

Course Syllabus
CDIS 780: Seminar in Specific Language Impairment
Spring 2002

- Instructor:** Tim Brackenbury, M.A., CCC-SLP
- Class Meeting:** Mondays and Thursdays, 3:00 – 4:15
- Office:** 246 Health Center Building
- Phone:** 372-7188
- E-Mail:** tbracke@bgnet.bgsu.edu
- Office Hours:** Mondays 11:30 - 12:30, Wednesdays 1:30 – 3:00, or by appointment
- Required Text:** Leonard, L. B. (1998). Children With Specific Language Impairment. Cambridge, MA: MIT Press.
- Supplemental Readings:** To be announced in class.

Student Outcomes:

Listed below are general descriptions of what you are expected to get out of this course. Below each outcome are the means for which we will be addressing that outcome. The means are further described in the section on grading and assignments.

- 1) Know the relevant features of Specific Language Impairment, including:
 - a) its definition
 - with implications for both research and clinical practice
 - b) the difficulties that these children do and do not have
 - c) the current theories behind the impairment

Means: Textbook and supplemental readings, classroom discussion

- 2) Understand how our knowledge about SLI has been developed

Means: Textbook and supplemental readings, Classroom discussions

- 3) Study one aspect of SLI in depth

Means: Course paper

- 4) Share your expertise of SLI with others

Means: Discussion leadership, SLI Forum

Grade Determination and Assignments:

Your final grade will be determined by the percentage of the available points that you earn. Letter grades will be based on the following scale. This final scale will be strictly adhered to.

A = 89.5 to 100%
B = 79.5 to 89.49%
C = 69.5 to 79.49%
D = 59.5 to 69.49%
F < 59.5%

Points will be earned through the following assignments.

Classroom presentations: 25 points

As outlined on the schedule below, every week will focus on a different chapter of Leonard's book. A different person will take the role as the discussion leader for each chapter. This means that the discussion leader will be in charge for both sessions within the week.

The first job of the discussion leader is to select the additional readings. These readings must include, but are not limited to the following; one of the important "source" articles that are referenced in the chapter and a recent (since 1998) article that continues the topic of the chapter. Additional articles, such as those related to your specific areas of interest and/or counterpoints to ideas presented in the book, are also welcomed. I would be happy to discuss/review potential articles with you. Your articles need to be ready for distribution one week before your presentation week begins. We will discuss the means of distribution during the first session.

During the week that you are the discussion leader you will be responsible for providing a review of the chapter (~ 15 minutes), reviewing each article (~ 10 minutes each), and providing topics for discussion. These topics should focus on things like interpreting the material that has been read, considering alternative ways to answer the questions addressed, identifying further questions to be asked, clearing up points of confusion. During the discussion, you will be the primary "go to" person for questions. This means that you will need to study your week's topic in depth.

Handouts must be provided to the class. They should include your reviews and the topics that you wish to discuss. They should be between 2 to 5 pages. You may have one handout for both days or one handout for each day.

I am available to meet with you before your presentation to discuss any concerns that you might have.

Classroom participation: 20 points

You are expected to be an active participant in each classroom session. This means having pre-read the material, asking and answering questions during class, and being a good listener. As you are reading, consider the new information that you are taking in, what is unclear, and what questions you have when you are done. This will help you to organize your thoughts and can be used as a script for facilitating and participating in the discussions. Don't be afraid to ask about what you don't know or understand. This is how we learn.

Half of the participation points will be awarded half way through the semester and half will be awarded at the end.

Course paper: 175 points

You will write a paper that focuses on one specific aspect of SLI. The selection of that aspect is up to you, pending my approval. Topics can include specific areas of language deficit (e.g., semantics, syntax, pragmatics...), age ranges, direct comparisons with other disorders (and what that tells us about language and each disorder), and comparisons between theories. Your final paper should be concise and complete, ~ 15 to 20 pages.

You will be graded for different aspects of the paper. A list of potential references and rough outline are worth 25 points, the rough draft is worth 50 points, and the final paper is worth 100 points. You will receive specific instructions about each aspect as the semester progresses.

SLI Forum: 100 points

During the final third of the semester, you will present what you have learned about SLI to the CDIS faculty and our masters students. This is your opportunity to "be the expert", to share what you have learned over the semester. The forum will last approximately 2 hours. The presentation should include what SLI is, what it means for clinicians and researchers, and some of the specific information from your papers.

This is a group project. You will have to decide on how to organize the presentation and who will have what responsibilities. Half of your grade will be given to the group as a whole and half of your grade will be based on your own participation and performance.

Students with Disabilities:

In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this class, please make these needs known to me. Students with disabilities must also verify their eligibility through the Office of Disability Services, 413 South Hall, (419) 372-8495.

Academic Honesty:

The Department of Communication Disorders and I support a **zero tolerance** for any violation of academic honesty and/or academic misconduct. If you are found to be guilty of a violation of the Academic Honesty Policy (cheating, fabrication, plagiarism...), you will be reported to the Dean of your college and assigned a grade of "WF" for the course. Consult the "Codes of Conduct" section of your Student Affairs Handbook for a complete explanation of these policies. It is **your** responsibility to understand these policies.

Statement of Implied Limited License:

The classroom discussions that we will have and the materials that I will provide are considered to be my intellectual property. *They are protected by state and federal regulations.* Included in this intellectual property are the notes that you take. You are authorized, and expected, to take notes in this class. You may share these notes with anyone else in the class. However, you are **not** authorized to provide these notes to anyone outside of the class, sell them to anyone, post them on a web site, and/or make any commercial use of them without express prior permission from me. See me **before** you do anything that may possibly violate this policy.

Schedule:

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>	<u>Chapters</u>
Jan. 14 & 17	Introduction		Preface Part 1 Chapter 1
Jan. 21		No Class	
Jan. 24	Characterization		Chapter 2
Jan. 28 & 31	Language Aspects		Chapter 3
Feb. 4 & 7	Crosslinguistics		Chapter 4
Feb. 11 & 14	Cognitive skills	References & Outline Due	Chapter 5
Feb. 18 & 21	Processing & Perception		Chapter 6
Feb. 25 & 28	Genetics		Chapter 7
March 4 & 7	Environment		Chapter 8
March 11 & 14		No Classes - Break	
March 18 & 21	Diagnosis	Draft of paper Due	Chapter 9
March 25 & 28	Treatment		Chapter 10
April 1 & 4	Clinical relevance		
April 8 & 11	Language theory	? SLI forum ?	Chapter 11
April 15 & 18	General processing theory		Chapter 12
April 22 & 25	Mechanism deficits		Chapter 13
April 29 & May 2	Open Date	Final Paper Due	