COURSE OUTLINE

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

Teaching Assistants: Rachel Burton, Lauren Hart, and Heather Wilde (contact information on blackboard)


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 an overview of the assessment and treatment of 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:
As noted above, the purpose of this course is to provide you with an overview of the field of language impairment in children. The information covered will give you the 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 90-100% of the possible points can expect an "A" grade, those earning approximately 80-89% or more can expect a "B" grade, those earning approximately 70-79% can expect a "C" grade, and those earning 60-69% can expect 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. Grades will be curved so at least a quarter of the class will earn a grade of A.

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>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>language analysis assignment</td>
<td>50 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>350 pts.</strong></td>
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<tr>
<td>bonus points for completing the course evaluation</td>
<td>2 pts.</td>
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Exams, assignments, and quizzes:
1. Midterm and final exams will be administered in the testing center. 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. Makeup exams will be given only under exceptional conditions (illness with written excuse from a physician, etc.).

2. "Spot" quizzes. There will be 11 quizzes given randomly throughout the semester (this works out to about 1 a week). Quizzes 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. If you are absent on the day of a quiz you will not be allowed to make it up (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 writing a short paper 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.

3. Language Analysis Project. This assignment involves eliciting a language sample and performing an analysis. You should find an individual and spend 20 minutes talking with him/her. You should record this interaction, and transcribe 30 child 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 tape, disk, or whatever media you use, in an envelope to prevent them from being separated and lost. Whatever media you use you must mark the beginning of your transcription so it can be found easily. If you do not do this your sample will not be graded. For the analysis you may pick a syntactic, semantic, or pragmatic structure to analyze. For example, you might analyze the child's knowledge of the auxiliary verb "is," or the ability to respond to product questions. Calculate percentage of occurrence in obligatory context or frequency of occurrence on the target form. 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 (30)—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 the child this will hurt your score.
3. Analysis (15)—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 will lose points in line with the seriousness of the error.

This assignment is due at the beginning of class on March 20th. There is a 5 pt. penalty for each day the assignment is late.

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 at the end of this semester, rather than when you are starting your graduate program. Also note that you may count hours of observation from other ComD 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 from ASLP 330 and 350 for a total of 10 hours. If you need additional observation hours, there are videotapes that can be checked out from me.
Introduction

The nature of language impairment

   Owens, Chapters 1 & 2

Approaches to language impairment

What can go wrong? An overview of language impairment

The impact of language impairment

Language assessment

   Owens, Chapters 3 & 6

   Owens, Chapter 5 is suggested if you need more information on language sampling.

**Test 1, in the testing center. Feb. 20 & 21**

Evidence-based practice

   Owens, chapters 9 & 10

Intervention with children in the early stages of language acquisition

Intervention with children in the middle stages of language acquisition

   Owens, chapters 11, & 12


Case Studies

**Test 2  During finals week in the testing center.**

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

**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 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.

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.