Communication Disorders 350
Winter Semester 2012
Section 1: C215 ESC on T Th at 01:35 pm - 02:50 pm

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Description
This course provides an introduction and overview of the field of language impairment (LI) in children. We will cover the following topics:

- Current approaches to LI in childhood
- Language problems associated with specific disabling conditions
- The theoretical foundations for the treatment of LI
- Current methods of assessment of LI, both formal and informal
- Current methods of intervention with LI
- Service delivery models

We will use video-case examples to illustrate many of the procedures we talk about, particularly in the second half of the course.

Prerequisites
ComD 330, Language Development or equivalent course in language development from a Speech Language Pathology/Communication Disorders Department. This is not negotiable.

Attendance Policy
You must be present to take quizzes. Make ups will be allowed for sickness (with doctor's note), funeral (with obit), or official university excused absence. Quizzes will not be given early. A student may take an exam early if arrangements to do so are made. Exams may be taken late only

Grading Policies
Course requirements—exams, assignments, and quizzes:
1. Three exams will be administered in the testing center (100 pts. each). Tests may be taken early with permission. Tests may be taken late because of a university excused absence, illness (with doctor's note), or funeral (with obituary). Tests may be taken late without an excused absence only in exceptional circumstances. Late exams will be in a short answer format. Late tests without an excuse may be penalized 10 pts per day late.

2. "Spot" quizzes (30 pts.). There will be 3 quizzes given randomly throughout the semester. They may not be announced. They will consist of short answer questions or writing assignments, and will be worth 15 points each. The lowest quiz will be dropped. A student must be in class to take the quiz. Make up quizzes will be given only for university excused absences, illness with a doctor's note, or a funeral with an obituary.

3. Language Analysis Project (50 pts.). This assignment involves eliciting a language sample and performing an analysis. This assignment is due by 5 pm on March 20th. There is a 5 pt. penalty for each day the assignment is late.
Total possible points: 380

There is also a 2 pt. bonus for completing the course evaluation.

**Learning Outcomes**

- Problems with Language Impairment
  Demonstrate knowledge of the linguistic, academic, and social problems associated with language impairment.
- Models of Child Language Impairment
  Describe general models of child language impairment.
- Service Issues with Language Impairment
  Describe service delivery issues in the assessment of language impairment.
- Assessment Procedures
  Demonstrate knowledge of assessment procedures to perform the following tasks: screening, qualifying a child for intervention services, determining goals in intervention, predicting the need for future intervention, and measuring progress in intervention.
- Treatment of LI
  Identify several approaches to the treatment of LI (e.g., focused stimulation).

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A-</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>90-92</td>
<td>80-81</td>
<td>88-89</td>
<td>82-87</td>
<td>78-79</td>
<td>72-77</td>
<td>62-67</td>
<td>60-61</td>
<td>59 and lower</td>
</tr>
</tbody>
</table>

**Assignment Descriptions**

*Exams:*
Three exams will be administered in the testing center (100 pts. each). Exams will be approximately 70% class notes and 30% text. Questions will be multiple choice. Book questions will be taken directly from the study notes posted on blackboard.

*Quizzes:*
"Spot" quizzes (30 pts.). There will be 3 quizzes/writing assignments given randomly throughout the semester. You will be allowed to drop one quiz from the final total.

If you do not do well on a quiz, you may earn back 3 points (added to your score). You can do this by writing a short paper (about a page, double spaced, typed) on the quiz topic—this must be a paper—not just writing the right answer over the part you missed. If you take this option, it is up to you to make sure you understand the concept (more on this will be presented in class). You will only have one chance to turn in a correction. Corrections will only be accepted two sessions after a quiz has been returned.

These quizzes are designed to motivate you to study course material after each class period as well as to highlight important information. They are a good gauge of how well you understand the material and how well you are doing in the class. If you are not doing well on the quizzes it is your responsibility to contact me or a teaching assistant for additional help.

*Language Sample:*
Language Analysis Project (50 pts.). This assignment involves eliciting a language sample and performing an analysis. You should spend 20 minutes talking with a child. You should record this interaction, and transcribe 30 child utterances, plus everything that you say surrounding these utterances. Hand in the recording with your write up. The write up should consist of a brief description of the child and the transcription. Please turn in your write up and an audio recording of your sample in an envelope to prevent them from being separated and lost. Video recordings are also acceptable. Digital media (e.g., DVD, CD, or jump drive) are preferred. It is your responsibility to make sure your media is readable. Whatever media you use you must indicate where the transcription begins so the recording and the transcript can easily be lined up. If you do not do this your sample will not be graded. For the analysis you must analyze a (1) syntactic or semantic and (2) a pragmatic behavior, using the
30 child utterances you have transcribed. Examples of syntactic behaviors would be production of grammatical morphemes, question formation, negation formation, or complex sentences. Examples of semantic behavior would be semantic relations or a productive vocabulary inventory. Examples of a pragmatic analysis would be responsiveness to various question forms, ability to produce various types of speech acts, ability to respond to requests for clarification, or the ability to respond to an introduced topic. Calculate percentage of occurrence in obligatory context or frequency of occurrence on the target form (these scoring methods will be explained in class). You will be graded on the following information:

1. Description of the child (5)—this should include age, gender, and elicitation context (where you took the sample), and materials used.
2. Reliability of transcription (25)—you will lose one point per transcription disagreement (between your transcription and the TA who listens to your recording). Keep in mind that if your recording is of such poor quality that the TA cannot understand you or the child this will hurt your score.
3. Analysis (20)—you will lose points for any errors in the analysis. A conceptual error (i.e., not understanding what you are analyzing) will be penalized at least 10 points. A calculation error be penalized in line with the seriousness of the error.

This assignment is due by 5 pm on March 20th. There is a 5 pt. penalty for each day the assignment is late.

**Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
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</tr>
<tr>
<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
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<tr>
<td>Quiz 1</td>
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<tr>
<td>Quiz 2</td>
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<tr>
<td>Language Sample</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>380</td>
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**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Topic &amp; reading</th>
</tr>
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</table>
| Th - Jan 5 | Course Introduction  
| Th - Jan 12 | The nature of LI (continued)                     | -                                                                              |
| Th - Jan 24 | LI as a category                                | -                                                                              |
| T - Jan 19  | Problems associated with LI (in addition to language) | -                                                                              |