

**SYLLABUS**  
**CSDS 214**  
**Seminar in Child Language Disorders**

**Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

<b>CSDS 214: Seminar in Child Language Disorders</b>	
	California State University, Fresno
Course Information: Etiology, symptomatology, assessment, and habilitation of language disorders in infants, children and adolescents.	Instructor Name:
Units: 3	Office Number :
Time:	E-Mail: <a href="mailto:cmaul@csufresno.edu">cmaul@csufresno.edu</a>
Location:	Telephone:
Website: Canvas	Office Hours:

**Introduction and Course Description**

This is a 3-unit graduate level course concerning various advanced topics regarding language disorders in infants, toddlers, school-aged children, and adolescents. In addition to the instructor's lectures, the seminar format includes additional readings, in-class writing activities, class discussion, video presentations, and guest lecturers. **This is a web-enhanced class, and students should refer to Canvas to access reading material and other documents required for the class.**

**Prerequisites**

This is a graduate level course open to students who have gained entrance to the master's program of study in the Department of Communicative Disorders and Deaf Studies. **To**

successfully complete this course, students will need a thorough knowledge of normal language development and of different theories of language acquisition, in addition to a basic understanding of the nature of various language disorders in children, and of assessment and treatment procedures. Although there will be some in-class review of these areas, students are expected to have already learned this information and may need to independently study these topics.

## Required Textbooks and Materials

Roseberry-McKibbin, C. (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (5th ed.). Oceanside, CA: Academic Communication Associates, Inc.

Fadiman, A. (1997). *The spirit catches you and you fall down; a Hmong child, her American doctors, and the collision of two cultures*. Farrar, Strauss, and Giroux: New York.

All other materials are accessible through the Canvas website, including assigned readings and YouTube lectures. Students are also strongly encouraged to bring their laptop computers, tablets, or smartphones (anything through which the internet may be accessed) to class. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture. Interactive discussions and spontaneous internet research will be an integral part of the class. **HOWEVER, TAPE RECORDING OF CLASSROOM LECTURES IS NOT ALLOWED.**

## Examinations and Major Assignments

There will be the following opportunities to earn points toward your grade:

Exam on typical language development	50 points
2 Midterm exams @ 100 pts. ea.	200 points
Final exam	100 points
Discussion Board assignments (2 @ 10 pts. ea.)	20 points
Goal-writing assignments (2 @ 15 points ea.)	30 points
Language sample analysis (team)	50 points
Book review paper/class presentation (team)	100 points
Experiential Assignment	50 points
<b>TOTAL</b>	<b>600 points</b>

The following is a brief description of each requirement. Further details regarding each assignment will be given in writing and verbally, in class.

**Exams:** There will be four exams given (one on typical language development, two midterms, and a final). The first exam will be an essay exam requiring students to write about typical language development in children. There will only be one question. The midterms and the final

exam will consist of a variety of question types (e.g., short-answer, fill-in, multiple choice, and true/false). The final exam will not be comprehensive.

**Discussion board assignments:** There will be two (2) discussion board assignments during the semester. (CTC Program Design Standard 3; CTC Speech-Language Pathology Services Credential Standard 2)

**Goal-writing assignments:** There will be two goal-writing assignments in professional writing, relative to delivering services to infant, toddler, and school-aged populations. Students will be required to complete: (1) an assignment regarding writing appropriate long-term goals and benchmark target behaviors for Individual Family Service Plans (IFSPs) for infants and toddlers, and (2) an assignment regarding writing appropriate curriculum-based, long-term goals and benchmark target behaviors for Individual Education Plans (IEPs) for school-aged children, demonstrating students' knowledge of common core curricular standards. (CTC Program Design Standard 2, 8)

**Language Sample Analysis:** This will be a team assignment in which a brief language sample will be analyzed for mean length of utterance, type token ratio, and level of proficiency in the syntactic, morphologic, semantic, and pragmatic components of language, as well as analysis of receptive language. (CTC Program Design standard 5; CTC Speech-Language Pathology Services Credential Standard 4)

**Book review/class presentation:** Students are expected to read Fadiman (1997) in its entirety; however, students will be assigned specific chapters to formally review. The student will submit a paper reviewing the assigned chapter and will present thoughts and impressions to the class through panel discussion. (CTC Program Design Standard 3)

**Hands-on experience/class presentation/paper:** This is a group assignment consisting of a hands-on project of your choice that involves at least 2 hours of observing and/or interacting with children and their families. Each member of the group will write an individual brief paper regarding this experience, and the group will make a 15-minute presentation of the experience to the class, including some type of visual media (e.g., video, Powerpoint). (CTC Speech-Language Pathology Services Credential Standard 2)

## Grading

A standard grading scale will be used to determine the final grade, as follows:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
59.49% and less	F

## Course Goals and Primary Learning Outcomes

### Course Goals:

My goals, as an instructor, are as follows:

