COURSE OUTLINE

Instructor:  Dr. Martin Fujiki
Office hours:  Th,  F 10-11, other types by appointment (call 422-5994).


Course Goals:
The goal of this course is to provide you with an overview of the field of language impairment in children. The information covered will give you a strong basis for further training in the assessment and treatment of children with language impairment. During this course we will cover the following information:

- Current approaches to childhood language impairment
- The theoretical foundation for a treatment of language impairment
- Current methods of assessment of language impairment
- Current methods of intervention with language impairment
- Language patterns associated with specific disabling conditions
- Service delivery models

Course Objectives:
Within these general areas, we will focus on the following objectives:

*The student will:*
- describe general approaches to disability as they apply to language impairment (KASA Standard III-C).

- describe the characteristics of language impairment associated with various handicapping conditions (specific language impairment, mental retardation, autism, etc.). (KASA Standard III-C).

- identify how language impairment may effect the development of syntactic, morphologic, semantic, and pragmatic systems (Standard III-C).

- identify potential etiologies of language impairment (Standard III-C).

- describe how differing life contexts (e.g., home, school) influence the manifestation of language impairment (Standard III-C).

- demonstrate knowledge of the academic and social problems associated with language impairment (Standard III-C).
describe service delivery issues in the assessment of language impairment (e.g., cognitive referencing). (Standard III-D).

demonstrate knowledge of assessment procedures to perform the following tasks: screening, qualifying a child services, predicting the need for future intervention, and measuring progress in intervention (Standard III-D).

identify several current approaches to the treatment of language impairment (e.g., focused stimulation) (Standard III-D).

describe methods to facilitate the interaction between caretakers and children with language impairment (Standard III-D).

demonstrate knowledge of a range of intervention procedures to address problems with syntax, morphology, semantics, and pragmatics (Standard III-D).

demonstrate knowledge of several techniques that address the social problems of children with language impairment (Standard III-D).

describe how culture may influence the assessment and treatment of children with language impairment (Standard III-D).

In this course students will learn methods and materials that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply course content when working with children with diverse linguistic and cultural backgrounds.

Requirements and Grades:
Grades: Grades will be assigned based on the accumulation of points received on tests and quizzes. Percentage of total points earned is calculated, and grades are usually assigned according to the class distribution of points. Past experience shows that students who earn close to 90% or more of the possible points can expect an "A" grade, those earning approximately 80% or more can expect a "B" grade, those earning approximately 70% or more can expect a "C" grade, and those earning 60% can expect no higher than a "D" grade. There is no "quota" as to how many students can earn a particular grade, however. Earning 90% or more of the possible points will guarantee a grade of at least A-, Earning 80% will guarantee a grade of at least B-, etc.

Points are distributed as follows:

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 pts</td>
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<tr>
<td><strong>Total possible</strong></td>
<td><strong>300 pts</strong></td>
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Exams and quizzes: Midterm and final exams will be administered in the testing center. Quizzes will be unannounced and will be administered during class. Exams will be 70%
class notes and 30% text. Exam format will be announced in class. Book questions will be taken directly from the study notes in the course packet. Makeup exams will be given only under exceptional conditions (illness with written excuse from a physician, etc.). Missed quizzes may not be made up unless you have a university excused absence or a note from a physician. Exams taken late without prior authorization will be penalized 10% per day late.

Quizzes will generally focus on material from recent lectures. There will be 11 quizzes and your lowest quiz score will be dropped. Because there will usually be a quiz each week they are a good indication of how you are doing in the course. If you do not receive full credit on a quiz you may receive 2 pts. (added to your quiz score) by attending the help session following the quiz. During the help session the TA will review the quiz. You will be asked to hand in a corrected quiz to receive the points. If you are having difficulty with the quizzes you should contact me or the course teaching assistant as soon as possible for consultation.

Observation Hours:
We will watch a lot of videos in class. These will count as observations that fulfill the American Speech-Language-Hearing Association training requirements. You will want to complete a summary sheet listing these hours (special forms for audiology and speech language pathology observation hours are available in 136 TLRB). These forms must be signed by a faculty member with ASHA clinical certification (in this case, me). It is in your best interest to have the form signed now, rather than when you are starting your graduate program. Also note that you may count hours of observation from other ASLP courses toward meeting the 25 hour ASHA requirement. You will need to keep track of these hours yourself.

You can count the in-class observations for ASLP 330 and 350 for a total of 10 observation hours.

If you need additional observation hours, there are videotapes that can be checked out from me. These include:

Tape 1. Deb Luker, M.S. Elementary school level whole language classroom
Tape 2. Cathy Shenuman, M.S. Itinerant pull out model, language and articulation intervention
Tape 3. Diane Loeb, Ph.D. & Marc Fey, Ph.D. focused stimulation, language intervention (Drs. Loeb and Fey provided the tape, however, neither is on the video)
Tape 4. Tara Wells, M.S. preschool level whole language classroom

HONOR CODE:
The honor code represents our commitment to the ideal "nice guys (guys is used in the true Utah sense, and is therefore, not gender specific) finish first." I am continually impressed by the integrity typically displayed by BYU students. Violations of the honor
code are few, but particularly troublesome considering who we profess to be here (the term saint comes to mind).

Strict adherence to the BYU honor code is expected. Violations of the honor code in the areas of cheating and/or plagiarism will result in extreme disappointment on the part of your instructor, a failing grade for your work in this course, and a report to the Honors Office. Exams for this class (past and present) are not passed back to students. Any exams from past classes that may be floating around were obtained in violation of the honor code. Looking at any such exam would constitute cheating.

SYLLABUS AND READINGS**

Introduction

The nature of language impairment
   Nelson, chapters 1 & 4

What can go wrong? An overview of language impairment

The impact of language impairment

An approach to assessment and intervention

Language Assessment
   Nelson, chapters 6 (pp. 182-214), 7, & 9

Test 1, in the testing center. Oct. 27 & 28

Intervention with children in the early stages of language acquisition
   Nelson, Chapters 6 (pp. 125-227) & 8

Intervention with children in the middle stages of language acquisition
   Nelson, Chapter 10

Case Studies

Test 2 During finals week in the testing center.

   If ye are prepared ye shall not fear. D&C 38:30

The administration has asked that faculty include the following information on sexual harassment and students with disabilities.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX
covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.