COURSE SYLLABUS
Expanded Version

Instructor
• Jennifer Salgo Corie
• Office: SRS 117
• Office #: 601-266-5230
• Email: Jennifer.Salgo@usm.edu

Office Hours
• Posted on office door

Drop Date
• See academic calendar on university website

Credit Hours
• 3 hours

Course Description
• This course presents language pathologies, evaluation procedures, and treatment methods.

Student Learning Outcomes
• At the end of instruction, the student will be able to:
  1. Discuss the relative advantages of a holistic versus a modular framework of language and language disorders.
  2. Discuss the relative advantages of a functional versus a formal approach to language intervention.
  3. Identify and describe various categories of language impairment.
  4. Collect authentic performance data.
  5. Identify, compare, and contrast various types of language assessment tools and techniques available from language sciences and disorders.
  6. Employ effective tools and techniques for the assessment of childhood language and literacy disorders.
  7. Employ language assessment data to plan effective and appropriate language and literacy intervention.
  8. Be able to critique and apply various types of materials and intervention techniques in the remediation of language impairments.
  9. Acquire the knowledge necessary to identify peripheral versus central deficits.
 10. Develop an awareness of the anatomical and physiological organization of the central auditory system.
 11. Understand the complexion of central auditory disorders including the specific
auditory skills necessary for adequate performance.

12. Acquire the skills necessary to identify and assess central auditory disorders in children and adults.

13. Develop an understanding of appropriate counseling and management strategies involved with direct skill intervention, educational modifications and environmental manipulation for central auditory disordered children and adults.

14. Understand the nature of assistive technology and its impact on central auditory disorders.

All learner outcomes fulfill the criteria for the following American-Speech-Language-Hearing Association (ASHA) Standards:

- **Standard III-B**: Demonstrate knowledge of basic human communication and swallowing processes, including their neurological, psychological, developmental, linguistic and cultural bases. Specifically receptive and expressive language, cognition, and social interaction.

- **Standard III-C**: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specifically receptive and expressive language.

- **Standard III-D**: Possess knowledge of the principles of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder. Specifically receptive and expressive language, hearing, cognition, social interaction, and modality.

- **Standard IV-G**: Demonstrate the following skills outcomes through successful academic performance on examinations and projects, specifically receptive and expressive language, hearing, cognition and social interaction:
  
  - **Evaluation**
    - 1a: Conduct screening and prevention procedures.
    - 1b: Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
    - 1c: Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
    - 1d: Adapt evaluation procedures to meet client/patient needs.
    - 1e: Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - 1f: Complete administrative and reporting functions necessary to support evaluation.
    - 1g: Refer clients/patients for appropriate services.
  
  - **Intervention**
    - 2a: Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).

2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

2d. Measure and evaluate clients'/patients' performance and progress.

2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

2f. Complete administrative and reporting functions necessary to support intervention.

2g. Identify and refer clients/patients for services as appropriate.

Required Readings
- Various articles (see separate attachment)

Suggested Readings

Formative Assessment
- There will be two examinations and a final. No make-up exams will be given. A missed exam requires a doctor's excuse or the permission of the instructor. The grade on the next examination will count twice. Examinations may consist of multiple choice, matching, diagramming, true-false, fill-in-the blank, short answer, and/or essay questions.

Summative Assessment
- Each class member is required to present to the class, on a topic related to childhood language disorders. Presentations should be 10-15 minutes. Students must sign up for a date and topic (to avoid duplication). A grading rubric will be provided.

Grading Scale
Each examination and the project will be worth 100 points:
- A: 360+
- B: 320-359
- C: 280-319
- D: 240-279
- F: <240

Late Assignments or Projects
- Late assignments will not be accepted. Papers, presentation, and any other assignments must be turned in on the due date to avoid receiving a grade of “0”.
Remediation
• Should formative and summative assessments indicate that you are not meeting the objectives of the class, you may be required to participate in remedial activities (e.g., additional readings, individual meetings with the instructor, follow-up assessment) designed to permit you to successfully complete the course. Participation in those remedial activities, however, will not guarantee your successful completion of the course.

Academic Honesty
• The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

ADA Policy
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability 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.

Address:
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024 or (228) 214-3232
Fax: (601) 266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

Class Schedule*
*Refer to separate attachment