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CSD 265.01: Delvelopmental Speech and Language Disorders and Treatment

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University of
MONTANA

THE SCHOOL OF

Speech, Language, Hearing,
& Occupational Sciences

CSD 265: Developmental Speech and Language Disorders and Treatment

Spring 2023 | 3 credits | In-Person/Campus | Tue/Thurs 4:30pm-5:50pm | CRN 33120 | 08 Curry Health Building

Contact Information

Ginger G. Collins, PhD, CCC-SLP

Email: ginger.collins@umontana.edu

Teams (*preferred mode of communication*): **GINGER.COLLINS**

Appointments: Contact me via Teams to schedule an appointment. I will gladly respond to questions sent to me via Teams, or meet with you in person or via Teams video chat.

Office: 21 Curry Health Building

Land Acknowledgment

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

Course Catalogue Description

CSD 265: Offered intermittently. Prereq., CSD 210. Nature of developmental speech and language disorders and basic understanding of principles underlying assessment and treatment of these disorders.

Course Format

This course is offered in an attending classroom format, however there may be some sessions that are better presented through media. The course content is divided into weeks. Each week invites student engagement in several types of activities, including reflecting on the readings and video content, engaging in discussions, completing individual assignments and collaborating with other students in the classroom.

Traditional letter grades are assigned for this course; it cannot be taken for *credit/no credit*. Students must earn a grade of C- or better when using this course as a prerequisite for another course.

Course Objectives

After completing this course, students will:

1. Understand the importance of developmental milestones across the five domains of language and explain how they relate to the clinical process of speech-language assessment and intervention with children.
2. Identify the principles and theories of language acquisition that guide assessment and treatment of developmental speech and language disorders.
3. Understand the relationship of auditory perception and language development.
4. Differentiate between standardized and non-standardized language assessment techniques across developmental speech and language disorders.
5. Understand factors that influence social-pragmatic communication competence.
6. Demonstrate basic knowledge of speech sound disorders assessment and overview of treatment approaches.
7. Understand the foundations of literacy development.
8. Identify basic brain structures involved in typical language processing and possess a basic understanding of the neurolinguistics of language impairments.
9. Define culture, clinical cultural competence, and describe its collective impact on the assessment/treatment of communication disorders.
10. Understand special considerations needed for assessment/treatment for children adopted internationally and children who are deaf or hard of hearing.
11. Describe the role augmentative and alternative communication (AAC) plays in overall development of children with multiple disabilities.

Here is what I expect from you:

1. **Participate & Attend Class.** All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. Each student is expected to read assigned material prior to class and participate in class discussions. Students are expected to be present and participate in all discussions and in-class activities.
2. **Notify the Instructor(s) about Absences.** Illnesses and emergencies happen. Make sure you notify the instructor of serious circumstances that result in missed deadlines to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a deadline, students must consult with the instructor regarding possible accommodations. Students who miss class (or any portion of class) are responsible for the content. Schedule an appointment with your instructor if you are not certain of any information.
3. **Check your UMConnect email daily. All correspondence via email will be using the University of Montana system.** Instructors are required to use university email and Teams accounts when corresponding with students. Announcements and notifications posted Moodle are linked to your UM account- it is extremely important that you access these announcements in a timely fashion.
4. **Submit Assignments Appropriately and On Time.** Assignments must be submitted to the correct assignment drop box in Moodle. Please do NOT submit assignments via email, printed and turned in as a paper copy, etc. If you are unable to submit an assignment electronically to the appropriate assignment drop box, contact UM Online technical support: 406-243-HELP (4357) to report the issue. If UM Online is unable to resolve the issue, please contact your instructor. Assignments submitted after the assignment deadlines are still eligible for partial credit as long as they are submitted no greater than four days beyond the due date. The number of points subtracted varies with each assignment and will be posted along with each assignment's requirements. That being said, if you are experiencing an extenuating

circumstance that is interfering with timely submission of your assignments, please come talk to me. I will often grant a no-penalty extension for special circumstances.

