

**COURSE SYLLABUS FORMAT**  
Southeast Missouri State University

Department of	<u>Communication Disorders</u>	Course No.	<u>408</u>
Title of Course:	Nature of Assessment and Intervention	Revision	
	<u>for Language &amp; Fluency Disorders</u>	New	<u>2017</u>

I. Catalog Description and Credit Hours of Course:

The study of etiology, prevention, assessment and intervention in language and fluency disorders (3).

II. Prerequisite(s): CD211, CD 225, and CD340, or consent of the instructor.

III. Co-requisite: CD 409

IV. Purposes or Objectives of the Course:

The purpose of the course is for students to integrate and apply knowledge of language and fluency disorders, their etiologies, characteristics, prevention, assessment and intervention strategies. The student will:

- A. Assimilate knowledge regarding the nature of receptive and expressive language disorders including their etiologies, characteristics, anatomical/physiological, psychological, developmental and linguistic correlates (III-C).
- B. Integrate knowledge of the nature of fluency disorders, including their etiologies, characteristics, anatomical/physiological, psychological, developmental and linguistic correlates (III-C).
- C. Explain and apply the principles and methods of prevention, assessment, referral and intervention for individuals with receptive and expressive language disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic correlates of the disorders (III-D).
- D. Apply the principles and methods of prevention, assessment, referral and intervention for individuals with fluency disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic correlates of the disorders (III-D).

NOTE: Numbers in parentheses denote KASA objectives, established by the American Speech-Language-Hearing Association.

V. Student Learning Outcomes

- A. The student will explain and apply the principles and methods of prevention and assessment for individuals with receptive and expressive language disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic correlates of the disorders through written examination and experiential learning activities.
- B. The student will apply the principles and methods of prevention and assessment for individuals with fluency disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic correlates of the disorders through written examination and experiential learning activities.
- C. The student will apply the principles of referral and intervention for individuals with language and fluency disorders through experiential learning activities.

VI. Expectations of Students:

Students will be expected to assimilate and demonstrate an understanding of the information in class discussion, on activities designed to develop clinical skills, and on examinations designed to test knowledge of information covered. Students will be expected to demonstrate and apply knowledge

regarding the nature, characteristics and etiologies of the disorders covered, as well as the principles and methods of prevention, assessment, referral and intervention for individuals with these disorders.

VII. Course Content or Outline:		<u>No. of Class Hours</u>
A. Unit 1 Language Disorders:	Assessment	10
	Treatment Strategies	20
B. Unit 3 Fluency Disorders:	Evaluation	5
	Treatment Strategies	10

VIII. Textbook(s) and/or Other Required Materials or Equipment:

Reed, V.A. (2012). *An introduction to children with language disorders (4<sup>th</sup> ed)*. Upper Saddle River, NJ: Pearson Education, Inc.

Print materials from the Center for Speech and Hearing and Kent Library will be used in this course. Additional online or DVD and other instructional materials may also be used.

IX. Basis for Student Evaluation:

- A. Performance on two examinations of equal weight (objective and essay), as well as several short quizzes will comprise 70% of the grade.
- B. Use of several different types of assessment instruments for language and fluency disorders will comprise 20% of the grade.
- C. Appropriate intervention plans and strategies for individuals with language and fluency disorders will comprise 10% of the grade.

Weight of these assignments may vary at the discretion of the instructor, and will be announced at the beginning of each semester.

XI. Course Policies:

- A. Attendance; tardy: Students are expected to attend all class meetings on time and to complete all assignments by the due dates. Late submission of written assignments will undergo a **10% score reduction for each day past the due date**. If you have an *instructor approved absence* you may submit your assignment by e-mail or through the instructor's mailbox on the date it is due to avoid a reduction in the grade. Please make every effort to complete any missed quizzes or tests **within one week of your return to class or the 10% score reduction for each additional day past the date of the quiz or test missed** will be enforced.

If you arrive after class has begun, please choose a chair near the door of the classroom so that class disturbance is kept to a minimum. If you must leave class early, please be seated near the door of the classroom to minimize interruption during class time.

- B. Class Participation: Students are expected to participate in class discussion, to conduct mock assessment and intervention sessions with peers, to present to the class an appropriate therapy activity for selected disorders given a case scenario, and to discuss reading assignments.
- C. Academic honesty: Please refer to the Undergraduate Bulletin pg. 21-24. <http://www.semo.edu/pdf/2016Bulletin-Admission.pdf> regarding University policies on cheating and plagiarism. Any incident of cheating on homework, projects or exams will

receive a grade of zero. Please examine your written work to ensure that there is no plagiarism present.

- D. Civility and Harassment: Students should address one another and the instructor with courtesy and respect. In classroom discussion, there should be no personal verbal or physical attacks against one another and differing opinions should be addressed with factual and evidence-based arguments. Please refer to <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf> Section 4, pg. 5 and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf) pg. 1, General Student Conduct for the University policy on civility in the classroom.
- E. Cell phones and other electronic devices; food and drink: Please set your telephone, pager, etc. to silent or off during class. If you need to receive or make telephone calls during class time, please quietly excuse yourself from class and do so outside the classroom. If you fail to comply with this request, the instructor reserves the right to ask you to leave the classroom for that class period. You are not allowed to use electronic entertainment devices during class time. Use of personal computers to take notes in class or use of communication devices to search for information related to class will be allowed, but use of computers for activities not related to class during class time is not permitted. A student texting during class unless instructed to do so will be asked to leave the class for that class period. Use of any devices during tests and quizzes are prohibited.
- F. Grading: Grades are based on three written examinations (70% of the course grade) these test grades are curved for each test based on performance of the class members, four individual intervention activities (20% of the course grade), and four individual assessment activities (10% of the course grade)

Scale:

A = 90-100%	D = 60-69%
B = 80-89%	F = 59% and below
C = 70-79%	

[Assignments and due dates are subject to change, please check Moodle for this course to see updates to deadlines and for documents related to class that will not be distributed to class in print.](#)

- G. Support Services: If you should require assistance beyond that of the instructor in areas such as writing and study skills, please avail yourself of the services of The Writing Center – 651-2631, Room 412, Kent Library. <http://ustudies.semo.edu/writing/>
- H. Students with disabilities or special needs: Please refer to <http://www.semo.edu/ds/> for information regarding services for students with disabilities. Please inform the instructor immediately of any special services that you may require associated with a diagnosed disability. You should be registered with Disability Services, [http://www.semo.edu/ds/program\\_info.html](http://www.semo.edu/ds/program_info.html) if you have a diagnosed disability. However, you should also contact your instructors to discuss classroom or testing accommodations that you may require.
- I. Submitting Assignments: Many assignments will be submitted through the Moodle drop-box. Some assignments because of the nature of the assignment will be submitted in paper form. Instructions for each assignment will specify the way the assignment should be submitted.
- J. Questions, comments or requests regarding this course should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the chair of the Department of Communication Disorders.

