



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 02
Meeting Days: M, W	Meeting Times: 3:00-4:15	Location: Folsom Hall 1049
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: (530) 400-1970 text preferred
Office Location: Folsom Hall 2316/home!	Office Hours/Appointments: Drop In and by Appointment Monday 2:15-3:00 Tuesday 12:00-1:00 Wednesday 2:15-3:00 Thursday 3:00-3:30 Friday 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 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, his/her family, and the environment. Diagnostic categories discussed will include: Intellectually Disability, Language Delay, Developmental Language Disorder (DLD), Language Learning Disability (LLD), Autism Spectrum Disorder (ASD), Traumatic and Acquired Brain Injury (TBI/ABI), Neglect and Abuse, Right and Left Hemisphere Cerebrovascular Accident (CVA), and Progressive Disorders (e.g., the Dementias).

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: 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	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. Identify the historical roots and purpose of studying brain science in speech-language pathology.
2. Identify basic medical terminology including direction, planes, and anatomic orientation
3. Discuss policy and theoretical perspectives including the ASHA Scope of Practice, the World Health Organization's *International Classification of Functioning*, history of persons with disabilities, and the Medical and Social Model Approaches to Disability.
4. Identify structures and systems within the Central Nervous System (CNS).
5. 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.
6. Identify structures of the neuronal function in the nervous system, including physiology, cellular potential, myelin development and related disorders, and central nervous system regeneration. Discuss and interpret the Triune Model of Brain Development.
7. Critically evaluate the relevance genetic and epigenetic factors in understanding language disorders in children and adults.
8. Distinguish among the multiple causes of language disorders and discuss complicating factors to language development (such as environment, stimulation, hearing deficit, cognitive deficit, etc.).
9. 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.
10. Design assessment plans to evaluate oral and written language, drawing from formal and informal testing procedures as appropriate.
11. Identify and explain issues pertaining to parents' and caretakers' challenges in learning about and living with language disorders across the lifespan.
12. Identify and explain issues pertaining to teacher's challenges in working with children with language disorders/cognitive-communication disorders.
13. Identify basic processes used in research about language disorders and the integration of research principles into evidence-based clinical practice.
14. 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, HW 1, 2	
2	Exam 1, HW 1, 2	
3	Exam 1, HW 3, 4, 5	
4	Exam 2, HW 3, 4, 5	
5	Exam 2 , HW 3-5	
6	Exam 2 , HW 1-5	
7	Exam 2	
8	Exam 2	
9	Exam 2	

Segment 2

Student will:

1. Identify the neurosensory organization of speech and hearing including the anatomical structures and clinical examination.
2. Identify the structures of the pyramidal and extrapyramidal systems, and the cerebellar system and related clinical signs.
3. Identify the cranial nerves including the names, structure, innervation, testing procedures, and signs of abnormal function.
4. Identify the clinical speech syndromes of the motor systems including dysarthria type, etiology, and associated neurologic characteristics.
5. Identify models of neurological language function and disorders.
6. Describe neuroplasticity and its role in habilitation and rehabilitation.
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.
8. Describe assessment and treatment approaches for adult neurological disorders.
9. Discuss the Social Determinants of Health and the WHO-ICF in relation to adult neurological disorders, and the role of the SLP.

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

8	Exam 4, HW 6, 7, 8	
9	Exam 4, HW 6, 7, 8	
10	Exam 4, HW 7	
11	Exam 4, HW 8, 9, 10	
12	Exam 4, HW 8, 9, 10	

Textbooks and Materials:

Burns, M. S. (2020). *Cognitive and communication interventions: Neuroscience applications for speech-language pathologists*. Plural Publishing. **FREE on CSUS Library, digital text**

Recommended Readings:

Segment 2:

Webb, W. Webb, W., & Adler, R. K. (2016). *Neurology for the Speech-Language Pathologist-E-Book: Neurology for the Speech-Language Pathologist-E-Book*. Elsevier Health Sciences. **FREE on CSUS Library, digital text**

Sacks, O. (1998). *The man who mistook his wife for a bat*. New York, NY: Touchstone.

Online Resources:

Internet connection

Access to CANVAS Web site

Access to a computer/SMART device

Course Requirements/Components:

Laptop, netbook, iPad, or another device with internet capability (if device is not available, student(s) should let me know to access IRT needs (free), ASAP)

Download, bring relevant in-class learning activities and other documents, as uploaded to CANVAS by the instructor

Grading Policy:

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
<https://sacramentostate.policystat.com/policy/11476953/latest>

Grading Policy: A total of 700 points are possible. Your final grade will be calculated as a % of points out of 700 points. Points possible are assigned as follows:

Segment 1:	
Exam 1	100 points
Exam 2	100 points
Segment 2:	
Exam 3	100 points
Project	100 points
Exam 4	100 points
Homework Assignments	200 points(20 points each)
Total possible points:	700 points

Letter grades are assigned according to the following scores

Points

Letter

94.5 - 100	A
89.5 - 94.4	A-
86.5 - 89.4	B+
83.5 - 86.4	B
79.5 - 83.4	B-
76.5 - 79.4	C+
73.5 - 76.4	C
69.5 - 73.4	C-
66.5 - 69.4	D+
63.5 - 66.4	D
59.5 - 63.4	D-
Below 59.5	F

Course Policies/Procedures:

Attendance: This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required. Report absences to the instructor in person or via voice mail or email *prior to class meeting*. 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. If you do need to miss a class, you are responsible for all materials covered in your absence.