5. **Format Assignments Appropriately.** Unless otherwise specified in the assignment description, all typed assignments must be:
 1. double-spaced, using Arial or Calibri .12 font
 2. submitted as **Word** documents (not PDF, not JPG)
 3. named using the file-naming convention noted in the assignment description
6. **Use person-first language.** *Person-first language* is recommended by the Individuals with Disabilities Education Act (IDEA). It emphasizes the person more than the disability (e.g., *a person with aphasia*, NOT *an aphasic*), with the exception may when the majority of a neurodivergent population requests use of *identity-first language* (e.g., *Autistic person, a child diagnosed as Autistic, an Autistic student*).
7. **Avoid Plagiarism.** Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. Make sure you cite your sources! When you forget to do so, it appears as though you are submitting work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student). This is known as plagiarism. Plagiarism is a serious offence and is grounds for zero credit on that assignment. Please exercise caution citing others' work that you include in your writing. See the APA Guide (7th edition) for the correct method to cite another authors' work. Another useful resource I strongly recommend is [The OWL](http://owl.english.purdue.edu): owl.english.purdue.edu.
8. **Maintain Academic Honesty.** The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behaviour for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Questions regarding general conduct or concerns about student misconduct may be directed to the UM Housing Office at (406) 243-2611, or by email at kelly.magnuson@umontana.edu. If you wish to report an incident, please fill out the form below: https://cm.maxient.com/reportingform.php?UnivofMontana&layout_id=1 Questions regarding academic conduct can also be directed to the Office of the Provost and Vice President for Academic Affairs at (406) 243-4689.
9. **Access Disability Modifications (if needed).** The [Equal Opportunity and Affirmative Action Office](#) and the [Office for Disability Equity \(ODE\)](#) support the University of Montana in assuring equal access to instruction through collaboration between students with disabilities, instructors, and ODE. If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in the Lommasson Center 154, 406-243-2243, or ode@umontana.edu. I will work with you and ODE to provide an appropriate modification. [Read&Write](#) literacy support software is available to students.
10. **Strive to be a good student citizen.** All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. When engaging in classroom discussions, remember to:
 - Listen attentively.
 - Assume the integrity, honesty, and decency of others' comments (i.e., seek the positive rather than the negative)
 - Disagree humbly, respectfully, and thoughtfully.
 - Pause and ponder before reacting.

Here is what you can expect from me:

1. **Moodle.** I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be graded in Moodle.
2. **Notes.** I use Powerpoint slides to supplement my lectures and class activities. I share my general slides/lecture notes on Moodle. I highly recommend that you take your own notes during class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I highly recommend taking hand-written notes

to increase your learning. I share these general lecture notes to: (1) decrease the amount of in-class note-taking, thereby allowing more time for in-class activities, and (2) provide students who are unable to attend that class with an overview of the content covered.

3. **Feedback.** Student work will be returned as promptly as possible- ideally within 1-2 weeks of submission. Instructor's notes concerning student performance will be submitted electronically to Moodle and can be accessed when checking your grades.
4. **Inclusion.** I will make every effort to create a learning environment in which students will feel comfortable asking questions, engaging in respectful debates, and discussing potentially sensitive issues without fearing judgment, ridicule, or backlash (from the instructor or classmates).
5. **Respect.** I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I will gladly honor your request to address you by an alternate name or gender pronoun.
6. **Confidentiality.** I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

Required Textbook:

Shulman, B. B., & Singleton, N. C. (2010). *Language development: foundations, processes, and clinical applications*. Jones and Bartlett. ISBN10: [1284129616](#)

Other Materials/Resources:

Additional readings and materials may be posted throughout the term on Moodle.

Study Commitments

Your education is important and worth investing in. I strongly encourage you to create a study schedule, devoting at least 3 hours per week (in addition to class time) to studying the content in this course. I also recommend blocking and protecting these times on your calendar- treat your study times as if they were any other appointment.

Technology

You should have independent knowledge of and access to the following: sufficient internet speed/bandwidth, word processing, PDF converter, ability to link and access videos, discussions forums and [Adobe Reader](#).

When facing difficulty using technology (and Google can't help), please contact IT Help (406) 243-4357.

Please use technology during class in a responsible and respectful manner:

- Please silence all electronic devices before class begins
- If you receive an urgent phone call during class (e.g., a family emergency), please exit the classroom before initiating your conversation to minimize disruption

Communicating with the Instructor

Please use class time or the course Teams chat room for communicating with the instructor. If you have a question about something, chances are, so do your classmates. It is far more efficient to ask these questions and have them answered during class or Teams so that all students can benefit from the clarification. Please be mindful of the fact that your professors' time is limited, and frequent interruptions are detrimental to completing tasks in a timely fashion. We do truly love talking with you- but don't always have time! **Allow at least 2 business days between the hours of 9:00 am and 5:00 pm for your instructor to**

respond to emails and Teams chat messages. When sending an email, please make sure that the message in the subject line reflects the content in the message being sent.

