

SPLP 3314 Language Disorders in Preschool Children

Spring 2021

Wednesdays, 9am-11:50am

Online

Lecturer: Deena G. Peterson, M.S. CCC-SLP

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Office Hours: Thursdays- 2pm-3pm (link will be on Bb)

*Please send me a message on Bb if you need to meet at a different time.

I. Course Description

Theoretical foundations, diagnosis, and intervention for language impairments in pre-school populations. Multicultural issues related to language disorders in this population are discussed.

II. Course Objectives

In completion of this course, students will demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies.

A. ASHA Standards

Standard IV (B, C, D, E, F) —Knowledge Outcomes

Please visit, <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for detailed information on ASHA's 2014 Standards.

B. UTEP Speech-Language Pathology Knowledge and Clinical Competencies

Professional Competency

Writing Competency

Oral Writing

Cultural Competency

Language

Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies

C. Outcome Measurements

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1. Define and apply vocabulary associated with language disorders in the preschool-aged population.
2. Discuss the clinical/practical implications of different developmental theories in the context of disorder.
3. Describe the impact of structural, neurological, and environmental conditions as potential etiological factors in language disorders.
4. Describe language assessment techniques (standardized and non-standardized) appropriate for preschool-age children.
5. Interpret assessment results, and identify relevant treatment strategies.

III. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Texts/Technology

1. Required Textbooks/Software:
 - a. Paul, R. (2012). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communication*. (4th Ed), St. Louis, MO: Mosby.
2. Required Readings:
 - a. Articles assigned on Bb or in class.
3. Recommended Textbooks (not required but excellent resources):
 - a. Shipley, K. G., McAfee, J. G., & Shipley, K. G. (2021). *Assessment in speech-language pathology: A resource manual* (6th Ed), San Diego, CA: Plural Publishing. (Older editions are great too!)
 - b. Roth, F.P., Worthington, C.K., (2021). *Treatment Resource Manual for Speech-Language Pathology* (6th ed), San Diego, CA: Plural Publishing.
 - c. Miller, J. F., Andriacchi, K., & Nockerts, A. (2011). *Assessing language production using SALT software*. Middleton, WI: SALT Software. <https://www.saltsoftware.com/>.
4. Access to a reliable laptop and/or tablet with:
 - Internet access
 - Word Processing software
 - Adobe Reader (latest version) or pdf reader
 - Zoom and/or Microsoft Teams access (depends on the needs of the class)

**See the "Resources" section in this syllabus for computer lab information*
5. Active UTEP email address and access to Blackboard

IV. Class Format- Online (synchronous and asynchronous)

A. Online via Blackboard, Zoom, and/or Microsoft Teams (depends on the needs of the class)

1. Weekly online meetings at assigned class (synchronous)
 - a. These meetings may take 1-3 hours, depending on the extent of the content and class needs.

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2. Weekly online modules: readings, videos, etc. (asynchronous)
 - a. Will take approximately 1-2+ hours, depending on students' individual pacing.
3. Discussions- (synchronous and asynchronous)

V. Student responsibilities

You are expected to participate in all online activities. You are responsible for reviewing and completing weekly modules on Blackboard. This includes readings, assignments, and projects.

A. Class Attendance*

1. The syllabus provides general description of assignments and lecture topics. **Specific details and due dates may be provided during asynchronous class times or on Bb.** Regular attendance and participation online and in class are essential for your success in the course.
“When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.” <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>
2. Please be on time (for synchronous meeting). Tardiness may result in missed information. Communication is always key! If you have a need or circumstance that results in missed synchronous meetings, please email me.
3. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.
4. It is **your responsibility** to obtain any missed information.
5. Make-up tests may be available at instructor's discretion based on student's situation/circumstance. Again, communication is key! Come talk to me.

B. Due Dates

1. All assignments are due as directed online on Blackboard or provided by the instructor.
2. Late assignments may be accepted at instructor's discretion.

C. Classroom Policies

1. You **may not** audio, video record, or take pictures/screenshots unless you have specific accommodations from CASS or are given permission by the instructor. Please refer to the “Other Policies and Information” section of this syllabus.
2. You are expected to act in a professional and considerate manner.
3. Please refrain from checking non-essential online platforms during class unless instructed (social media, email, etc.).

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D. Netiquette

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:

1. You are required to check the Blackboard course daily for messages, updates and assignments.
2. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.
3. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
4. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VI. Course Content

A. Class Outline/Calendar

1. You are **required** to check **weekly modules** on Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.
2. **The course syllabus and outline of assignments is subject to change or modification at the instructor's discretion.** This includes pop quizzes and in class assignments not included in the assignment outline. This may be done in order to accommodate the needs of the class.

