

SLHS 4502: Language Disorders in Adults and Children



Welcome to SLHS 4502: Language Disorders in Adults and Children. My name is Dr. Gail Ramsberger and I am Associate Professor in the Department of Speech, Language, & Hearing Sciences (SLHS) at the University of Colorado-Boulder. Over the next 10 weeks my goal is to guide you through an exploration of the disorders of language that are most commonly seen on the caseload of speech-language pathologists (SLPs).

Acquired language and cognitive disorders in adults is my area of clinical and research expertise. In designing this course, I have collaborated with Dr. Pui Fong Kan, a colleague in SLHS, who is an expert in language disorders in children. Dr. Kan teaches the campus version of this class. The learning objectives of this online version of SLHS 4502 are the same as those for Dr. Kan's campus version although our methods of teaching may be a bit different.

The objective of this course is that students will have learned the signs and symptoms of the most common language disorders, as well as, the etiologies, and principles of assessment & treatment methodologies used by SLPs when providing services to people who have these disorders.

Course Content:

- Module 1: Neurology of Language, & Medical Causes of Language Disorders
- Module 2: Principles of Assessment and Treatment of Language Disorders
- Module 3: Acquired Language Disorders – Signs, Symptoms and Assessment
- Module 4: Treatment of Acquired Language Disorders
- Module 5: Signs, Symptoms, Assessment and Treatment of Acquired Comm. Dis.
- Module 6: Language Delay and Differences in Children
- Module 7: Language Disorders in Early Childhood Years
- Module 8: Developmental Language Disorders that Persist Across the Lifespan
- Module 9: Language and Learning Disabilities in School-Age Children
- Module 10: Disorders of Reading and Writing

Course Materials

There is no textbook for this course. All readings will be posted as pdf files in app called Perusall (see details below).

Throughout the course, you will be watching videos of people with language disorders that will be posted on the Canvas course site. The people in these videos have given permission to use their video for teaching purposes. It is your responsibility to assure that these videos are only viewed by you for the purposes of this class. Please do not view the videos in public places or share the videos with people outside of this class.

Canvas

This section of SLHS 4502: Language Disorders in Adults and Children is an online course. Class

materials are available on Canvas at <http://learn.colorado.edu/>. All assignments, quizzes and assignments will be completed using Canvas.

Communication

It has been shown that student learning in online courses is greatly enhanced if there are opportunities for interaction. To encourage interaction, we will use several modes of communicating with each other in this course; each is described below.

Email

I am available via email - Gail.Ramsberger@colorado.edu. I will respond to emails within 48 hours, excluding weekends. I will send private messages to you individually via email. If I don't respond, please give me a gentle poke.

Canvas Announcements

General course announcements will be delivered to you via Canvas. You are expected to check your email and Canvas Announcements at least every other day. Missing course-related messages, announcements and schedule changes because you didn't check the Canvas site or your email is not an acceptable excuse for missing deadlines or assignments.

Zoom Chat Hours

Each week we will have a Zoom Chat Hour when students can join a video meeting to ask questions, discuss content, and just connect with each other. I'll schedule these in the first week of the class by taking a survey to find a day/time that will work best for the most students. Each week you'll receive an email with the link to join the meeting. Participation is optional, but highly encouraged. If you are unable to join a scheduled Zoom Chat Hour and would like a face-to-face chat with me, send me an email with at least 3 days/times when you are available and I'll set up a private chat.

Canvas Discussions

Please use the Canvas Discussion tool to post text questions, comments, etc. about the video lectures, or other components of the course except reading assignments. Reserve your questions and comments on reading assignments for the Perusall Annotations tool.

Perusall Annotations

Posting annotations to reading assignments is required. Perusall annotations are shared with everyone in the class and the process provides a means to collaboratively better understand the assigned readings. Please see below for details.

Late Work

If you anticipate that you will not be able to meet a deadline, be sure to contact me before the deadline has passed. While exceptions to deadlines cannot be routine, I do understand that life events may happen while you are taking this course and there may be a rare occasion when you'll have a valid reason to ask for an extension.

Technology Requirements

See the CU OIT website for minimum hardware and software requirements: <http://www.colorado.edu/oit/software-hardware/supported-software-hardware-list>

IT Resources

OIT Service Center: You can contact the OIT Service via phone - 303-735-4357 or email - help@colorado.edu M-F 7:30am - 8:00 pm MST; Sat-Sun noon - 6:00 pm

Emergency Procedures

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

Registrar Deadlines

Please see information on the Registrar's website at <http://www.colorado.edu/registrar/students/academic-calendar/registration-calendar>

Plagiarism and Copyright

You are expected to work individually on exams, labs, key term assignments, and the observation assignment. Allowing others to copy your work will be considered a form of cheating. The instructor reserves the right to fail students for cheating of any type.

