



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2024	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 50
Meeting Days: T,R	Meeting Times: 10:45 AM-1:00 PM	Location: Folsom Hall 1049
Instructor: Dr. Kathleen Abendroth, PhD, CCC-SLP	Email: Abendroth@csus.edu	Phone: 916-278-7732
Office Location: Folsom Hall 2207	Office Hours/Appointments: Tues/Thurs 9:00-10:00am & By appointment	

Catalogue Course Description:

CSAD 125. Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

3 Units

Prerequisite(s): CSAD 112, CHDV 30, PSYC 2, STAT 1, and DEAF 51.

Term Typically Offered: Spring only

Language disorders and the dynamic, reciprocal relationships between the disability, the client, his/her family, and the environment. Developmental and acquired neurogenic language disorders from infancy through adulthood will be covered including neurophysiology and neuropathology.

Place of course in the program:

The focus of this 3-unit undergraduate seminar is on language disorders across the lifespan, including the dynamic and reciprocal relationship of the disorders among the following: the child, adolescent, or adult, their family and the environment. Diagnostic categories discussed will include: Intellectual Disability, Language Delay, Developmental Language Disorder (DLD), Language Learning Disability (LLD), Autism Spectrum Disorder (ASD), Traumatic & Acquired Brain Injury (TBI/ABI), Neglect and Abuse, Right & Left Hemisphere Cerebrovascular Accident (CVA), and Progressive Disorders (e.g., Dementia).

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 125 SPECIFIC STUDENT LEARNING OUTCOMES:

Segment 1

1. Discuss and interpret Locke's theory of neuro linguistic development of language abilities.
2. Critically evaluate the relevance of a speech and language processing model in understanding language disorders in children and adults.
3. Distinguish among the multiple causes of language disorders and discuss complicating factors to language development (such as hearing deficit, cognitive deficit, etc.).
4. Recall and explain symptoms associated with a continuum of language disorders, categorize symptoms, and determine areas of greatest needs for intervention. Discuss associated etiology and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Identify and discuss relevant cognitive and social aspects of communication. Discuss prevention of language delays.
5. Design assessment plans to evaluate BOTH oral and written language, drawing from formal and informal testing procedures as appropriate. The client skills to be evaluated include auditory comprehension and expressive abilities as they are manifested in phonology, morphology, syntax, semantics, pragmatics, and oral narrative.
6. Identify and explain issues pertaining to parents' and caretakers' challenges in learning about and living with language disorders across the lifespan.
7. Identify and explain issues pertaining to teacher's challenges in working with children with language disorders with specific emphasis on the language arts curriculum.
8. Identify basic processes used in research about language disorders and the integration of research principles into evidence-based clinical practice.
9. Recognize and discuss the difference between a language difference and a language disorder. Discuss cultural considerations to language development.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 1 & 2, Homework 1-3	
2	Exam 1 & 2, Homework 1-3	
3	Exam 1 & 2, Homework 1-3	
4	Exam 1 & 2, Homework 1-3	
5	Exam 2, Homework 4-6	
6	Exam 2, Homework 4-6	
7	Exam 2, Homework 4-6	
8	Exam 2, Homework 4-6	

9	Exam 2, Homework 4-6	
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Note: some homework assignments have been combined/condensed for the shortened summer semester.

Segment 2

1. Identify the historical roots and purpose of studying brain science in speech-language pathology.
2. Discuss policy and theoretical perspectives including the ASHA Scope of Practice, the World Health Organization's International Classification of Functioning, Disability and Health, history of persons with disabilities, and the Medical and Social Model Approaches to Disability.
3. Identify structures and systems within the Central Nervous System (CNS). Identify structures and systems within the Peripheral Nervous System (PNS) and the Autonomic Nervous System and discuss the development of the Nervous System, and relevant principles of Neurologic Organization. Identify structures of the neuronal function in the nervous system, including physiology, cellular potential, myelin development and related disorders, and central nervous system regeneration.
4. Identify the neurosensory organization of speech and hearing including the anatomical structures and clinical examination. Identify the structures of the pyramidal and extrapyramidal systems, and the cerebellar system and related clinical signs. Identify the cranial nerves including the names, structure, innervation, testing procedures, and signs of abnormal function.
5. Identify the clinical speech syndromes of the motor systems including dysarthria type, etiology, and associated neurologic characteristics.
6. Identify the central language mechanism including a model for language and its disorders.
7. Identify acquired adult disorders of language (e.g., linguistic disorders and cognitive-communication disorders) in terms of definition, description, etiology, incidence & prevalence, clinical signs/symptoms, and progression by accessing/reviewing the literature and citing references using APA format.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 3, Homework 7	
2	Exam 3, Homework 7	
3	Exam 3, Homework 8-10	
4	Exam 3, Homework 8-10	
5	Exam 3, Homework 8-10	
6	Exam 3, Final Project	
7	Exam 3, Final Project	