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*Indicates recommended/supplemental reading

Week	Topic	Readings	Labs, Quizzes, Assignments
1.20.2021 Week 1	Introduction <ul style="list-style-type: none"> • Syllabus, Expectations • “What do I already know?” 	This Week: <ul style="list-style-type: none"> • Get your Textbook/s Week 2 Prep: <ul style="list-style-type: none"> • Read Ch 1 (Paul) 	No risk assessment
1.27.2021 Week 2	Preschool Language Disorders <ul style="list-style-type: none"> • Language Development Review • What is a language disorder? • What is typical/atypical? 	This week: <ul style="list-style-type: none"> • Should have read Ch 1 (Paul) Week 3 Prep: <ul style="list-style-type: none"> • Read Ch 2 (Paul) • *Ch 1 (Shipley & McAfee) 	Quiz of the Week (5pts) Total Points for the Semester: 5
2.3.2021 Week 3	Principles of Assessment <ul style="list-style-type: none"> • What is the goal/purpose? • Areas of Assessment • Types of Assessments 	This Week: <ul style="list-style-type: none"> • Should have read Ch 2 (Paul) • Ch 1 (Shipley & McAfee) Week 4 Prep: <ul style="list-style-type: none"> • Read Ch 8 (Paul) 	Quiz of the Week (5pts) Total Points for the Semester: 10
2.10.2021 Week 4	Assessment of Developing Language <ul style="list-style-type: none"> • Quick review of Pre-linguistic and Emerging Language • Description of this stage • Areas of Assessment • Types of Assessments 	This Week: <ul style="list-style-type: none"> • Should have read Ch 8 (Paul) Week 5 Prep: <ul style="list-style-type: none"> • Review Ch 8 (Paul) 	Quiz of the Week (5pts)

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		<ul style="list-style-type: none"> *Ch 7 (Shipley & McAfee) 	Total Points for the Semester: 15
2.17.2021 Week 5	Assessment of Developing Language <ul style="list-style-type: none"> Areas of Assessment Types of Assessments 	This Week: <ul style="list-style-type: none"> Should have reviewed Ch 8 (Paul) Week 6 Prep: <ul style="list-style-type: none"> Read Ch 5 (Paul) ASHA's Cultural Competence *Ch 2 (Shipley & McAfee) *Ch 5 (Shipley & McAfee) 	Quiz of the Week (5pts) Total Points for the Semester:20
2.24.2021 Week 6	Disorder vs. Difference <ul style="list-style-type: none"> Cultural Competence Bilingualism Considerations 	This week: <ul style="list-style-type: none"> Should have read Ch 5 (Paul) ASHA's Cultural Competence Week 7 Prep: <ul style="list-style-type: none"> SALT References to be provided on Bb or during class Other references/material to be provided on Bb *Ch 5 (Shipley & McAfee) 	Quiz of the Week (5pts) Total Points for the Semester: 25
3.3.2021 Week 7	LAB DAY SALT Creating an Assessment/Diagnostic Plan	This week: <ul style="list-style-type: none"> Should have reviewed the references/material provided last week 	Quiz of the Week (5pts)

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		Week 8 Prep <ul style="list-style-type: none"> • Study for Midterm Exam 	Total Points for the Semester: 30
3.10.2021 Week 8	Midterm Exam	Midterm Exam <ul style="list-style-type: none"> • Will cover Weeks 1-7 	Midterm Exam (75 pts) Total Points for the Semester: 105
3.17.2021 Week 9	No class-Spring Break	This week: <ul style="list-style-type: none"> • Have a little fun! Week 10 Prep: <ul style="list-style-type: none"> • Read Ch 4 (Paul) 	
3.24.2021 Week 10	Language in Special Populations <ul style="list-style-type: none"> • Characteristics • Considerations 	This week: <ul style="list-style-type: none"> • Should have read Ch 4 (Paul) Week 11 Prep: <ul style="list-style-type: none"> • Read Ch 3 (Paul) for Week 11 • *Ch 9, 10, 18 (Shipley & McAfee) 	Quiz of the Week (5pts) Total Points for the Semester: 110
3.31.2021 Week 11	Principles of Intervention & EBP <ul style="list-style-type: none"> • What is EBP? • What is the goal/purpose of intervention? 	This week: <ul style="list-style-type: none"> • Should have read Ch 3 (Paul) Week 12 Prep: <ul style="list-style-type: none"> • Read Ch 3 (Paul) • References/material to be provided on Bb 	Quiz of the Week (5pts) Total Points for the Semester: 115
4.7.2021 Week 12	Principles of Intervention & EBP <ul style="list-style-type: none"> • Establishing goals/outcomes • Methodology 	This week: <ul style="list-style-type: none"> • Should have read Ch3 (Paul) Week 13 Prep: <ul style="list-style-type: none"> • Read Ch 9 (Paul) • *Ch 1, 2, 4 (Hedge) 	Quiz of the Week (5pts) Total Points for the Semester: 120

