

1	Course title	Studies in Language Disorders in Children
2	Course number	1804750
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	3 (theory per week)
4	Prerequisites/corequisites	1804710
5	Program title	MSc in speech language pathology
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Hearing and Speech Sciences
10	Level of course	Postgraduate/ First year
11	Year of study and semester (s)	2019/2020, Second semester
12	Final Qualification	Masters of Hearing and Speech Sciences
13	Other department (s) involved in teaching the course	NA
14	Language of Instruction	English, Arabic
15	Date of production/revision	9/2/2020

16. Course Coordinator:

Name	Rana Alkhamra, Ph.D	
Rank	Associate Professor	
Office number	450	
Office hours	Mondays 1:00 -2:00 PM & Tuesdays 1:00 -2:00 PM	
Phone number	5355000, ext. 23271	
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17. Other instructors:

Name	(please follow the example: "Name", Ph.D. OR "Name", MA.)
Rank	
Office number	
Office hours	
Phone number	
Email addresses	
Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

18. Course Description:

The course is intended to introduce students to language disorders in term of early identification of the different aspects of language (phonology, syntax, semantics, and pragmatics), assessment procedures, and intervention approaches. In addition to family and school role in maintaining a facilitative language environment. The students will collect language samples, and write a report and treatment plan.

19. Course aims and outcomes:

A- Aims: This course aims at focusing on child language disorders including the dynamic and reciprocal relationship of the problem among the child, his family, and the environment. Language disorders from infancy through adolescence will be covered.

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected to:

1. Program ILO: Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.

Specific Course ILO(s): 1.1: To remember the four main domains of language (syntax, semantics, phonology and pragmatics)
1.2: To remember the stages of speech and language development

2. Program ILO: Apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders.

Specific Course ILO(s): 2.1: To identify assessment methods implemented with children with language disorders in different developmental stages.
2.2: To identify intervention approaches implemented with children with language disorders in different developmental stages

3. Program ILO: Write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers.

Specific Course ILO(s): 3.1: To read, summarize, and understand topic related research articles.

4. Program ILO: Gather or collect information relevant to assessment and treatment of communication disorders and critically evaluate the information and samples collected

Specific Course ILO(s): 4.1.: To identify assessment methods of children in different developmental stages.
4.2: To identify intervention approaches of children in different developmental stages.

5. Program ILO: Formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skillfully.

5.1: To formulate proper assessment and intervention plans

5.2 : To suggest amendments to therapy methods and plans

6. Program ILO: Solve clinical problems using critical thinking skills.

Specific Course ILO(s): 6.1: To come up with the proper assessment and treatment plans using clinical reasoning and critical thinking.

7. Program ILO: Work, where appropriate, in partnership with other professionals, support staff, service users and their relatives.	
Specific Course ILO(s):	7.1: To reinforce the importance of multidisciplinary approach 7.2: To highlight the importance of collaborating with other professions and patients' families
8. Program ILO: Demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families	
Specific Course ILO(s):	8.1 To read ASHA's code of ethics
9. Program ILO: Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation	
Specific Course ILO(s):	9.1 To learn the importance of commitment to lifelong learning, teamwork, scientific research, analysis, and interpretation of information
10. Program ILO: Demonstrate the ability to think critically and solve problems, and use technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.	
Specific Course ILO(s):	10.1. To identify assessment tools and methods. 10.2.: To identify the different therapy approaches. 10.3: To learn about the hard to assess and intervene child.
11. Program ILO: Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
Specific Course ILO(s):	11.1: To learn about the importance of abiding by ASHA code of ethics

20. Topic Outline and Schedule: (use numbers for ILOs and references).

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Course syllabus	1	RK			
Models of child language disorders	2	RK	2.1; 1.1	Introductory material	Paul & Norbury (2012) ch. 1 + Read ASHA code of ethics https://www.asha.org/uploadedFiles/ET2016-00342.pdf
Principles of Assessment	3	RK	2.1; 1.1; 1.2	-Reading "Assessment" chapter 2 Homework 1: Submitting half a page that: (2 points) (no delay policy) 1. Describes a language assessment tool (norm referenced (other than the PPVT), criterion, dynamic, or functional tests) 2. Identifies the assessment method that it comes under	Paul & Norbury (2012) ch. 2 + online search for language assessment tools (Make sure you are not over-replicating the investigated assessment tools with your

