods
The primary focus of class sessions is to convey content and maximize student learning by linking concepts to clinically relevant examples and addressing any points of confusion. Thus, classes will be mostly lecture-based with whole-group discussion of examples and questions. Key concepts will be reviewed regularly in order to foster connections to new content and maximize overall retention of concepts. As time permits, in-class activities will be used to apply concepts, practice techniques, and demonstrate understanding of course content.

Communication Strategies
Information relevant to the entire class will be discussed during class sessions and/or posted on Canvas. Individual feedback will be discussed during private meetings and/or sent via email or as comments on submitted assignments. Attend class and review your notification settings to ensure you receive all communiques.

Drop-in office hours will be determined after clinic sessions are scheduled; no appointment is necessary for these. You are always welcome to stop by without an appointment; however, I may not be free to meet with you. To avoid this, email me to schedule an appointment.

Learning Outcomes
1. Identify, describe, and provide examples of the characteristics of language difficulties and disorders. Additionally, describe how these difficulties may present among school-age children and adolescents.
2. Identify, describe, and provide examples of appropriate assessment practices for students with language disorders.
3. Identify, describe, and provide examples of appropriate treatment practices for students with language disorders using practices that align with the common core standards.
4. Synthesize information from course materials and published research to inform clinical assessment and intervention decisions.

ASHA Competencies
This class addresses several ASHA Competencies, including: IV-B (Basic Human Communication Processes); IV-C (Language, Cognitive, and Social Disorders and Differences); IV-D (Prevention, Assessment, and Intervention of Language, Cognitive, and Social Disorders and Differences). Visit this site for details: https://www.asha.org/certification/2020-slp-certification-standards/

WI Educator Preparation Standards
Additionally, this class addresses the following Wisconsin Teaching Standards: #1, 2, and 3 (The Learner and Learning standards); #4 and 5 (Content standards); and #6, 7, and 8 (Instructional Practice standards). Visit this site for details: https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards

Required Textbook
Paul, R., Norbury, C., & Gosse, C. (2018). *Language Development from Infancy through Adolescence: Listening, Speaking, Reading, Writing*, *and Communication*, 5th Edition, Elsevier.

Other Required Materials
Many course materials and resources are available on Canvas (e.g., slides, readings). Additional readings may be assigned during the course and will be available on Canvas.

Required technology includes regular and sustained access to the internet, UWSP email, Canvas, a word processing program, and PowerPoint. If you do not have access to these, contact UWSP's IT Service Desk for assistance; their website is listed in the Student Supports section below.

Other Recommended Texts
Justice, L., & Ezell, H. (2016). *The syntax handbook: Everything you learned about syntax (but forgot)*. Thinking Publications.

Course Requirements
1. **Course Basics Quiz (5% of final grade)**
   The purpose of this quiz is to ensure every student is aware of information critical to the successful completion of this course. You will complete this quiz on Canvas outside of class. The quiz is untimed and open-note but is only available for a **limited** time.

2. **Quizzes (45% of final grade)**
   You will complete **three** quizzes covering lectures, readings, and other class topics and materials. You will complete these quizzes on Canvas outside of class; each quiz will be available for a **limited** time. The quizzes are open-note but must be completed within a 90-minute time limit. Each quiz is worth 15% of your final grade.
   Note: Complete these quizzes on your own; collaboration and answer-sharing with other students is considered cheating and is prohibited.

3. **Etiology Presentation (10% of final grade)**
   You will create and record a presentation about the language difficulties associated with

an etiology common in the schools setting. A list of topics and instructions on how to record the presentation will be provided. You will submit the presentation via Canvas. Presentations will be compiled into a single slide set and used as part of Unit 3's content and quiz. See the instructions on Canvas for details.

4. **Language Sample Analysis (10% of final grade**)
   You will work with a partner to analyze and interpret two language samples. For each sample, you and your partner will write a report that summarizes your findings, identifies next steps, and reflects on your analysis approach. Additionally, you will submit copies of your work analyzing each sample. See the instructions on Canvas for details.

5. **School-Age Language Therapy Cookbook (30% of final grade)**
   You will work in small groups to develop a resource containing treatment ideas for working with students with language disorders/difficulties. Your group will be assigned specific grade levels on which to focus. At the end of the semester, each group will present an overview and excerpts of your cookbook to the class. Cookbooks will be submitted via Canvas and posted to the discussion board. See the instructions on Canvas for details.
   Note: Your grade is broken into two categories: **content** (25%) and **teamwork** (5%). Everyone in your group will receive the same content score because you are **all** responsible for the content. Your teamwork grade is individual and based on peer evaluations **and** my observations.