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: A total of four (4) 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. Exams will be in-person in a paper format. *No make-up examinations or quizzes 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 may 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).*

Homework and Project: There are 10 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 will lose points.

Homework Assignments (Will be posted to Canvas)

- 1) Neuroanatomy and Physiology Review Packet
- 2) Neurological Language Development and Processes
- 3) Language disorders: What is a disorder of form? Content? Function?
- 4) Compare Reports

- 5) Language Sample
- 6) SMART goal for language
- 7) Motor Speech Disorder: Injury and presentation
- 8) Adult Language Disorders
- 9) Cognitive-Communication Disorders
- 10) Adult Report Analysis and Goal Writing

Project: A project will be assigned. The details will be discussed in class and/or posted on Canvas. You will be creating an educational brochure or pamphlet/handout about a disorder and share with your class. Late submissions will lose points.

Cellphones/Smartphones/Audio Recording: Allowed.

TENTATIVE Course Schedule/Outline:

Tentative Course Schedule: PLEASE NOTE: Subject to change

DATE	TOPIC	ASSIGNED READINGS	Assignments/Activities
<i>Week of:</i> 1/20/25	Introduce Syllabus and Canvas Info Neuroscience overview	Ch 1 Burns book	Review packet on A & P
	Neuroscience overview, Packet completion		
<i>Week of:</i> 1/27/25	WHO ICF History of disabilities Neuroimaging	Ch 2 Burns	Lecture/PPT
	The Study of the Brain: the history and the basics review	Homework due 1/29/25	Lecture/PPT
<i>Week of:</i> 2/3/25	Neuroscience Now, Networks and Connectomics Neurodevelopment, Neurogenetics, Neuroplasticity, Environmental Factors	Homework due 2/5/25 Ch 4 Burns	Lecture/PPT
<i>Week of:</i> 2/10/25	Neurodevelopment, Neurogenetics, Neuroplasticity, Environmental Factors		Lecture/PPT
	Exam 1 2/12/25		Lecture/PPT
<i>Week of:</i> 2/17/25	Language Disorders: DLD, LLD, LD, ASD FAS, Prenatal Drug Exposure, Genetic DX Controversies: NVIQ, Dialects, ELL	Homework due 2/19/25 Ch 6 Burns	Lecture/PPT

<i>Week of:</i> 2/24/25	Fundamentals of Assessment Standardized Assessment Language Sampling	Homework due 2/26/25	Lecture/PPT
<i>Week of:</i> 3/3/25	Fundamentals of treatment EI/Preschool Intervention	Homework due 3/5/25	Lecture/PPT
	School Age Intervention		Lecture/PPT
<i>Week of:</i> 3/10/25	CSHA week! Exam 2 3/12/25		
<i>Week of:</i> 3/17/25	Neuroanatomy and physiology of the Adult Adult Neurological Disorders	Homework due 3/19/25	
<i>Week of:</i> 3/24/25	Adults Neurological Disorders Fundamentals of Assessment of Acquired Language and Speech and Cognitive- Communication Disorders	Homework due 3/26/25 Ch 7 Burns	Overview Lecture /PPT
<i>Week of:</i> 3/31/25	SPRING BREAK!!!!	Woooohooo!!	Sleep, eat!
<i>Week of:</i> 4/7/25	Speech and Language Disorders, Left Hemisphere, Aphasia Right Hemisphere Syndrome Subcortical and Cerebellar injuries	Handout Burns Ch 7	Lecture/PPT
	Clinical Speech Syndromes of the Motor Systems The Dysarthrias & Apraxias	Webb	Lecture /PPT
<i>Week of:</i> 4/14/25	Cognition-Communication Disorders Exam 3 4/19/23	Burns Ch 7, Webb	Lecture/PPT
	Cognitive-Communication Disorders Acquired Brain Injuries, TBI, Concussion	Homework due 4/16/25	Lecture/PPT
<i>Week of:</i> 4/21/25	Pediatric/School-Age TBI and Concussions	Burns Ch 7 Homework due 4/22/25	Lecture /PPT

		Posted articles	
<i>Week of:</i> 4/28/25	Dementias, Progressive Disorders Cardiac Patients Assessment and Treatment Start Disorder Brochure Presentations	Homework due 4/30/25 Posted articles and Burns Ch 7, Webb	Lecture/PPT
<i>Week of:</i> 5/5/25	Disorder Brochure Presentations		
<i>Week of:</i> 5/12/25	Final Examination (Exam 4)	TBD	Per University schedule

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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:

<https://sacramentostatetate.policystat.com/policy/11300038/latest>

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, may be reported to the office of student affairs.

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

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.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a “C” or better in a prerequisite course and will not accept a “C-“ grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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 Disability Access Center (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 via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Accessibility/Equity: The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

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>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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.