- To fulfill requirements of the American Speech-Language-Hearing Association in assisting students to acquire competency in specified knowledge and skills
- To equip students with the knowledge and skills necessary to deliver culturally competent, person-centered services to children with language disorders and their families
- To provide opportunities to apply knowledge acquired in this class through experiential assignments related to real-life clinical experiences and opportunities to respond to instructor feedback

### Primary Learning Outcomes

At the end of the course, it is expected that students will be able to:

1. Demonstrate knowledge and understanding of professional issues and current trends in the diagnosis and treatment of childhood language disorders (CTC Program Design Standard 2)
2. Describe the etiology and characteristics of specific language impairment (CTC Speech-Language Pathology Services Credential Standard 3)
3. Describe typical child language development and apply techniques for supporting language development in all children, from birth through adolescence, to enhance development and to prevent possible difficulties in language production and comprehension (CTC Speech-Language Pathology Services Credential Standard 2)
4. Apply a collaborative model in working with professionals from other disciplines, and in consulting with teachers and family members to provide quality services to children with language disorders and their families. (CTC Program Design Standard 4, 8; CTC Speech-Language Pathology Services Credential Standard 7)
5. Apply a model of family-centered service delivery in devising assessment and treatment plans for children with language disorders (CTC Program Design Standard 2, 4; CTC Speech-Language Pathology Services Credential Standard 5)
6. Write appropriate goals for Individual Family Service Plans (IFSPs) for identified infants and toddlers with language disorders (CTC Program Design Standard 2)
7. Describe the role of speech-language pathologists in diagnosing and treating reading disorders and apply techniques relevant to supporting literacy in all children, from birth through adolescence, to prevent difficulties in learning to read and write (CTC Speech-Language Pathology Services Credential Standard 2)

8. Write appropriate goals for Individualized Education Plans (IEPs) for school-aged children with language disorders that demonstrate integration of state and federal mandates related to: a) special education, b) service delivery models, c) assessment and treatment procedures, and d) common core curricular standards (CTC Program Design Standard 2, 4, 8)
9. Accommodate cultural and linguistic differences of the child and family in assessment and treatment procedures (CTC Program Design Standard 2, 3; CTC Speech-Language Pathology Services Credential Standard 2, 5)
10. Apply formal and informal assessment procedures to make unbiased decisions regarding assessment and treatment of children from diverse backgrounds, and varying language, communication, and cognitive abilities (CTC Program Design Standard 3, 5, CTC Speech-Language Pathology Services Credential Standard 4, 5)
11. Demonstrate knowledge and understanding of specialty recognition in the field of childhood language disorders

## Course Policies and Safety Issues

**Electronic Devices:** Students are encouraged to bring their electronic devices to class for the following purposes:

- Accessing appropriate materials on Canvas, such as handouts and Powerpoint presentations
- Looking up, when called for, information regarding questions brought up in class
- Taking notes

Electronic devices should NOT be used for any other purpose during class time. In addition **tape recording of lectures is not allowed.**

**Exams:** When taking an exam, students should:

- Seat themselves in a way that will minimize the possibility of looking at another student's exam; whenever possible, sit beside vacant seats
- Take care of personal needs BEFORE the exam begins; if absolutely necessary, students should raise their hands and ask for permission to leave the room

**Make-Up Policies:** *Make-up exams will be scheduled only for documented medical, legal, or personal emergencies.*

## University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For

more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Other Policies:** The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

## University Services

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

**SCROLL DOWN FOR  
TENTATIVE COURSE SCHEDULE**

## Tentative Course Schedule

Date	Topic	Assignments
T 1/21	Introduction to the class; syllabus review, explanation of requirements  <b>MODULE #1:</b> Review of typical child language development	<b>Access video on Canvas</b>  <b>DUE: by Thursday, 1/23 DB#1 uploaded to the Canvas discussion board</b>
T 1/28	Discussion of language development and review of DB #1 uploaded video clips	
T 2/4	<b>MIDTERM #1 ESSAY EXAM ON TYPICAL CHILD LANGUAGE DEVELOPMENT</b>	Bring large Blue Book
T 2/11	<b>MODULE #2:</b> Language and literacy <ul style="list-style-type: none"> <li>• Emergent literacy</li> <li>• Supporting development of literacy throughout infancy and childhood</li> <li>• Phonologic and phonemic awareness</li> <li>• Effective methods for teaching reading and writing in the context of speech-language therapy</li> <li>• Storybook reading techniques that enhance language development</li> </ul>	<b>READ:</b>  Practice Portal on Written Language Disorders (ASHA): <a href="https://www.asha.org/Practice-Portal/Clinical-Topics/Written-Language-Disorders/">https://www.asha.org/Practice-Portal/Clinical-Topics/Written-Language-Disorders/</a>  van Kleeck & Schuele (2010)  In-class activity on embedding literacy in speech and language therapy
T 2/18	<b>MODULE #3:</b> Family-centered service delivery <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Ethical considerations</li> <li>• Counseling families and clients</li> <li>• The grief process</li> <li>• Evidence supporting a more positive approach</li> <li>• Assessment and treatment issues</li> <li>• Daily routines as a framework for</li> </ul>	<b>READ:</b> Blue-Banning et. al. (2004)  Wilcox & Woods (2011)  Moes & Frea (2000)  <b>BE PREPARED TO DECLARE WHAT YOU WILL BE DOING FOR YOUR EXPERIENTIAL</b>

