CSD 735: Language Disorders in School Age Children and Adolescents

Fall Semester 2020

Instructor Information

Instructor: Sarai Holbrook, PhD, CCC-SLP
Office: CPS 040
Virtual Office Hours: Mondays from 3-4 & by appointment; Dr. Holbrook's Zoom Meeting Room
    Zoom link: https://uwsp.zoom.us/my/**dr.holbrook**
    Passcode: sholbrew
E-mail (preferred contact method): sholbroo@uwsp.edu
Office Telephone: 715-346-2072

Course Information

Course Description:
Impact of language-based disorder and effect on literacy development and academic success. Includes information processing, memory, word finding, nonliteral language, problem-solving abilities using various assessments and curriculum-based intervention techniques that facilitate academic and social development.
Credits: 3
Prerequisite: CSD 266 - Normal Language Development or equivalent
Meeting Time: Mondays from 10:00-11:40 am; another 50 minutes asynchronously during the week (see explanation)
Course Zoom Information:

Meeting URL:	https://uwsp.zoom.us/my/dr.holbrook
Meeting ID:	456 390 5472
Password:	sholbrew

Important Note: This syllabus, along with course assignments and due dates, are subject to change. I'll update you via Canvas Announcements and will update the Canvas assignments/schedule/home page. It is your responsibility to check Canvas for corrections for updates to the syllabus. I recommend that you set your Canvas settings to notify you when there are changes to the course. How to set Canvas notification preferences link.

Response Times

- o I will attempt to respond to emails within 24 hours on weekdays (M-F), but responses to emails sent on the weekend may not be until the following Monday.
    - ▪ If you have not received a reply from me within 24 hours during the work week, please resend your email.

- ▪ ***If you have a general course question (not confidential or personal in nature), please post it in the Discussions > General Course Q&A thread. The "Discussions" are on the left side of the course home page. The "General Course Q&A" thread is pinned to the top of the discussions page. I will post answers to all general questions there so that everyone can see them. Please, feel free to answer each other's questions too!

Textbook & Course Materials

The required texts should be available for purchase at the bookstore or your preferred online vendor (although the version and quality isn't guaranteed for the latter).

The recommended texts should be available for rent or purchase at the bookstore or to buy from your preferred online vendor (same caveats apply as above). *Any readings from the recommended texts that I require will be made available digitally prior to the reading assignment.*

Required Texts:

Language Disorders from Infancy through Adolescence, 5th edition by Paul, R., Norbury C., Gosse, C. (2018) ISBN: 9780323442343

Treatment of Language Disorders in Children, 2nd edition by McCauley, R., Fey, M., & Gillam, R. (2017). ISBN: 978-1-59857-979-6

Recommended Text:

School-age language intervention: Evidence-based practices (2015), Ukrainetz, T. A.

Other Readings:

All other readings will be posted on Canvas or linked through UWSP's library. I will post them at least a week in advance of the lecture they are associated with.

Course Learning Outcomes (CLOs) – i.e. What in the world will I learn in this class?

1. CLO 1: Students will understand the challenges and complexities of language disorders in the K-12 setting.
   a. Students will design assessments that reflect the child's specific speech, language, and literacy demands.
   b. Students will develop interventions specific to the child's assessment results, teacher reports, and self-identified difficulties in forming relationships and mastering academic material.
2. CLO 2: Students will learn ways to assess and treat a variety of oral and written language disorders.
   a. Students will analyze and interpret assessment information, differentially diagnose, and defend their conclusions.

      b.   Students will develop therapy plans that explicitly address the connections between written and oral language disorders.
3.   CLO 3: Students will value ways to use curriculum and educational contexts in providing intervention.
      a.   Students will create intervention plans that address the child's particular deficits within the curriculum using evidence-based intervention techniques/programs.
4.   CLO 4: Students will develop confidence in analyzing language.
      a.   Students will analyze and interpret oral and written language samples and narrative/discourse samples.
      b.   Students will describe the challenges of successful and consistent language analysis.

ASHA Standards

You will have the opportunity to meet part of all the following ASHA standards in this course: IV-C, IV-D, IV-F, IV-G, V-A, V-B. Other ASHA standards may apply, but these are the ones most directly relevant to this class.

Learning Activities – i.e. How will I learn the stuff?

You will meet the outcomes listed above through a combination of the following:

- Attending/viewing lectures
- Participating in discussions and reflection exercises
- Completing practice exercises
- Reading assigned texts and articles
- Developing assessment and intervention plans

Expectations

Students are expected to:

- Complete assigned readings before class
- Attend/view lectures
- Actively participate in discussions and in-class exercises
- Answer questions asked by the instructor
- Ask for clarification when needed
- Complete assignments on time
- Be courteous and respectful to other students and the instructor

Dr. Holbrook is expected to:

- Be thoroughly prepared for class
- Have a solid rationale for materials taught
- Begin and end Zoom meetings on time
- Announce any changes to the syllabus or assignments in advance
- Answer student questions – If I don't know the answer, I will find it out!
- Meet with students outside of class to discuss questions or concerns about the course requirements or the student's performance
- Be courteous and respectful to all students, provide constructive feedback, and return assignments efficiently

Course Structure

This course will be delivered entirely online through synchronous Zoom meetings and our course management system, Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](). See the top of the syllabus for Zoom meeting info.