Note: some homework assignments have been removed/combined for the shortened summer semester. Summer session will have 5 homework assignments encompassing these learning outcomes.

Textbooks and Materials:

Owens, R. E. (2014). *Language disorders: A functional approach to assessment and intervention*. 6th edition. Pearson Publishing. Required text is available for free in electronic format on Canvas.

Burns, M.S. (2020). *Cognitive and communication intervention: Neuroscience applications for speech-language pathologists*. Plural Publishing. This text is available for free in electronic format through the university at https://login.proxy.lib.csus.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2659308&ebv=EB&ppid=pp_c

Online Resources:

Canvas. Additional readings will be posted to Canvas.

Internet connection/ computer access.

Course component requirements:

- **Spiral Notebook**
- Laptop, iPad, or another smart device with internet capability (if device is not available student should let me know to access IRT needs for free, ASAP).
- Download and bring relevant in-class learning activities, and other documents, as uploaded to CANVAS by the instructor.

Grading Policy:

Source	Points
Final Project	100 points
In Class/Homework Assignments	20 points x 5 assignments = 100 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Total	500

Letter grades are assigned according to the following scores

%	Letter
95-100	A
90-94%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D
≤59%	F

Course Policies/Procedures:

Attendance, Electronic Devices, Virtual Experience, Participation and Discussion

This in person course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, **class attendance is required.**

You are allowed one unexcused absence. I will have an attendance sign-in sheet each day. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. If you are more than 10 minutes late to the class start time, this will be considered an unexcused absence.

Excused absences will be granted for *documented medical emergencies* where I am given a **paper copy** confirming the emergency. All other absences will be considered unexcused. **After the one allowed unexcused absence, the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+).** Your grade will drop ½ letter grade for every unexcused absence after the first one.

Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like.

Class meetings and participation: Lecture + discussion + observation format will be followed. Active listening and problem solving is expected. In class polling will be utilized for integration of material. We will also employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas.

Readings: You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings *prior* to class time on topic discussion dates so that you are able to participate in discussion and ask questions.

Exams & Makeups: A total of three exams will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. **No make-up examinations are given** unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled in the Testing Center and be administered in essay format. You will need to make the appointment to take the test at the Testing Center and there is a nominal cost to use that service (\$6.00). Students who need to make up the exam will be required to provide documentation of excused absence. Students who are eligible for extended time on exams should contact the instructor at the beginning of the semester to provide documentation and will need to make arrangements with the Testing Center.

Homework and Project: There are 5 in class/homework assignments throughout the semester that relate to the topics. There will be one project due at the end of the semester. The details regarding these homework assignments and the project will be discussed in class and/or posted on CANVAS. **Late submissions of homework or projects** will lose one LETTER GRADE PER DAY LATE.

Office Hours Policies

Office hours will take place virtually this semester and are “drop in” utilizing the waiting room to protect student confidentiality. I prioritize undergraduate students for drop-in office hours. If you would like to have a private appointment, please schedule one with the instructor by email.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see [Additional Information](#)) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) responsibility to persons served professionally and to research participants, both human and animal;*
- (II) responsibility for one's professional competence;*
- (III) responsibility to the public; and*
- (IV) responsibility for professional relationships.¹*

Commitment to a Safe Learning Environment

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State’s Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#). Use of AI/ChatGPT to answer questions in this course is considered a form of cheating. Your responses and assignments should be self-constructed.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

¹ <https://www.asha.org/code-of-ethics/>

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the **Disability Access Center (DAC)** and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State DAC** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or email dac@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website for more info [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health->

[counseling/](#)

- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.