Artificial Intelligence (AI) Policy
Because writing and critical thinking skills are part of this course's learning outcomes, ASHA Competencies, and WI Educator Preparation Standards, **all of your work should be completed by you.** Using AI is considered an example of academic dishonesty and is not permitted.

Late Work
All assignments must be submitted to determine if you have met the ASHA Competencies for this course. However, for grading purposes, assignments submitted after the due date will receive the following penalties:
- **Etiology Presentations and Language Sample Analyses** may be submitted **up to 7 days after the due date** for a loss of 10% off the final grade. **Presentations and Analyses not submitted by this deadline will receive a score of zero.**
- **Quizzes** may be submitted up to **48 hours after the due date** for a loss of 10% off the final grade. **Quizzes not submitted by this deadline will receive a score of zero.**
- **Cookbooks** may be submitted **up to the time your group presents** for a loss of 10% off the final grade. **Cookbooks not submitted by this deadline will receive a score of zero.**

Due Date Extensions
Extensions are only granted on a case-by-case basis for extenuating and unavoidable circumstances. Extensions are not guaranteed; therefore, it is strongly recommended that you begin working on assignments early and submit them early to avoid needing an extension.

Grading Policy

Grades are determined by converting points into percentage scores. **This class has a total of 300 points.** If you are a fraction of a point away from the next higher grade category, you will receive the higher grade (e.g., 89.5% rounds up to 90%). Grades are assigned as follows:

	%		%		%		%		%
A	95-100	**B+**	87-89	**C+**	77-79	**D+**	67-69	**F**	0-59
A-	90-94	**B**	84-86	**C**	74-76	**D**	64-66		
		B-	80-83	**C-**	70-73	**D-**	60-63		
pts	270-300	**pts**	240-269	**pts**	210-239	**pts**	180-209	**pts**	0-179

Course Schedules

Dates are tentative and may change. You will receive as much advance notice as possible.

Topics and Readings

Date	Unit	Textbook Readings	Other Readings
By 1/22	Review documents and videos for the syllabus and assignments		
1/22	Unit 1: Introduction	Welcome back and Q&A on class, assignments, etc. • Schools and EBP: Chapter 1 • Assessment: Chapter 2 • Treatment: Chapter 3	**Assessment:** • Austin, 2010 • ASHA Webinar: Peña, 2021 (text and video) **Treatment:** • WI Transition Services
2/12	Unit 2: Assessment and Treatment	Sections of Chapters 10 – 14: • Semantics • Syntax and Morphology • Pragmatics • Discourse Genres, Narratives, and Expository • Literacy	**Language Sample Analysis:** • Heilmann et al., 2020 **Syntax and Morphology:** • Balthazar et al, 2020 • Collins, 2023 **Pragmatics:** • Cordier et al., 2014 **Narratives and Expository:** • Peterson et al., 2020
4/15	Unit 3: Types of Language Disorders and Difficulties	• Etiologies: Chapter 4 • Cultural and Linguistic Diversity: Chapter 5	**DLD:** • Wieczorek et al., 2023 **Executive Functions:** • Fahy, 2014 **Dyslexia:** • Hebert, et al., 2018
5/8 and 5/15	**Group presentations will take place during the last class session (5/8) and final exam session (5/15 from 2:45pm to 4:45pm)**		

Assignments and Due Dates

Assignment	Due Date		
	Day	**Date**	**Time**
Course Basics Quiz	***Monday**	1/29	11:59pm
Quiz 1	Wednesday	2/28	11:59pm
Etiology Presentation	Wednesday	3/6	11:59pm
Quiz 2	Wednesday	4/17	11:59pm
Language Sample Analysis	Wednesday	5/1	11:59pm
School-Age Language Therapy Cookbook	Wednesday	5/8	***1pm**
Quiz 3	Wednesday	5/15	11:59pm
Group Teamwork Rubric	***Thursday**	5/16	11:59pm

*Day or time is different than usual submission days and times.