	early intervention goals	<b>PROJECT</b>
T 2/25	<b>MIDTERM EXAM #2</b>	
T 3/3	<p><b>MODULE #4:</b> Infants and Toddlers</p> <ul style="list-style-type: none"> <li>• Supporting families</li> <li>• Assessment procedures</li> <li>• Enhancing language development in infants and toddlers</li> <li>• Intervention procedures</li> </ul> <p>Explanation of IFSP goal-writing assignment</p>	<p><b>READ:</b></p> <p>American Speech-Language-Hearing Association (2005).</p> <p>DeThorne et al. (2009)</p>
T 3/10	<p><b>MODULE #5:</b> Preschool Children</p> <ul style="list-style-type: none"> <li>• Supporting language development in early childhood settings</li> <li>• The importance of play and peer relationships</li> </ul> <p>Explanation of EIP goal-writing assignment and DB#2 assignment</p>	<p><b>READ:</b></p> <p>Rezzonico et al. (2015)</p> <p>Hadley &amp; Schuele (1998)</p> <p><b>DUE: IFSP GOALS via hard copy</b></p> <p><b>DUE: by Thursday, 3/12 DB#2 uploaded to the Canvas discussion board</b></p>
T 3/17	<p><b>MODULE #6:</b> School-aged Children and Adolescents</p> <ul style="list-style-type: none"> <li>• Review of SLI</li> <li>• Qualifying criteria</li> <li>• Common Core Curriculum</li> <li>• RTI<sup>2</sup> and MTSS</li> <li>• Assessment , with emphasis on language sample analysis</li> <li>• Intervention for more advanced academic vocabulary</li> <li>• Literacy and adolescents with LDs</li> </ul> <p><b>Guest Lecturer: Karina Saechao</b></p> <p>Presentation of DB#2 assignment</p>	<p><b>ACCESS on Canvas:</b></p> <ul style="list-style-type: none"> <li>• <b>SLI lecture</b></li> <li>• <b>Slides re: RTI<sup>2</sup> and MTSS</b></li> <li>•</li> </ul> <p><b>READ:</b> Cirrin &amp; Gillam (2008)</p> <p>Maul (2015). <i>Children with Specific Language Impairment</i></p> <p><b>READ:</b> National Joint Committee on Learning Disabilities. (2008). <i>Adolescent Literacy and Older Students With Learning Disabilities</i> [Technical Report].</p> <p><b>DUE: IEP GOALS via hard copy</b></p>

T 3/24	In-class language sample analysis	<b>DUE: LANGUAGE SAMPLE by midnight, Sunday, 3/29</b> <b>DUE: IFSP GOAL REVISIONS</b>
T 3/31	Cesar Chavez Day	<b>NO CLASS</b>
T 4/7	Spring Break	<b>NO CLASS</b>
T 4/14	<b>MIDTERM EXAM #3</b>	<b>VIA CANVAS On Modules 4, 5, and 6</b>
T 4/21	<b>MODULE #7:</b> Children with behavioral difficulties <ul style="list-style-type: none"> <li>• Challenging behaviors</li> <li>• Ineffective social skills</li> <li>• Various etiologies</li> <li>• Legal issues involved with disciplining children with diagnosed behavior disorders</li> <li>• Reducing undesirable behaviors</li> <li>• Positive behavior support (PBS)</li> <li>• Indirect methods of response reduction</li> </ul>	<b>READ:</b> Armstrong (2011) <b>DUE: IEP GOAL REVISIONS</b> <b>DUE: BOOK REVIEWS via email attachment to the instructor</b>
T 4/28	<b>MODULE #8:</b> Multicultural issues in delivering SLP services <ul style="list-style-type: none"> <li>• Typical processes of second language (L2) acquisition</li> <li>• Dialectal variations</li> <li>• Legal considerations for the assessment of African-American children</li> <li>• Working with interpreters</li> <li>• Nonbiased assessment</li> <li>• Treatment considerations</li> </ul>	<b>READ:</b> Roseberry-McKibbin, Chapters 13, 14, 15 van Kleeck (1994) Wang, McCart, & Turnbull (2007) <b>ACCESS VOICE-OVER POWERPOINT ON CANVAS</b>
T 5/5	Panel discussion of book reviews	<b>THIS IS THE ONE TIME WE MIGHT FOOL AROUND WITH ZOOM; MIGHT TAKE TWO 2-HOUR SESSIONS – MORE ON THAT TO COME</b>

T 5/12	<b>FINAL EXAM (Modules #7 and #8)</b>	<b>NOTE FINALS TIME SLOT: 8:00-10:00</b>
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