Assignments and Grading Policies

Graded Course Activities (Assignments)

1. In-Class Analysis (CLO 2a, 4a, 4b)
   a. SUGAR Language Sample Analysis (also review SALT and others)
   b. Narrative/Discourse Analysis (MISL, NLM, etc.)
2. Test Administration (CLO 1a, 2a)—You and a partner will give each other and assigned standardized test that is commonly used with the school-age population. You will also need to select another test to administer based on a particular language disorder or area of deficit and age/grade level and justify your choice. You will administer and score both assessments, interpret the results, and write a reflection about your impressions of the tests.
3. Comprehensive School-Age Language Therapy Plan (CLO 1b, 2b, 3a, 4a)—You will develop a comprehensive therapy plan with educationally relevant oral language, literacy, and/or written language objectives. Your description of intervention techniques must include the common core and specific course content and curriculum. You will also include two evidence-based strategies from current peer-reviewed journals to include in your therapy plan.
4. Webinar/guest lecture/asynchronous lecture responses/introductory blurb (CLO 1-4) – to address the fact that we are scheduled to meet twice in one day, I'm making the second meeting time (50 minutes) asynchronous. You will watch webinars through

ASHA's Learning Pass, participate in guest lectures, and/or listen to pre-recorded lectures by myself and write a short reflection on each.

5. Learning Disability Simulation Reflection (LO 1a, 1b)—You'll write a reflection about what you learned and experienced from the learning disability simulation on the first day of class. (optional)

6. 28 Day Challenge and Reflection (LO 1b)—You will either learn a new skill (e.g., play an instrument, knit a sweater, run a mile in X minutes) or break/create habit (e.g., stop scrolling your phone before bed, start eating a healthy breakfast every morning). You will share the results with the class by photo, video, or demonstration and complete a reflection of your learning process. (optional)

Reading assignments and due dates for overall assignments will be listed in the weekly modules and the assignments sections of Canvas

Participation

Because of the unusual circumstances we find ourselves in this semester (thanks a lot, COVID…), I'm striving for upmost flexibility, while still maintaining cohesion in the class. While my preference is for you to participate in the synchronous lectures, each lecture will be recorded and made available later for viewing if you need to take that route. I will not be taking attendance; however, you are expected to participate in all online activities as listed on the course calendar. Your participation will also be measured by completion of course participation activities.

Complete Assignments & Late Policy

All assignments for this course will be submitted electronically through Canvas. Major assignments and reflection papers are due at 5:00pm on the day they are due. Unexcused late assignments turned by *midnight on the due date* will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day by 5:00pm (and only due to extenuating circumstances) will receive a penalty of minus *10 percentage points*. Assignments will not be accepted after the second day and the student will receive a grade of zero.

I realize that life goes on while you are in school. Car accidents occur, kids get sick (or break their legs – ask me about that story…) etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc**. For a late assignment to be excused, you must discuss this with me BEFORE it is due.** Between email and my office phone, which are listed at the top of this syllabus, and the fact that no assignments are due over the weekend (when I'm not available), you should be able to get ahold of me. You may be asked to provide documentation of excused reasons.

Viewing Grades in Canvas

Graded activities will be posted to Grades. Click on the Grades link to view them.

I will attempt to grade written work within 3 business days, however longer written assignments may take me longer to read and assess.

Grading Scale

This course will use a specifications grading system (Nilson, 2014), which is likely different from how you have been graded in the past. This grading scheme is directly related to your demonstrated competencies across the various learning outcomes for the course, which also correspond to ASHA's standards, knowledge, and skills. This type of grading also gives you a choice in determining your desired grade and the necessary work and competency to achieve it. All assignments will be graded as pass/fail, or more specifically as "Met competencies" or "Did not meet competencies." You will have two "tokens" or opportunities to meet competency if you did not meet it initially. Thorough directions will be given for each assignment with clear criteria for meeting competency.

B-	B	B+	A-	A
Complete assignments 1, 2, 3, 4	Complete assignments 1, 2, 3, 4 competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently	Complete all the requirements for "B" competently
Competence not met, even after use of 2 tokens	All competencies are met but 2 tokens may be used to achieve mastery	Complete at least 1 of the 2 reflections competently, your choice (5 or 6)	Complete both reflections competently (5 & 6)	Complete both reflections competently (5 & 6)
		All competencies are met but 2 tokens may be used to achieve mastery	All competencies are met but 1 token may be used to achieve mastery	All competencies are met on the first attempt

Course Policies

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to http://www.uwsp.edu/special/disability/studentinfo.htm for further assistance.

Communicate if You are Struggling

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, please contact me as early as possible. Let's find a solution together. I want to help.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. We all wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are

encouraged to comment, question, or critique an idea but you are not to attack an individual or stereotype groups of people. Please, be civil with each other. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😃 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected and are valuable in a pluralistic society.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:
Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Commit to Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.