Classroom Policies

You are expected to:
- Act professionally in and out of class. Your behavior and interactions with Dr. Dinnes and your classmates should align with how you would act in professional settings.
- Be an active, engaged participant during class sessions and group work (in and out of class).
- Use technology only for class activities (e.g., notetaking, small group work).
  - **Note: Engaging in non-class activities (e.g., social media, email) is not permitted.**
- Step out of the classroom if you must attend to a distraction or interruption.
  - **Note:** Frequent and/or prolonged absences will be noted and addressed.
- Respect others by:
  - Being attentive, affirming, and sensitive to their contributions and perspectives.
  - Keeping their ideas, experiences, and materials (e.g., Canvas discussion board posts) confidential unless you have received permission to share them.
  - Minimizing any distractions or disruptions to others' learning.
  - Doing your part to make the classroom a welcoming and inclusive environment.
- Contact Dr. Dinnes if you have any questions or concerns about this course.

Safe Space Statement

This class is a safe space for _**ALL**_ races, identities, cultures, ethnicities, genders, ages, abilities, and diverse groups. **I expect all of us to interrupt any language or behavior that makes anyone feel excluded or othered.** Despite our best efforts, we may fail. Actively listening to feedback from each other is necessary to learn and do better as we work to make our community inclusive, equitable, and just. **If you ever feel unsafe in this class, let me know immediately, so we can work together to foster peace. You matter to me.**

You can also reach out to Dr. Pam Terrell (interim department chair) or the Dean of Students. Alternatively, you can submit a bias/hate incident report to UWSP using this link: https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx. **You matter to all of us at UWSP.**

Face Coverings Policy
You are welcome to wear face coverings if you wish. Regardless of your personal choice, respect others' personal decisions and needs regarding this matter.

Academic Honesty
If students are caught cheating or plagiarizing on any assignments, the UW System Student Misconduct procedures will be followed. Academic misconduct, depending on the severity, may result in a requirement to re-do or revise the assignment, or a reduced or failing grade on the assignment, or a failing grade in the class.

Equal Access for Students with Disabilities
If you require accommodations, contact the Disability Resource Center to complete an Accommodations Request form. Once your accommodations are approved, notify me and provide an official copy of your accommodations.

Student Supports
I don't want anything to interfere with your ability to succeed in this class. If something may affect your performance, contact me as soon as possible. **Do _not_ wait until you are receiving poor grades in class to speak with me.** I also recommend utilizing the following supports:

Supports	Resources:
Academic	- Dean of Students' Academic resources: - https://www3.uwsp.edu/dos/Pages/stu-academic.aspx - Tutoring-Learning Center: - https://www3.uwsp.edu/tlc/Pages/default.aspx
Technical	- IT Service Desk: - https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx
Health and Safety	- Health Center: - https://www3.uwsp.edu/stuhealth/Pages/default.aspx - Counseling Center: - https://www3.uwsp.edu/counseling/Pages/default.aspx - Police and Security Services: - https://www3.uwsp.edu/protsv/Pages/default.aspx
Miscellaneous Supports	- Dean of Students: - https://www3.uwsp.edu/dos/Pages/default.aspx - Dean of Students' lists of resources: - https://www3.uwsp.edu/dos/Pages/resources.aspx - https://www3.uwsp.edu/dos/Pages/stu-personal.aspx - https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx
	If you are experiencing a difficulty not addressed by one of these resources, reach out to me, Dr. Terrell, or the Dean of Students. We will do our best to identify supports for you.

Care Team
UWSP is committed to the safety and success of all students. The Office of the Dean of Students engages in outreach and provides resources to students who may be struggling or experiencing

barriers to success. I may contact the Office of the Dean of Students if I believe you are in need of support that I am not able to provide.

You may contact the Dean of Students to request assistance for yourself or to share concerns if you believe another member of the UWSP community needs support, is distressed, or exhibits concerning behavior. To do so, use the resources listed above in Student Supports or submit a report: https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx

Emergencies
- **Medical:** Call 911 or use one of the red emergency phones in the clinic. Offer assistance if you are trained and willing to do so. Guide emergency responders to the site.
- **Tornado:** Proceed to the lowest level interior room without window exposure (e.g., CSD Clinic hallways). Avoid wide-open rooms and spaces.
- **Fire Alarm:** Calmly evacuate the building. Meet in front of the Health Enhancement Center. Notify an instructor or emergency command personnel of any missing individuals.
- **Active Shooter:** Run/Escape, Hide, Fight. Call 911 **if** it is safe to do so. If trapped: hide, lock the doors, turn off the lights, spread out, and remain quiet. Follow the instructions of emergency responders.