Overview of Graded Work:

Because knowledge can be demonstrated in a variety of ways and each student has unique learning preferences, a variety of learning opportunities are presented in this course. Another reason for multiple assignments distributed across the semester is to minimize the risk of failure when a student earns a less-than-desirable grade on a single assignment.

Detailed descriptions of each assignment can be found in Moodle.

Quizzes	10 quizzes x 20 points each	200 points
Interactive Lessons	17 lessons x 5 points each	85 points
Cultural Competency Assignment	1 x 15 points	15 points
Exams	2 exams x 50 points each	100 points
	Total:	400 points

Quizzes (200 points)

Your knowledge of the topics presented will be checked with periodic quizzes. There are 10 quizzes worth 20 points each. Quizzes will include a variety of multiple choice, matching, fill-in-the-blank, and short answer questions.

Interactive Lessons (85 points)

Each of the 17 interactive lessons (worth 5 points each) will be incorporated into the class lecture, discussion, or in-class activity. If there is a guest speaker or other time constraints, students are responsible for completing interactive lessons outside of class.

Cultural Competency Assignment (15 points)

Development and maintenance of culturally responsive practices is a key component within the AHS [Scope of Practice in Speech-Language Pathology](#). This assignment will allow students to gain a basic understanding of their current level of cultural competence, identify the three fundamental aspects of service delivery every audiologist and speech-language pathologist should be thinking about, and finally, the student will provide a self-reflection of their own experience with personal biases.

Exams (100 points)

There will be one midterm and one final electronic exam in Moodle. Each is worth 50 points. Students are permitted to use their text books and printed notes during the exam (i.e., these are open-book exams). However, because these exams are timed, it is essential that students study the material as if they were not permitted access to their book and notes. Students must come to campus to take these exams. Your instructor will proctor the exams and provide students with the passwords needed to unlock the exams. Exams may include questions in the following formats: multiple-choice, matching, fill-in-the-blank, short answer, and true/false. Students must bring a tablet or laptop computer to access these exams. Students are permitted to borrow a laptop computer from the DeWit RiteCare Clinic or the [Mansfield Library](#) if needed.

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59↓

Consult your course syllabi, the [UM academic calendar](#), and the tentative schedule before making travel plans.

Calendar:

Although every effort will be made to adhere to the proposed schedule, unforeseen circumstances can arise, so the schedule is subject to change. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule as it is outlined.

Conceptual Framework for Learning Community and Diversity

As part of the [College of Health](#), this course provides students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the course-specific experiences of participating in face-to-face discussions and online forums during which students will interact with each other to apply course concepts. This course provides an authentic experience that allows students to integrate their academic, research, clinical, and professional knowledge.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing and Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Student Resources & Directory of Assistance

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Campus Safety & Emergency Procedures

[Campus safety](#) is of the utmost importance at um. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. **Above all, remember to dial 911 to report all emergencies.** Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructors at the beginning of each semester if you have special needs or will require assistance during an emergency situation. [UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report. [Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Hide, Fight"](#) response for an [active shooter](#) incident. Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

1. RUN	2. HIDE	3. FIGHT
<ul style="list-style-type: none"> • <i>Quickly assess your situation.</i> • <i>Leave your belongings behind.</i> • <i>Keep your hands visible for law enforcement.</i> 	<ul style="list-style-type: none"> • <i>Hide in an area out of the shooter's view.</i> • <i>Block entry to your hiding place and lock the doors.</i> • <i>Silence your cell phone.</i> 	<ul style="list-style-type: none"> • <i>As a last resort and only when your life is in imminent danger.</i> • <i>Attempt to incapacitate the shooter.</i> • <i>Act with physical aggression and throw items at the active shooter.</i>

Course Schedule/Calendar

Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 265 Spring 2023: Tentative Class Calendar - subject to change as needed.

