

CSD 735: Language Disorders in School-Age Children and Adolescents

Fall Semester 2021

Instructor Information

Instructor: Sarai Holbrook, PhD, CCC-SLP

Office: CPS 040

Office Hours: TBD – I will need to finalize my clinic schedule first.

E-mail (preferred contact method): sholbroo@uwsp.edu

Office Telephone: (715) 600-2112

I will attempt to respond within 24 hours on weekdays. Responses sent after 5:00 on Friday may not be answered until the following Monday. **Please resend your email** if you have not received a reply from me within 24 hours during the work week.

Course Information

Course Description:

Impact of language-based disorders and their 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 Times & Location: Mondays, in person, 10:00-11:15 am, room 024

Wednesdays, synchronous virtual, 8:00-9:15 am, Zoom

Course Zoom Information:

URL: <https://wisconsin->

[edu.zoom.us/my/dr.holbrook?pwd=L3h6bDc3N3ZPaDIzRTZGaThPUIZBdz09](https://wisconsin-edu.zoom.us/my/dr.holbrook?pwd=L3h6bDc3N3ZPaDIzRTZGaThPUIZBdz09)

Meeting ID: 456 390 5472

Password: sholbroom

Important Note: This syllabus, along with course assignments and due dates, are subject to change. All updates will be posted to Canvas. 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.](#)

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

1. CLO 1: Students will understand the **characteristics, challenges, and complexities** of language disorders in the K-12 setting.

2. CLO 2: Students will identify and practice standardized, non-standardized, and/or dynamic **assessments**, including language sample analysis, for children and adolescents with language disorders across a diverse set of characteristics (e.g. SES, race, etc.).
3. CLO 3: Students will create **intervention plans** that address the child’s particular deficits within the curriculum using evidence-based intervention techniques/programs.

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.

Textbook & Course Materials

Materials:

Please bring a laptop, tablet, phone, something with a screen that can connect to the internet, to each in-person class period. I will be using NearPod, Canvas, or similar programs for reading quizzes, tests, and other activities.

Required Texts:

Title and information	How to get it
<p><i>Language Disorders from Infancy Through Adolescence: Listening, Speaking, Reading, Writing, and Communicating, 5th Edition</i> Paul, R., Norbury, C., Gosse, C. ISBN: 9780323442343 Publisher: Elsevier</p>	<ol style="list-style-type: none"> 1. Bookstore: available for purchase (it’s one of the few I actually referenced after I graduated, so it’s worth it) 2. Library: E-book available 3. Your preferred online vendor: quality and version aren’t guaranteed.
<p><i>Treatment of Language Disorders in Children, 2nd edition</i> McCauley, R., Fey, M., & Gillam, R. ISBN: 978-1-59857-979-6\ Publisher:</p>	<ol style="list-style-type: none"> 1. Library: E-book available 2. Bookstore: should have physical copies for purchase 3. Your preferred online vendor: quality and version aren’t guaranteed.

Recommended Text:

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

Other Readings:

All other readings will be posted on Canvas.

Expectations	
Students are expected to:	Dr. Holbrook is expected to:
<ul style="list-style-type: none"> • Complete assigned readings before class • Attend lectures in person 	<ul style="list-style-type: none"> • Be prepared for class • Have a solid rationale for materials taught • Begin and end on time

<ul style="list-style-type: none"> • Bring a laptop/tablet/electronic device that can access Canvas and NearPod • 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 	<ul style="list-style-type: none"> • 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
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Participation and Attendance

I expect full participation in in-class activities – discussions, case studies, application activities, etc. Let's make the most of being able to meet in the same room (once a week)! To facilitate contact tracing, you'll be assigned seats for our Monday class. I will take attendance on Mondays based on where you sit. For an absence to be excused, you must contact me in advance and have a compelling reason to be absent (funerals, weddings, illness, etc. Unfortunately, going on vacation doesn't qualify). Zoom lectures will *not* be recorded, so in order to get the content, you'll need to be in class.

Assignments and Grading Policies

Graded Course Activities (Assignments)

1. In-Class Language Sample Analysis (SUGAR)
2. Test Administration —You and a partner will give each other an omnibus 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. In-class language treatment plan
4. Reading quizzes

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

Complete Assignments & Late Policy

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 a week, however longer written assignments may take me longer to read and assess.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows.

