

LONGWOOD UNIVERSITY



PCSD 316: Language Disorders across the Lifespan Spring 2024

Instructor: Bess Rogerson, M.S.Ed., CCC-SLP	Class begins: January 10, 2024 Classes end: May 3, 2024
E-mail: rogersonbt@longwood.edu Cell Phone: (804) 350-7924 (only in case of emergency following email)	Last day to Add/Drop: January 18, 2024 by 5:00pm ET Last day to withdraw: March 27, 2024 by 5:00pm ET

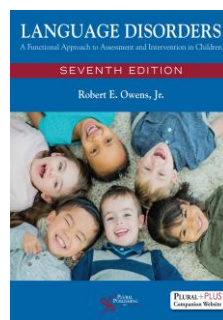
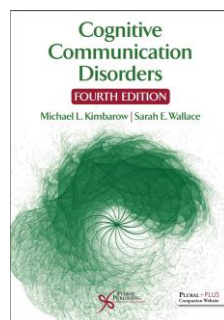
Course Description:

This course will examine the identification, evaluation, and treatment of language disorders across the lifespan in children, adolescents, and adults. The course will also explore etiological factors, and basic assessment and management procedures for culturally and linguistically diverse populations. **3 credits. Prerequisites: PCSD or CSDS 285**

Required Textbooks and Related Materials:

Kimbarow, M.L. (2024). *Cognitive Communication Disorders*. (4th ed.). San Diego, CA: Plural Publishing.

Owens, R.E. (2023). *Language Disorders: A Functional approach to Assessment and Intervention in Children* (7th ed.). San Diego, CA: Plural Publishing, Inc.



Technology (required):

Canvas is web-based, and is accessed over the internet. All announcements, course documents, assignments, and class discussions will take place on CANVAS <https://CANVAS.longwood.edu>.

- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility: <https://www.canvaslms.com/accessibility>

To enable online coursework, there are several pieces of software and hardware that are needed. For this course, you will need the following:

- A high speed internet connection will be necessary to view the video clips linked to the presentations. If you are using a dial-up service, you may not be able to access the videos.
- Windows Media Player and/or Adobe Flash Player will be necessary in order to view the video clips. It is available as a free download from www.microsoft.com.
- Microsoft PowerPoint Viewer, if you do not have Microsoft Office. (Windows: <http://www.microsoft.com/en-us/download/search.aspx?q=PowerPoint%20viewer> Mac: Built in “Quick Look” can be used to view PowerPoint documents.)
- Adobe Acrobat Reader. (<http://get.adobe.com/reader/>)
- Ability to save documents as PDF.
- Ability to scan/copy and save images. There are some assignments that required drawings to be submitted. Some assignments may be easier to complete by hand and then scanned in and submitted.
- Submit assignments as Microsoft documents (either *Word*, *PowerPoint*, *Excel*, etc. as required by the assignment). The accepted formats are: .doc; .docx; .pdf.

Lock Down Browser/ Respondus. This course requires the use of LockDown Browser for online assessments. More information regarding LockDown Browser can be found on CANVAS by clicking on the “LockDown Browser” button on the left hand navigation bar. If a violation of the honor code is suspected, consequences will be determined by the instructor based on the severity of the suspected violation.

To begin in online education, you do not need a great deal of technical expertise. You do need the ability to use email with attachments, save files using common software, and be able to keyboard. You also need to establish some type of backup routine. Technology does fail (usually at the worst possible moment) so make sure you save important documents in at least two places. A simple backup plan is to save your work to your computer and to save it to at least one other device (portable media - flash drive, etc.). If you only save to your computer, you have few options to recover work if something happens.

Student Learning Course Outcomes:

The following information relates the course objectives to the learning opportunities, the Council on Academic Accreditation in Speech-Language Pathology and Audiology (CAA) standards, and Longwood’s expectations for scientific and quantitative reasoning.

Course Objectives: Below are course objectives and learning activities with corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards [CAA] 2023.

