ASLP 350, Language Disorders in Children  
Winter 2003, Dr. Fujiki  
T, Th, 1:35-2:50, 115 MCKB  
Office: 130 TLRB  
Office hours: Th 10-11 (I will be available at various other times on T, Th, or F but it would be best to let me know you are coming.)

COURSE OUTLINE

TEXTS:


Other readings are on reserve at the library

COURSE OBJECTIVES:

To present an overview of current approaches to childhood language impairment  
To review and evaluate current methods of language evaluation and treatment of language impairment  
To provide a theoretical approach as well as specific procedures for the treatment of language impairment  
To provide an overview of language patterns associated with specific disabling conditions  
To provide an overview of service delivery models

REQUIREMENTS AND GRADES:

**Grades:** Grades will be assigned based on the accumulation of points received on tests and assignments. 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. However, there is no "quota" as to how many students can earn a particular grade. Earning 90% or more of the possible points will guarantee a grade of at least A-, Earning between 80 and 89% will guarantee a grade of B, etc.

Points are distributed as follows:

<table>
<thead>
<tr>
<th>Component</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>
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<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 classroom during class time. Quizzes will be unannounced and will be administered during class. Exams will be 70% class notes and 30% text. Questions will be multiple choice, fill in the blank, and short answer. 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.**
Quizzes will generally focus on material from recent lectures. There will be 11 quizzes and your lowest quiz score will be dropped.

OBSERVATION HOURS

We will watch a lot of videos in class. These will count as observations that fulfill the American Speech-Language-Hearing Association requirement that audiology and speech language pathology students in an accredited training program perform a minimum of 25 hours of observation before enrolling in clinical practicum (in other words, you cannot work with clients until these observations are completed).

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 certification (in this case, me). You will need to have completed this requirement when you enter graduate school in audiology or speech language pathology (or you will have to complete the observations at that time). So, it is in your best interest to have the form signed. 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 on reserve in the main library. These may be checked out at your convenience. Tapes on reserve are as follows.

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

Deb Luker, Cathy Shenuman, and Tara Wells are speech language pathologists working in Jordan School District. Diane Loeb and Marc Fey are professors at the University of Kansas.

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.

TEXTS ON RESERVE:


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, chapter 6, 7, & 9

Test 1 Feb. 24, 25, in the testing center.

Nelson, pages 81-89 on social interactionist theory

Intervention with children in the early stages of language acquisition

Nelson, Chapters 8

Intervention with children in the middle stages of language acquisition

Nelson, Chapter 10

Case Studies

Brinton & Fujiki, “conversational intervention with children with specific language impairment, Chapter 7 in Fey, Windsor, & Warren (1995)
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 we 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.