				3. What does it test; the age group that it assesses, the group that it assesses? 4. Whether it was tested for validity and reliability 5. Document the references used in this homework (article and website) - Quiz 1	colleagues)
Principles of intervention	4	RK	2.2; 1.1; 1.2	- Discussing ch.3 Homework 2: Submitting one page summary of an article that critically examines the effectiveness of an intervention approach that is discussed in chapter 3. (2 points) (no delay policy) - Quiz 2	Paul & Norbury (2012) ch. 3 + article of student search and choice
Assessment and intervention in the prelinguistic periods	5	RK	4.1; 4.2; 7.1; 7.2	- Discussing ch.6 - Quiz 3 (multiple choice questions from ch.6 + 1 essay question from the study guide at the end of the chapter “Q VI. – F through J) “	Reading Paul & Norbury (2012) ch. 6
Assessment for emerging language	6	RK	4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3	- Discussing Assessment for emerging language -ch. 7 Homework 3: Submitting answers to: (2 points) (no delay policy) 1. What are the main points that the article discusses? 2. Explain why ASD is defined as a “disorder of neuronal organization” by the neuropsychologic profile 3. What does the article say about the development of language in Autism? 4. What is the clinical implications of the article 5. What are the main points that you learned from this article (at least 3 points)?	Paul & Norbury (2012) ch. 7 + https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.15052010.8
Intervention for emerging language	7	RK	4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3	-Discussing Intervention for emerging language -ch.7 - Quiz 4 (Ch. 6 &7)	Paul & Norbury (2012) ch.7
Midterm Exam	8 24/3/2020				
Assessment for developing children + language	9	RK	3.1; 5.1; 6.1; 7.1;	-Discussing Assessment for developing children- ch.8	Paul & Norbury (2012) ch. 8

characteristics in children with Down Syndrome			7.2; 10.1; 10.2; 10.3	- Presentation & case report	
Intervention for developing children + language characteristics in children with visual impairment	11		3.1; 5.1; 6.1; 7.1; 7.2; 10.1; 10.2; 10.3	-Discussing Intervention for developing children- ch.9 - Presentation & case report - Quiz 5 (Ch. 8 &9)	Paul & Norbury (2012) ch. 9 + presentation references
Assessment for learning stage + language characteristics in children who are deaf or deaf & blind	12	RK	6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3	-Discussing Assessment for learning stage -ch.11 - Presentation & case report	Paul & Norbury (2012) ch. 11+ presentation references
Intervention for learning stage+ language characteristics in children who are autistic	13	RK	6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3	-Discussing Intervention for learning stage -ch.12 - Presentation & case report - Quiz 6 (Ch.11 & 12)	Paul & Norbury (2012)) ch. 12+ presentation references
Language reading, and learning in school Submitting case report & Treatment plan	14	RK	6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3	Discussing-Ch. 10	Paul & Norbury (2012) ch. 10
Language reading, and learning in school	15	RK	7.1; 7.2; 4.1; 4.2	Discussing-Ch. 10	Paul & Norbury (2012) ch. 10
Final Exam	17/5/2020				

21. Teaching Methods and Assignments:

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
*	Direct Instruction	<ul style="list-style-type: none"> Structured orientation lectures Skills and procedures demonstrations
*	Interactive Instruction	<ul style="list-style-type: none"> Clinical conferences and case presentations Seminars and discussions
*	Experiential Learning	<ul style="list-style-type: none"> Experiential learning in semi-clinical setting Simulation Hands-on learning
*	Independent Study	<ul style="list-style-type: none"> Self-directed literature review and synthesis to address problems in a specific case study Reflective Journaling
	Blended Learning	<ul style="list-style-type: none"> Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
*	Evidence Based Practice	<ul style="list-style-type: none"> Integrate research methods & results in the learning process Reflective assignments & projects
	Other (please specify)	

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Exams		
Exam	Date	Grade
Midterm	24/3/2020	30%
Final		40%
Quizzes (10 points)& Home works (6 points)	As listed in the course schedule	16%
Group presentation		7% points
Written case report		7% points

Assignments	
Assignment 1: This is a group assignment - A class presentation about language characteristics and clinical implications of special populations with language disorders “ as listed in the "topic outline table"	
<u>Assignment description:</u>	Each group will prepare a presentation about one of the populations listed above - The presentation will include background information about the presented population and its language characteristics - Clinical implications for Assessment “ evidence base” - Clinical implications for Intervention “ evidence base” - Case report of a case that has a the disorder presented + video
<u>Assignment objective:</u>	To read Reed's textbook and the literature related to the presented topic To present evidence base information To learn and present specific details about special populations with

	speech sound disorders To analyse a case critically To make treatment recommendations
<u>Assignment due date:</u>	During the last 4 weeks of classes
<u>Grade:</u>	<u>10%</u>
<u>Rubric:</u>	See rubric # 1
Assignment 2: 1. Literature review " Each student will submit a review "	
<u>Assignment description:</u>	To write a paper that presents the literature that is related to one of the populations listed in assignment 1 concerning its speech characteristics, assessment and treatment approaches; adopting an evidence base practice principle
<u>Assignment objective:</u>	Researching the topic from books and published literature Developing students writing skills To document information based on Evidence base practice To learn to write a literature review To use APA style in writing
<u>Assignment due date:</u>	19/4/2020
<u>Grade:</u>	10%
<u>Rubric:</u>	See rubric # 2

23. Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of all the number of classes, which is **equivalent of (2) classes**, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

24. Required equipment:


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25. References:

<p>1. Required book (s), assigned reading and audio-visuals:</p> <ul style="list-style-type: none"> • Paul, R. & Norbury, C. F. (2012 & 2016). Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating (4th & 5th Edition). St Louis, MO: Elsevier Mosby. (Register at http://evolve.elsevier.com/Paul/language/ for access to video clips and other resources.) • Reed, V. (2017). An introduction to children with language disorders, 5th ed. . James Madison University. Boston : Pearson <p>2. Recommended books, materials, and media:</p> <ul style="list-style-type: none"> • Roth, R. & Worthington, C. (2012). Treatment Resource Manual for Speech Language Pathology 4th Ed. USA, Delmar, Cengage Learning • Shipley , K. & McAfee, J. (2015). Assessment in Speech-Language Pathology: A Resource Manual 4rd Ed . USA, Delmar, Cengage Learning
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26. Additional information:

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Name of Course Coordinator: Dr. Rana Alkhamra Signature:  Date: 9/2/2020

Head of curriculum committee/Department: : Dr. Hanadi Bani Hani Signature:

Head of Department: Dr. Hanadi Bani Hani Signature: HBH

Head of curriculum committee/Faculty: -Prof. Ziad Hawamdeh- Signature: ZH-----

Dean; Prof. Ziad Hawamdeh- Signature: ZH-----

Copy to:
 Head of Department
 Assistant Dean for Quality Assurance
 Course File

Rubric# 1 : Oral Presentation			
Category	Scoring Criteria	Total Points	Score
Organization	Information is presented in a logical sequence.	0.5	
	Presentation appropriately cites requisite number of references.	0.5	
Content	The presentation covered all required areas.	0.5	
	Presentation contains information from peer reviewed articles.	0.5	
	Materials included are well relevant to the presentation topic	0.5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	0.5	
Presentation	Speaker uses a clear, audible voice.	0.5	
	Good language skills and pronunciation are used.	0.5	
	Visual aids are well prepared, informative, effective, and not distracting.	0.5	
	There are limited spelling or grammar mistakes	0.5	
Case study	Case speech sample was well presented, and analysed	1.5	
Score	Total Points	7%	

Rubric# 2: Report writing (21 points)

Criteria	Poor	Acceptable	Good	Excellent	
Case history	0.5	1	1.5		
Informal assessment procedures & analysis	0.5	1	1.5	2	
Informal assessment results presentation	0.5	1	1.5	2	
Formal assessment procedures & analysis	0.5	1	1.5	2	
Formal assessment results presentation	0.5	1	1.5	2	
Phonological processes accurately analyzed	0.5	1	1.5	3	
Phonological processes presentation	0.5	1	1.5	2	
Diagnosis	0.5	1	1.5	2	
Recommendations	0.5	1	1.5		

Treatment plan	0.5	1	1.5	3	
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Rubric# 1 : Oral Presentation					
	Category	Scoring Criteria	Total Points	Score	
Rubric# 2: Literature Review	Organization	Information is presented in a logical sequence.	2		
		Presentation appropriately cites requisite number of references.	2		
	Content	The presentation covered all required areas.	3		
		Presentation contains information from peer reviewed articles.	2		
		Materials included are well relevant to the presentation topic	2		
		Appropriate amount of material is prepared, and points made reflect well their relative importance.	2		
	Presentation	Speaker uses a clear, audible voice.	1		
		Good language skills and pronunciation are used.	2		
		Visual aids are well prepared, informative, effective, and not distracting.	3		
		There are limited spelling or grammar mistakes	3		
		Information was well communicated.	3		
	Case study	Case speech sample was well presented, and analyzed	5		
	Score	Total Points	30	30/3=10	
	Criteria	Poor	Good	Excellent	Score
	Introducing the idea	1	2	3	
Problem statement	1	2	3		
Body: Flow of the report	1	2	3		
Head lines were used	0	1	2		
Coverage of content	1-2	3	6		
Clarity of writing and writing technique	1-2	3	5		
Authenticity of writing “ no plagiarism”	1-2	3	5		
Conclusion: A synthesis of ideas and hypothesis or research question	1	2	3		
Citations/References: Proper APA format	1	2	3		
				30/10=10	