Course Objective	Learning Activity	CAA Standard
Differentiate normal and disordered speech and language systems in the preschool and school-aged child	Language Disorders Notebook Exam Discussion Board (Child Case Study)	Standard III-B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Standard IV-C. Describe etiologies and characteristics of cognitive communication disorders. Describe anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of cognitive-communication disorders in children & adults.
Describe the nature and causes of language disorders in children	Exam Discussion Board	
Describe the nature and causes of cognitive decline in adults	Exam Discussion Board (Adult Case Study)	
Differentiate language differences from language disorders	Language Sample Analysis Exam Discussion Board	
Discuss language disorders and their association with various exceptionalities	Language Disorders Notebook Exam	
Explain the components of an effective language assessment	Language Assessments Activity Exam	Standard III-D. 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. Standard IV-D. Demonstrate current knowledge of the principles & methods of assessment and intervention for persons with cognitive-communication disorders. Standard V-B1. Select and administer appropriate evaluation procedures, such as behavioral observations, & non-standardized and standardized tests. Standard V-B2. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
Compare assessments for language disorders for both children and adults	Language Assessments Activity Exam	
Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures	Language Assessments Activity Language Sample Analysis Exam Discussion Board	
Compare standardized and authentic assessment	Language Assessments Activity Exam Discussion Board	
Describe various procedures and techniques in treatment of language disorders	Discussion Board (EBP Research) Exam	

Learning Opportunities:**1. Introduction Activities****a. Assurance Statement****b. Introduction Discussion Board****Complete/Incomplete
10 Points****2. Pediatric Language Disorders Notebook****50 Points**

For this assignment, you will be responsible for putting together a disorders and syndromes notebook. For each of the following disorders you will need to include information regarding the etiology(ies), physical characteristics, speech and language characteristics, current prevalence and incidence statistics, how it impacts all 5 areas of language (syntax, morphology, phonology, semantics, and pragmatics) and diagnostic criteria. Keep in mind that because this is a research-based project that you will need to site information gathered from various sources (i.e. textbook, journal articles, white papers from organizations) as well as include a text cited/reference page. APA format and in-text citations are expected.

The disorders and syndromes should include (a) Fetal Alcohol Syndrome; (b) Down Syndrome; (c) Fragile X Syndrome; (d) Autism Spectrum Disorders; (e) Velo-Cardio- Facial Syndrome; (f) ADD/ADHD. These notebooks will be graded on the following (a) Organization of information presented; (b) Accuracy of information included; (c) APA and Grammar; (d) Visual Presentation and Creativity.

3. Language Assessments**25 Points x 2 = 50 Points**

Students will research one pediatric language assessment and one adult language assessment (students can choose assessments to review) and create an annotated bibliography on each one that include the following: (1) summary of the assessment; (2) purpose of the assessment; (3) age ranges; (4) administration time; (5) scores provided; (6) sample that was used to standardize the assessment (include information on regions, dialectical considerations, & ethnicity/race considerations); and (7) APA citation for the assessment and any additional sources that were used to locate the information. Additionally, students will research the assessment (through published journals) to examine if there are any concerns about that assessment ethically.

4. Language Sample Analysis**50 Points**

A language sample will be provided to you of a 3-year-old child. You are to complete analyses for: mean length of utterance and Brown's Stages of Language Development; types of 2-word utterances (Nelson); order of acquisition of Brown's 14 grammatical morphemes; number of different words; and speech intelligibility. Results should be presented in a paragraph form with interpretation of the results (you will be given a template to follow). Is the child's MLU consistent with his age? What stage is the child's MLU? Is the child using the morphemes that are expected for his/her age? Is the child's semantic diversity (NDW) appropriate for his/her age? Is the child's speech intelligibility appropriate for his/her age? Give examples to support your interpretation.

5. Exams**100 x 4 = 400 Points**

There will be four exams during the semester.

6. Discussion Board Posts**25 Points x 6 = 150 Points**

There will be 5 discussion boards throughout the semester. Students are expected to use research as a basis for their post with APA citations and respond to 2 peer reviews.

Policies and Information:

Course Schedule: All assignments, discussion boards, quizzes/exam are due by 11:49pm EST on the date noted within the Course Calendar (located at the back of the syllabus and noted within Canvas course). Once a module has been made available, all assignments, quizzes, etc. may be submitted at any time prior to the due date. Late submissions are not accepted without “excused absence.” The instructor reserves the right to make alterations to the course schedule as needed to accommodate the class.