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<p>4.14.2021 Week 13</p>	<p>Intervention for Developing Language</p> <ul style="list-style-type: none"> • Target Areas • Approaches 	<p>This week:</p> <ul style="list-style-type: none"> • Should have read Ch 9 (Paul) <p>Week 14 Prep:</p> <ul style="list-style-type: none"> • Review Ch 9 (Paul) • *Ch 1, 2, 4 (Hedge) 	<p>Quiz of the Week (5pts)</p> <p>Total Points for the Semester: 125</p>
<p>4.21.2021 Week 14-</p>	<p>Intervention for Developing Language</p> <ul style="list-style-type: none"> • Target Areas • Approaches 	<p>This week:</p> <ul style="list-style-type: none"> • Should have reviewed Ch 9 (Paul) <p>Week 15 Prep:</p> <ul style="list-style-type: none"> • References/material to be provided on Bb 	
<p>4.28.2021 Week 15</p>	<p>LAB DAY Creating an Intervention/Treatment Plan</p>	<p>This week:</p> <ul style="list-style-type: none"> • Should have reviewed the references/material provided last week <p>Week 16 & Finals Week Prep:</p> <ul style="list-style-type: none"> • Study for Final Exam 	
<p>5.5.2021 Week 16</p>	<p>Review or Catch up Day (Depends on the needs of the class)</p>	<ul style="list-style-type: none"> • TBD 	
<p>5.12.2021 Finals Week</p>	<p>Final Exam</p>	<p>Final Exam</p> <ul style="list-style-type: none"> • Will cover Weeks 10-15 	<p>Final Exam (75 pts)</p> <p>Total Points for the Semester: 200</p>

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B. Grading

Type	Point Value	How many?	Total Points	Percentage of Total
Midterm Exam	75	1	75	37.5%
Final Exam	75	1	75	37.5%
Quizzes	5	10	50	25%
		Total	200	100%

*Other assignments/labs/article summaries may be assigned throughout the semester, which may require adjustment to the grading scale

A-180-200 points (90-100%)

B-160-179 points (80-89%)

C-140-159 points (70-79%)

D-120-139 points (60-69%)

F-less than 120 points (<60%)

1. Exams

a. *Exam 1- Midterm*

Will consist of everything covered from the beginning of the semester until midterm.

b. *Exam 2-Final*

Will consist of everything covered from after midterm until the end of the semester.

2. Quizzes

a. Will be administered online.

3. Labs

a. May be assigned throughout the semester.

4. Article Summaries

a. May be assigned throughout the semester.

b. Students will summarize the assigned article with proper APA citations in 2 pages. These will be submitted on blackboard through SafeAssign as well as a hard copy turned in to me in class.

VII. Other Policies and Information

Communications

I will be checking in on Blackboard weekly. Please allow me 48 hours to respond to discussion board postings and/or e-mail. If you send me a message an hour before an exam, or before an assignment is due, I will not be able to respond or help you.

Drop Policy

Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/general-academic-information/> for policies regarding dropping a course. Please refer to www.utep.edu/calendar to identify the dates during which drops may occur. See "Class Attendance" section of this syllabus.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, you will need to contact the Center for Accommodations and Special services (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Special services (CASS)
East Union Bld., Room 106
<https://www.utep.edu/student-affairs/cass>
Phone: (915) 747-5148
Fax: (915) 7478712
cass@utep.edu

Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

Academic Dishonesty

"Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts."

Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

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VIII. Resources

Research

Please visit the UTEP library on main campus. <https://www.utep.edu/library/>

Academic Writing

Please visit the University Writing Center located in the UTEP library, Room 227, <http://academic.utep.edu/writingcenter>, (915) 747-5486.

Computer labs

Please visit the Technology Support Help Desk <https://admin.utep.edu/Default.aspx?tabid=74319> or call the main number at (915) 747-5000 for information on locations of computer labs.

University Counseling Center

<http://sa.utep.edu/counsel/>

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Department of Licensing and Regulation

<https://www.tdlr.texas.gov/slpa/slpa.htm>