

SHS 431/531      Language Disorders I  
Spring, 2006      TT 9:30-10:45 Room 203

Professor: John Muma, Ph.D.      Office: 218      Phone: 266 5227

Course Description:

In accordance with Resolution II-B of the ASHA Training Standards, language disorders are considered within the perspectives of recognized and accepted philosophical views and theoretical perspectives toward establishing appropriate clinical rationales. These views and perspectives meet the national criteria for rendering appropriate services.

These views and perspectives are in keeping with the Cognitive Socialization views of language that issue primarily from major scholars at Harvard University and also other major language scholars. Perhaps it should be noted that Dr. Muma was awarded the coveted ASHA President's Council Certificate of Excellence for developing the clinical applications from the cognitive socialization literature.

Accordingly, clinical services are defining for pre-grammatical and grammatical children. These services deal with cognition, codification, communication, and expression (CCCE).

Prerequisite: SHS 301.

Text:

Muma, J. (1998). Effective speech-language pathology: A cognitive socialization approach. Mahwah, NJ: Erlbaum.

Supplemental Readings: As assigned

Objectives:

Students will:

1. In accordance with the 1983 ASHA training standards, understand different influential philosophical views and theoretical perspectives pertaining to language assessment/intervention toward establishing an appropriate clinical rationale. Objective: Present 10 prominent philosophical views and 7 theoretical perspectives of language acquisition.
2. Have a basic understanding of clinical practices in the field. Objective: Present the national

survey of speech-language that addresses 40 substantive issues.

3. Understand the clinical implications of the heterogeneous nature of clinical populations. Objective: to review the Chapter in Muma & Cloud on the seven issues pertaining to heterogeneity.
4. Have practical experience with grammatical assessment. Objective: to obtain a spontaneous language sample and conduct a grammatical analysis for the basic grammatical systems: subject nominal, object nominal, auxiliary, verbial, and transformational. This analysis will ascertain an individual's grammatical repertoire, progress in acquisition sequences, alternative learning strategies, and active language learning loci.

Requirements:

Students must be willing to accept the responsibilities of university students by respecting proper class conduct, reading the materials, taking the tests, completing the class project, and appropriate class participation.

Grading policy:

There are three tests, including the final. Each test is worth 25% of the final grade. The class project is worth 25% of the final grade. All tests are true/false, except when a section of grammatical analysis is included. Should a student miss a test, that student will receive a grade based upon an oral examination with the instructor over the class material. The final examination must be taken unless extenuating circumstances preclude doing so. If a student has missed two tests, the student automatically fails the course. In cases of extenuating circumstances, the instructor has the right to waive particular examinations.

Class project:

Working in groups of 2 or 3, students will obtain and analyze a spontaneous language from a child in the age range of 2 to 4 years. The project will follow the format provided by the instructor and parental permission (in writing) must be obtained before obtaining the sample.

Outcomes:

Based on the grading system and completion of the class project, the students will provide evidence that the course fulfilled its stated objectives.

Disabilities:

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Disabilities Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Box 8586. Phone: 9601) 266 5024. TTY: (601) 266 6837. Fax: (601) 266 6035.

Tentative Agenda

|         |                                    |
|---------|------------------------------------|
| Jan. 17 | Review course. Class Project       |
| Jan. 19 | Review grammatical analysis        |
| Jan. 24 | Review grammatical analysis        |
| Jan. 26 | Review grammatical analysis        |
| Jan. 31 | Review grammatical analysis        |
| Feb. 2  | Review grammatical analysis        |
| Feb. 7  | Parental consent, format of report |
| Feb. 9  | Chapter 1                          |
| Feb. 14 | Chapter 2                          |
| Feb. 16 | Chapter 3                          |
| Feb. 21 | Chapter 4                          |
| Feb. 23 | Chapter 4                          |
| Feb. 28 | Mardi Gras                         |
| Mar. 2  | Review                             |
| Mar. 7  | Test I                             |
| Mar. 9  | (no class)                         |
| Mar. 14 | Chapter 5                          |
| Mar. 16 | Chapter 6                          |
| Mar. 21 | Chapter 6                          |
| Mar. 23 | Chapter 7                          |
| Mar. 28 | Chapter 7                          |
| Mar. 30 | Chapter 7 (Class project due)      |
| Apr. 4  | Review                             |
| Apr. 6  | Test II                            |
| Apr. 11 | (Spring Break)                     |
| Apr. 13 | (Spring Break)                     |
| Apr. 18 | Chapter 8                          |
| Apr. 20 | Chapter 9, Appendix A              |
| Apr. 25 | Appendix B                         |

|      |    |                  |
|------|----|------------------|
| Apr. | 27 | Appendix C       |
| May  | 2  | Appendix D       |
| May  | 4  | Review           |
| May  | 9  | Final 8:00-10-30 |