Grading Policy: Grades will be assigned on an earned point basis: Total number of points divided by total points received. Grade will be based on the following:

Learning Activity	Point Value
Assurance Statement	Complete/Incomplete
Introduction Discussion Board	10 Points
Pediatric Language Disorders Notebook	50 Points
Language Assessments	25 Points x 2 = 50 Points
Language Sample Analysis	50 Points
Exams (4)	100 Points x 4 = 400
Discussion Board Posts	25 Points x 6 = 150 Points
Total	710 Points

Grades will be based on the following grading scale:

A	94-100%	C	73-77.9%
A-	90-93.9%	C-	70-72.9%
B+	88-89.9%	D+	68-69.9%
B	83-87.9%	D	63-67.9%
B-	80-82.9%	D-	60-62.9%
C+	78-79.9%	F	0-59.9%

Grades are earned through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for quality, presentation, and timeliness of their work. There will be no opportunity for individual extra credit in this course.

Late Policy: Students are expected to submit coursework by the required date. Work may be submitted late but will be charged a 10% penalty of total possible points for each 24-hour period after the due date until date of actual submission up to a total of 50% of possible points. Work will **NOT** be accepted more than one week late. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (804-350-7924) and leave a voice mail message or e-

mail me stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.

Attempting to submit work very close to the closing time may result in assignments not being uploaded into the Canvas system. Such instances are **not** considered technical difficulties. It is each student's individual responsibility to submit work within the stipulated time frame.

University/Class Policies and Requirements:

Attendance: Each student is expected to actively participate in the course. Students are accountable for completing readings, assignments, activities, projects, and quizzes/exam as scheduled. You will be able to successfully complete each week's assignments if you pace yourself accordingly.

Religious Observations: The instructor will accommodate adjustments to the schedule due to dates that conflict with a student's religious observations, **if informed by writing by the end of the first week of class.**

Honor Code: All learners are expected to abide by the Honor Code, and respect the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board. For more information about Longwood's Honor Code, visit: <http://www.longwood.edu/studentconduct/honor-code/> A copy of the academic pledge document may be found here: <http://www.longwood.edu/studentconduct/honor-code/creed-and-pledges/>

Etiquette: Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners.

Plagiarism: The content (including the organization and the specific wording) of articles whether online, in textbooks, or in journals is the intellectual property of the author. As such, students in this course are expected to demonstrate respect for intellectual property by carefully following acceptable practices for giving authors credit for their work.

Artificial Intelligence: Entering client information into Artificial Intelligence third-party service or site (AI-generated content) is a violation of HIPAA/FERPA. Submitting work that was completed using AI-generated content creates a false representation of the knowledge and skills competencies that are measured for graduation and ASHA certification. When submitting work that receives a grade or assessment of knowledge and skills, you should be doing that work independently. Using AI-generated content as your own work is plagiarism. Lack of citing the use of AI-generated content would be considered plagiarism as it is not your own unique work. The use of Generative AI

tools such as, but not limited to, ChatGPT, is not permitted for use within the Department of Communication Sciences and Disorders **unless this it is explicitly permitted in writing as part of a specific assignment**. The unauthorized use of Generative AI tools is prohibited and will result in an academic integrity violation which may result in dismissal from the CSD program.

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by AI-generated content without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the Office of Student Conduct.

References: References are expected on ALL assignments using the American Psychological Association (APA) 7th edition style. See the Greenwood Library web site for information. Points will be deducted for failure to use APA style.

Communication: Interaction between learners and the instructor is an important component to the success of online learning. Learners can expect timely responses from the instructor (generally within two business days). Communications which are sent after NOON on Friday or on weekends/holidays may be addressed on the next business day. Every effort will be made to review and grade written assignments within 10 days. Instructor will communicate with students through Canvas and email.

Email: You must use your *Longwood email* for communication with instructor. Students are responsible for checking email daily. For individual, private messages, you should send your instructor an email through the course page in Canvas. Instructors receive a large amount of email and sometimes messages get overlooked. If your instructor has not responded to your email within 48 hours, please resend the original email. *Be as specific as possible.*

Announcements: Please check Canvas daily and review announcements.

