

# CMDS 412 | Disorders of Language | 3 Credit Hours

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Instructor: TBD

Rank: TBD

Email: TBD

Phone: TBD

Office Hours: TBD

Schedule: TBD

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Description: CMDS 412 presents an introduction to the various language disorders manifested by children and adolescents with a focus on characteristics, etiologies and general intervention approaches; includes an introduction to language analysis and language diversity.

Required Texts: Paul, R. & Norbury, C. F. (2018). Language disorders from infancy through adolescence (5th Ed.) St. Louis, MS: Mosby Elsevier.  
Ukrainetz, T. A. (Ed.). (2015). School-age language intervention: Evidence-based practices. Austin, TX: Pro-Ed, Inc.

Lecture Notes: Students will be able to access PowerPoint slides from Blackboard. Each student is responsible for printing and/or accessing course documents as appropriate.

Academic Dishonesty: Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Diversity: The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, gender identity/ expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status—that enrich a vibrant metropolitan research university. We expect every member of our academic faculty to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

Title IX & Clery Act: Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 852-5787 and/or the University of Louisville Police Department 852-6111.

Accommodations: The University of Louisville is committed to providing access to programs and services to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class,

notify the instructor immediately and contact the Disability Resource Center (502.852.6938) for verification of eligibility and determination of specific accommodations.

Attendance:

An essential element of a graduate student's professional development is the consistent demonstration of dependability and accountability. Therefore, students are expected to be present and on-time for all class meetings, clinical assignments (i.e., practicum), special seminars outside of scheduled classes, guest lectures, and laboratory sessions. Students are reminded to adhere to the attendance policy described in the Academic and Clinic Policy Manuals regarding excused absences. Any student who is absent from an academic or clinical assignment and has not been granted an excused absence will receive an unexcused absence and the student will receive a ZERO for any scheduled academic activity that is missed. The student may still be required to complete the scheduled learning activity or an alternate learning activity without receiving a grade, if deemed necessary by the course director in order to proceed through the remainder of the course.

Learning Objectives:

- #1. Students will be able to explain normal aspects of oral and written language development.
- #2. Students will be able to explain causes of oral and written language disorders.
- #3. Students will be able to describe neurological, psychological, developmental and cultural correlates of oral and written language disorders.
- #4. Students will be able to describe various methods to prevent oral and written language disorders.
- #5. Students will be able to describe the assessment of oral and written language disorders, including assessment protocols and interpreting data.
- #6. Students will be able to describe the treatment for oral and written language disorders, including writing goals and treatment methods.

Grading Scale:

A+	100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-99%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

Course Activities:

- Exams = 50%
- Quizzes = 25% (online via Blackboard)
- Assignments = 25%

Tentative Schedule:

The following is a tentative schedule of topics which may vary somewhat in order to facilitate adequate coverage of course materials. Assignments are due to Blackboard by 11:59pm unless otherwise noted.

Meetings	Topics	Readings	Assignments/Topics Specified/Videos
#1	Syllabus Review; Overview of Human Communication/Language	Chapter 1 (Paul)	<a href="https://youtu.be/G2XBikHW954">https://youtu.be/G2XBikHW954</a>
#2	Normal Language Development and Associated Theories	Chapter 1 (Paul)	<a href="https://youtu.be/lpHwJym7rM">https://youtu.be/lpHwJym7rM</a>
#3	Normal Language Development; Milestones Guide	Chapter 1 (Paul)	Why Talking to Kids Matters (article review)
#4	Disability/Disorder/Difference/Impairment	Chapter 5 (Ukrainetz)	<a href="https://youtu.be/lpHwJym7rM">https://youtu.be/lpHwJym7rM</a>
#5	Special Considerations for Special Populations	Chapter 4 (Paul)	<b>Quiz #1</b>
#6	<b>Exam #1</b>		

#7	Developmental Language Disorders I	Chapter 5 (Paul)	
#8	Developmental Language Disorders II	Chapter 5 (Paul)	Developmental Language Disorders I
#9	Assessment of Developing Language I	Chapter 8 (Paul)	<b>Quiz #2</b>
#10	Assessment of Developing Language II	Chapter 8 (Paul)	Introduction to SALT Analysis
#11	Assessment of Developing Language III	Chapter 8 (Paul)	SALT Analysis Practice
#12	Standardized Assessment Review	Supplemental	Standard Scores, Percentile Ranks, Confidence Intervals, Severity Ratings
#13	<b>Exam #2</b>		
#14	Intervention for Developing Language I	Chapter 9 (Paul)	<a href="https://youtu.be/y8qc8Aa3weE">https://youtu.be/y8qc8Aa3weE</a>
#15	Intervention for Developing Language II	Chapter 9 (Paul)	<a href="https://youtu.be/UmLu8rzbHhE">https://youtu.be/UmLu8rzbHhE</a> <b>AND</b> Writing Goals
#16	Intervention for Developing Language III	Chapter 9 (Paul)	<a href="https://youtu.be/-lO6zqlm88s">https://youtu.be/-lO6zqlm88s</a> <b>AND</b> Writing Goals
#17	Goal Writing (Review)	Supplemental	<b>Quiz #3</b>
#18	<b>Exam #2</b>		
#19	Language, Literacy, and Learning (School-Age) I	Chapter 10 (Paul); Chapter 5 (Ukrainetz)	
#20	Language, Literacy, and Learning (School-Age) II	Chapter 10 (Paul); Chapter 5 (Ukrainetz)	
#21	Assessment of Social Engagement and Communication	Chapter 2 (Ukrainetz)	SALT Analysis Practice
#22	Assessment of School-Age Language I	Chapters 11, 13 (Paul)	SALT Analysis Practice
#23	Assessment of School-Age Language II	Chapters 11, 13 (Paul)	<b>Quiz #4 (SALT)</b>
#24	<b>Exam #3</b>		
#25	Intervention for School-Age Language I	Chapter 14 (Paul)	Writing Goals
#26	Intervention for School-Age Language II	Chapter 14 (Paul)	Article Critique #1; Writing Goals
#27	Intervention for School-Age Language III	Chapter 14 (Paul)	<b>Quiz #5</b>
#28	Special Topics: Children w/Hearing Impairment	Supplemental	<a href="https://youtu.be/IF7lKv6sYxg">https://youtu.be/IF7lKv6sYxg</a> <b>AND</b> <a href="https://youtu.be/hQbuqcRVNg4">https://youtu.be/hQbuqcRVNg4</a>
#29	Special Topics: Bilingualism	Supplemental	Article Critique #2
#30	<b>Exam #4</b>		