COURSE OUTLINE

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


Overview:
The mission of BYU is to provide an education that is (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. In harmony with this mission, the conceptual framework (CF) of the David O. McKay School of Education emphasizes that student training stress (1) the moral dimensions of teaching, (2) academic excellence, (3) meaningful collaboration with parents and other professionals, and (4) the development of social competence. Within this broad university and school context, this course focuses heavily on academic excellence. The basic goal is to provide you, the student, with the knowledge you will need to treat language impairment in children. Integrated in all that we will do is the importance of the moral dimension of teaching. Meaningful collaboration with other professionals and parents will be an essential part of providing effective treatment. A key component to this collaboration, as well as successful intervention, will be the ability to interact in a socially competent manner. It will be important to keep these general ideas in mind as we focus on specific topics and issues.

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 these children. During this course we will cover the following information:

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

Course Objectives:
*Here is what you should learn from this course.* Within the general areas listed above we will focus on the following objectives. The accreditation standards (KASA standards) that each objective meets, as well as how the objective lines up with the conceptual framework of the school, are provided in parentheses. The student will:

describe general approaches to disability as they apply to language impairment (KASA Standard III-C, CF 1, 2, 3).
describe the characteristics of language impairment associated with various handicapping conditions (specific language impairment, mental retardation, autism, etc.). (KASA Standard III-C, CF 2).

identify how language impairment may affect the development of syntactic, morphologic, semantic, and pragmatic systems (Standard III-C, CF 2).

identify potential etiologies of language impairment (Standard III-C, CF 2).

describe how differing life contexts (e.g., home, school) influence the manifestation of language impairment (Standard III-C, CF 2, 3).

demonstrate knowledge of the academic and social problems associated with language impairment (Standard III-C, CF 2 & 3).

describe service delivery issues in the assessment of language impairment (e.g., cognitive referencing). (Standard III-D, CF 1, 2, & 3).

demonstrate knowledge of assessment procedures to perform the following tasks: screening, qualifying a child for services, predicting the need for future intervention, and measuring progress in intervention (Standard III-D, CF 2, 3).

identify several current approaches to the treatment of language impairment (e.g., focused stimulation)(Standard III-D, CF 1, 2, & 3).

describe methods to facilitate the interaction between caretakers and children with language impairment (Standard III-D, CF 2, 3, & 4).

demonstrate knowledge of intervention procedures to address problems with syntax, morphology, semantics, and pragmatics (Standard III-D, CF 2).

demonstrate knowledge of several techniques that address the social problems of children with language impairment (Standard III-D, CF 2, 3).

describe how culture may influence the assessment and treatment of children with language impairment (Standard III-D, CF 1, 2, 3, & 4).

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>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>100 pts.</td>
<td>Midterm Exam</td>
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<tr>
<td>100 pts.</td>
<td>Final Exam</td>
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<tr>
<td>100 pts.</td>
<td>Quizzes</td>
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<tr>
<td><strong>300 pts.</strong></td>
<td>Total possible</td>
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Exams and quizzes:
1. Midterm and final exams will be administered in the testing center. Exams will be 70% class notes and 30% text. Questions will be multiple choice. 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.

Following the midterm we will take the next class period to go over the test so you will be able to see what you missed and why. *Please bring the sheet of paper from the testing center showing the items that you missed to the session following the exam.*

4. "Spot" quizzes. There will be 11 quizzes given randomly throughout the semester (this works out to about 1 a week). They will not be announced. They may consist of short answer questions or writing assignments, and will be worth 10 points each. Quizzes must be taken during class time on the day given. As noted above, if you are absent on the day of a quiz you will not be allowed to make it up, no matter how good your excuse is for missing class (the only exceptions being official university excused absences or illness with a note from your physician). 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 2 points (added to your score) by correcting the aspect of the quiz that was incorrect. You can do this by attending the help session following the quiz. The TA will review the quiz to insure you understand the concept and why you lost points. By turning in a corrected version you can earn back the 2 points. If you are unable to attend a help session you may correct the quiz yourself by writing a page long explanation of what was wrong and your correction (length may vary depending on what was wrong). 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.
Observation Hours:
We will watch a lot of videos in class. These will count as observations that fulfill specific 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.

SYLLABUS AND READINGS

Introduction

The nature of language impairment

       Nelson, chapters 1 & 4

Approaches to language impairment

What can go wrong? An overview of language impairment

The impact of language impairment

Language assessment

       Nelson, chapters 6 (first half; see study guide for details), 7, & 9

Test 1, in the testing center. Feb. 16 & 17

Intervention with children in the early stages of language acquisition

       Nelson, Chapters 6 (second half) & 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.
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.

**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 extremely rare, 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.