Discussion Board: A number of ungraded discussion forums will be utilized throughout the semester (i.e. Module Q & A). Students are required to *review* all ungraded discussion board forums daily. If you have a general question pertaining to the course materials, assignments, etc., please post those questions to fellow students and/or instructor within the appropriate Discussion Board forum so that others may also benefit from your question and answer.

Technical Difficulties: There are often numerous questions received pertaining to technical difficulties. If you are having technical difficulty, please contact Longwood Technical Support help@longwood.edu. If they are unable to assist you, you may please post your difficulties to a discussion forum. Often times, other students have had the same problem and may have a solution.

Accommodations and Disability Resources: If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#) (434) 395-2391 prior to those accommodations being

implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Longwood Syllabus Statements: Longwood syllabus statements regarding Protecting Intellectual Property, Accessibility Resources Office, Mental Health Resources, and Reporting of Crimes and Sexual Misconduct can be found here: <https://www.longwood.edu/academicaffairs/syllabus-statements/>.

Adding/Dropping a Course: Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:

- until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
- until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
- until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

Withdrawing from a Course: Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the date listed at the top of top of the syllabus. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

Tentative Course Schedule

***Instructor retains the right to make changes as necessary during the semester**

All assignments and due dates are posted below prior to the start of class. Dues dates are also posted in Canvas and all assignments must be turned in by the due date. Please note that the course requirements and schedule may change due to the pacing of the course and student-driven interests. All significant changes to the syllabus will be given to students in writing on Canvas.

Week	Module	To Do List	Assignment Due Dates
Part One: Childhood Language Disorders			
Module 1 Weeks 1 & 2	<ul style="list-style-type: none"> • Start Here • Introduction to Childhood Language Disorders • Associated Disorders 	Owens Chapters 1, 2, & 3 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Assurance Statement (Due 1/11) • Introduction Discussion Board (Due 1/16) • Discussion Board #1 (Development) (Due 1/18)
Module 2 Week 3	<ul style="list-style-type: none"> • Early Childhood Assessment, Intervention, & Systems of Support 	Owens Chapters 4 & 5 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #2 (Early Intervention) (Due 1/23) • Pediatric Language Disorders Notebook (Due 1/25) • Exam #1 (Due 1/30-31)
Module 3 Weeks 4 & 5	<ul style="list-style-type: none"> • Assessment • Language Sampling & Analysis • Cultural and Linguistic Considerations 	Owens Chapters 7 & 8 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #3 (Difference vs. Disorder) (Due 2/6) • Language Assessment (Child) (Due 2/13)
Module 4 Weeks 6 & 7	<ul style="list-style-type: none"> • School-Age Intervention • Classroom interventions • Literacy 	Owens Chapters 11, 12, & 13 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #4 (EBP – Child) (Due 2/15) • Language Sample & Analysis (Due 2/20) • Exam #2 (Due 2/27-28)

Part Two: Adult Language Disorders			
Module 5 Weeks 8 & 9	<ul style="list-style-type: none"> • Introduction to Adult Language Disorders • Attention & Memory 	Kimbarow & Wallace Chapters 1 & 2 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #5 (EBP- Adult) (Due 3/12)
Module 6 Weeks 10, 11, & 12	<ul style="list-style-type: none"> • Executive Functions • Right Hemisphere Disorders • Aphasia 	Kimbarow & Wallace Chapters 3, 4, & 5 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Language Assessment – Adult (Due 3/19) • Exam #3 (Due 3/26-27)
Module 7 Weeks 13 & 14	<ul style="list-style-type: none"> • Dementia • Traumatic Brain Injury 	Kimbarow & Wallace Chapters 6, 7, & 8 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #6 (Adult Case Study) (Due 4/9)
Module 8 Week 15	<ul style="list-style-type: none"> • Culturally Responsive Trauma-Informed Care 	Kimbarow & Wallace Chapter 9	<ul style="list-style-type: none"> • Exam #4 (Due 4/23-24)