Do not copy information from any source (internet, textbook, journal articles, etc.) without using proper APA citation formatting. If you are not familiar with APA formatting, you may wish to consult the *Publication Manual of the American Psychological Association* or one of the many resources that outline APA formatting.

Evaluation of Student Knowledge and Skills

Your learning in this class will be based on:

- 2 exams (exam 1 = 50 points and exam 2 = 75 points) = 125 points or 28% of final grade
- 10 reading assignment annotations; 1 for each module (each worth 10 points) = 100 points or 22% of final grade
- 10 labs (each worth 10 points) = 100 points or 22% of final grade
- 10 module key terms and concepts quizzes (each worth 10 points) = 100 points or 22% of final grade
- observation assignment = 25 points = 6% of final grade

TOTAL POSSIBLE POINTS = 450

Letter Grade	% score	Letter Grade	% score
A	94-100%	C	74-<77%
A-	90-<94%	C-	70-<74%
B+	87-<90%	D+	67-<70%
B	84-<87%	D	64-<67%
B-	80-<84%	D-	61-<64%
C+	77-<80%	F	0-<61%

EXAMS - There will be an exam at the end of Modules 4 and 10. Exam 1 will cover the material in Modules 1-4, and Exam 2 will cover material in Modules 5-10. Both exams will be available over a 36-hour period and you will have 2 hours to complete each. Exams will be a mixed format of True/False, multiple choice, matching, and short answer questions.

READING ASSIGNMENT ANNOTATIONS ON PERUSALL

*"Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real time. Your **goals** in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.*

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment, we will evaluate the annotations you submit on time (see below). Based on the overall quality and quantity of your annotations, you will receive a score for each assignment on a scale determined by your instructor. (downloaded from Perusal.com April 4, 2018)

Within each module, beneath the Readings on Perusall section, I've specified how many annotations are required for each reading. The actual readings will be found on Perusal (there is a link on the menu on the left side of this page).

All annotations will be graded as 0 = below expectations, 1 = meets expectations or 2 = exceeds expectations. If you submit more than the required number, your grade will be based on the highest graded annotations. I've included 2 documents in the introduction module related to the scoring of your Perusall annotations. Please be sure to look at these!

LABS

There will be 10 labs over the course of the semester. Labs will require integration and application of key terms and concepts. Labs may take a variety of forms. Some may require you to view and analyze a video, others may ask you to score a test and interpret the results, etc. Depending upon the lab task demands, some labs will be delivered via the quiz tool on CANVAS, and other may require you to upload a document via the assignments tool on CANVAS. Specific instructions will be provided with each lab. Labs are meant to be learning tools. So, you are free to use course resources, discuss with classmates, etc. You can submit the quiz up to 5 times. Only your highest grade will be recorded.

KEY TERMS AND CONCEPTS QUIZ

You will find a list of key terms and concepts at the beginning of each module. Review this list before you begin the module. This will help you focus on the material that you will be expected to

learn. Be sure to complete the lab before attempting the quiz. Once you are confident that you understand the material presented in each module, you are ready to take the quiz. Quizzes are to be completed independently, without the use of any resources (notes, readings, referring to discussions, talking with classmates, etc.). The idea is that the quiz assesses what you have learned from the module. Quizzes will be time limited. You will have 1 hour in which to complete the quiz from the point in time when you begin the quiz. You have only one opportunity to take the quiz.

OBSERVATION ASSIGNMENT

The observation assignment for this class will be the same as what Ms. Lewon required for the speech disorders class. Please see the detailed information and forms in the Modules.

University Policies

Student Support Services

If you qualify for accommodations because of a disability, please submit to Dr. Ramsberger documentation from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices/students>

If you have a temporary medical condition or injury, see guidelines at

<http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>

Accommodation for Religious Obligations

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you will have trouble meeting any of the class requirements due to observation of a religious holiday, please see Dr. Ramsberger to make alternate arrangements at least two weeks prior to the date the accommodation is needed. See the university policy at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

Learning Environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See the university policy at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

Policy on Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of

Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Institutional Equity and Compliance at 303-492-2127. Information about the Office of Institutional Equity and Compliance, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures>

Academic Integrity/Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at

<http://www.colorado.edu/academics/honorcode/>