Letter Grade	Percentage
A	94-100%
A-	91-94%
B+	88-91%
B	84-87%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%

Course Outline

Week	Day	Topic	Activities/Assignments	Readings (due same date as listed)
1	Sept. 8	First Day – Intro; What is DLD?	Pre-semester knowledge assessment	
2	Sept. 13	What is DLD; Working in the Schools		Paul et al. Ch. 1 pgs.5-14, 19-24; Ch 10, pgs. 418-439 Ukrainetz Ch. 1 pgs. 27-30
	Sept. 15	Working in the Schools cont.	Reading quiz due	Paul Ch. 10, pgs. 410-418; Ch. 5 pgs. 148-155

3	Sept. 20	Assessment at the Language 4 Learning Stage – RTI/MTSS		Paul Ch. 11 pgs. 440-452; Ch. 5 pgs. 155-164
	Sept. 22	Assessment at the Language 4 Learning Stage	Reading quiz due	Paul Ch. 11 pgs. 452-475
4	Sept. 27	Assessment at the Language 4 Learning Stage	Narrative Language Assessment Activity - MISL, CUBED	Paul Ch. 11 pgs. 270-282; MISL and CUBED readings (TBA)
	Sept. 29	Assessment Advanced Language	Reading quiz due	Paul Ch. 13 pgs. 565-578
5	Oct. 4	Language Sample Analysis	Practice SUGAR analyses	SUGAR videos <small>https://www.sugarlanguage.org/downloads</small>
	Oct. 6	Assessment Advanced Language	Reading quiz due	Paul Ch. 13 pgs. 578-592
6	Oct. 11	Assessment Advanced Language		Paul Ch. 13 pgs. 593-606
	Oct. 13	Intervention Principles	Reading quiz due	Ukrainetz pgs. 41-50, 54-65; Paul Ch. 3 pgs. 68-70, 74-86
7	Oct. 18	Intervention L4L	Test Administration Project Due	Paul Ch. 12 pgs. 503-517
	Oct. 20	Intervention L4L	Reading quiz due	Paul Ch. 12 pgs. 518-530
8	Oct. 25	Intervention L4L	Guest Lecture – Teresa Ukrainetz; Expository Lang.	Ukrainetz (2016) – Text Preview & Look-back; Ukrainetz (2019) – Sketch & Speak; Ukrainetz (2006) – Expository Chapter

	Oct. 27	Intervention L4L	Reading quiz due	Paul Ch. 12 pgs. 530-544
9	Nov. 1	Intervention L4L		Paul Ch. 12 pgs. 544-557
	Nov. 3	Intervention L4L - Bilingualism	Reading quiz due	McCauley et al. Ch. 9; Paul Ch. 5 pgs. 164-174
10	Nov. 8	Intervention L4L - SKILL demonstration		McCauley et al. Ch. 13
	Nov. 10	Intervention Advanced Language	Reading quiz due	Paul Ch 14. Pgs. 630-642
11	Nov. 15	Intervention Advanced Language		Paul Ch 14. Pgs. 643-654
	Nov. 17	Intervention Advanced Language	Reading quiz due	Paul Ch 14. Pgs. 655-666
12	Nov. 22	Intervention Advanced Language		Paul Ch 14. Pgs. 667-678
	Nov. 24	No Class – Happy Thanksgiving 😊		
13	Nov. 29	Intervention Spotlight	Word Decoding & Reading Comprehension; Complex Sentence Intervention	McCauley Chs. 11 & 12
	Dec. 1	Intervention Spotlight	Social Communication Intervention for Children with DLD	McCauley Ch. 14
14	Dec. 6	Case Study – L4L Intervention Plan		
	Dec. 8	Case Study – Advanced Language Intervention Plan		
15	Finals Week – No Final! Happy Holidays!			

Graded Course Activities (Assignments)

5. In-Class Analysis
 - a. SUGAR Language Sample Analysis (also review SALT and others)
 - b. Narrative/Discourse Analysis (MISL, NLM, etc.)
6. Test Administration – 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.
7. In-Class: Comprehensive School-Age Language Therapy Plans – You and your partner will be given a case study and will develop goals and outline possible intervention activities in class.

Course Policies

COVID-19 Protocols

Face Coverings:

In short: Wear them inside. I can't start class until everyone is wearing theirs properly.

In long: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. **Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.** Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Health:

In short: Don't come to class if you're sick, regardless of your vaccination status. If you are feeling sick on a class day, contact me.

In long: Please monitor your own health each day using the campus screening tool (however, it's only required if you are not vaccinated). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email me and contact Student Health Services.

o as with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

Physical Distancing and Other Precautions:

- We will utilize a seating chart in the class to facilitate contact tracing (hopefully it won't be necessary)
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements (including one that precludes you from wearing a face covering), 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.

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

In short: Be honest. Do your own work. Don't cheat. Cite things properly.

In long: You are entering a field of respected, trusted individuals and are paying a lot for your education. If you don't do your own work, you tarnish your character and that of our profession, diminish your self-respect, and, if nothing else, waste your money. Talk to me if you're struggling and are tempted to cheat to get by. If you have a question about whether something compromises academic integrity – ask me or refer to: https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

Recording/Sharing Course Content with Persons Not Enrolled in Class

In short: Don't do it. Talk with me first if you feel you need to for some reason.

In long: Lecture materials and recordings for CSD 745 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted

lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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.

Etiquette Guidelines (both in-person and online)

We all wish to foster a safe 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. Please, be civil with each other. Working as a community of learners, we can build a polite and respectful course community.

The following 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.
- 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 must be respected.
- 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/>.