Week	Date	Lecture and Class Content	Readings	Assignments & Deadlines
01	Tuesday 1/17 Thursday 1/19	Introduction to course & syllabus; In-class activity Chapter 1 Lecture; In-Class Interactive Lesson	 Chapter 1- <i>The Development of Language: Definitions, Policy, and Practice</i>	Moodle 101 for Students—if you have not already done this (approximately 20-30 minutes to complete) Due no later than 9:00 am on 1/23
02	Tuesday 1/24 Thursday 1/26	Chapter 2 Lecture; In-Class Interactive Lesson Chapter 3 Lecture; In-Class Interactive Lesson	Chapter 2- <i>Historical and Contemporary Views of the Nature-Nurture Debate: A Continuum of Perspectives for the SLP</i> Chapter 3- <i>The Hearing Mechanism and Auditory Development</i>	Quiz re: Chapters 1-3: Due no later than 9:00 am on 1/30
03	Tuesday 1/31 Thursday 2/2	Chapter 4 Lecture; In-Class Interactive Lesson & Discussion	Chapter 4- <i>Comprehension of Language</i>	
04	Tuesday 2/7 Thursday 2/9	Chapter 5 Lecture; In-Class Interactive Lesson & Discussion	Chapter 5- <i>Gesture Development: Setting the Stage for Language Development</i>	Quiz re: Chapters 4 & 5: Due no later than 9:00 am on 2/13
05	Tuesday 2/14 Thursday 2/16	Chapter 6 Lecture; In-Class Interactive Lesson & Discussion	Chapter 6- <i>Social-Emotional Bases of Pragmatic and Communication Development</i>	
06	Tuesday 2/21 Thursday 2/23	Chapter 7 Lecture; In-Class Interactive Lesson & Discussion	Chapter 7- <i>Early Semantic Development: The Developing Lexicon</i>	Quiz re: Chapters 6 & 7: Due no later than 9:00 am on 2/27
07	Tuesday 2/28 Thursday 3/2	Chapter 8 Lecture; In-Class Interactive Lesson & Discussion	Chapter 8- <i>The Development of Morphology and Syntax</i>	Quiz re: Chapter 8: Due no later than 9:00 am on 3/6
08	Tuesday 3/7 Thursday 3/9	MIDTERM EXAM in-class 3/7 Chapter 9 Lecture; In-Class Interactive Lesson & Discussion	Students must bring a tablet or laptop computer to take the exam. Chapter 9- <i>Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment</i>	

Week	Date	Lecture and Class Content	Readings	Assignments & Deadlines
09	Tuesday 3/14 Thursday 3/16	Chapter 9 Lecture; In-Class Interactive Lesson & Discussion Chapter 10 Lecture; In-Class Interactive Lesson & Discussion	Chapter 9- <i>Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment</i> Chapter 10- <i>Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages</i>	
10	3/21- 3/23	SPRING BREAK No in-person class meeting this week.		
11	Tuesday 3/28 Thursday 3/30	Chapter 10 Lecture; In-Class Interactive Lesson & Discussion Chapter 11 Lecture	Chapter 11- <i>School-Age Language Development: Application of Five Domains of Language Across Five Modalities</i>	Quiz re: Chapters 9 & 10: Due no later than 9:00 am on 4/3
12	Tuesday 4/4 Thursday 4/6	Chapter 11 Lecture; In-Class Interactive Lesson & Discussion Chapter 12 Lecture; In-Class Interactive Lessons & Discussions	Chapter 11- <i>School-Age Language Development: Application of Five Domains of Language Across Five Modalities</i> Chapter 12- <i>Mapping Language onto the Brain</i>	Quiz re: Chapter 11 Due no later than 9:00 am on 4/10
13	4/11- 4/13	No in-person class this week. Students will view the recorded lecture re: Chapter 13 posted in Moodle Quiz re: Chapter 12 Due no later than 9:00 am on 4/17		
14	Tuesday 4/18 Thursday 4/20	Chapter 13 In-Class Interactive Lessons & Discussions Chapter 14 Lecture; In-Class Interactive Lessons & Discussions	Chapter 13- <i>Multicultural Perspectives: The Road to Cultural Competence</i> Chapter 14- <i>Speech and Language Development of Children Who Were Adopted Internationally</i>	Quiz re: Chapters 13 & 14 AND Clinical Cultural Competency Assignment: Due no later than 9:00 am on 4/24
15	Tuesday 4/25 Thursday 4/27	Chapter 15 Lecture; In-Class Interactive Lessons & Discussions	Chapter 15- <i>Children with Language Impairment</i>	Quiz re: Chapter 15: Due no later than 9:00 am on 5/1
16	Tuesday 5/2 Thursday 5/4	Chapter 16 Lecture; In-Class Interactive Lesson & Discussion Chapter 17 Lecture; In-Class Interactive Lesson & Discussion	Chapter 16- <i>Listening, Language, and Literacy for Children with Auditory Devices: From Hearing Aids to Cochlear Implants</i> Chapter 17- <i>Communication Development in Children with Multiple Disabilities: The Role of Augmentative and Alternative Communication</i>	Quiz re: Chapters 16 & 17: Due no later than 9:00 am on 5/8
17	Wednesday 5/10/23 1:10-2:40 Room 08 Curry Health Building FINAL EXAM - Students must bring a tablet or laptop computer to take the exam.			