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| **1** | **Course title** | Language Disorders in Children |
| **2** | **Course number** | 1804310 |
| **3** | **Credit hours** | 3 (theory) |
| **Contact hours (theory, practical)** | 3 (theory) |
| **4** | **Prerequisites/corequisites** | Phonetics |
| **5** | **Program title** | Bachelor of Hearing and Speech Sciences |
| **6** | **Program code** | 1804 |
| **7** | **Awarding institution** | The University of Jordan |
| **8** | **School** | Rehabilitation Sciences |
| **9** | **Department** | Hearing & Speech Sciences |
| **10** | **Level of course** | Undergraduate/fourth year |
| **11** | **Year of study and semester (s)** | 2020/2021, First semester |
| **12** | **Final Qualification** | Bachelor degree in Hearing and Speech Sciences |
| **13** | **Other department (s) involved in teaching the course** | None |
| **14** | **Language of Instruction** | English & Arabic |
| **15** | **Teaching methodology** | ☐Blended \* ☐Online |
| **16** | **Electronic platform(s)** | ☐Moodle \*☐ Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | Production:2003/ revision : 7/10/2020 |

**18 Course Coordinator:**

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| Name:   |  | | --- | | **Hana Nawaf Mahmoud, MA-SLP** | | **Instructor** | | **432** | | **Monday 12- 1** | | **23263** | | [**hhnawaf@yahoo.com**](mailto:hhnawaf@yahoo.com) | |

**19 Other instructors:**

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| Name:  Office number:  Phone number:  Email:  Name:  Office number:  Phone number:  Email: |

**20 Course Description:**

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| As stated in the approved study plan.  The basic concepts in this field such as language impairment, language delay, diagnosis, and treatment procedures; the various types of language disorders (syntactic, morphological, semantic and pragmatic) will be highlighted. Students will also be trained to collect language samples and to analyze them |

**21 Course aims and outcomes:**

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| A- Aims:  The major objective of this course is to provide the students with the basic knowledge of:   1. Providing the students with the basic knowledge of major theories of language acquisition, early stages of language acquisition. 2. Collecting and analyzing data of children and comparing them to the norms   B- Intended Learning Outcomes (ILOs):  Upon successful completion of this course, students will be able 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 demonstrate deep knowledge of different types of communication disorders. | | |
| 1. **Program ILO:**   Iidentify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders. | | |
| Specific Course ILO(s): 2.1 To Apply the variable methods of assessment and intervention for different types of communication disorder. | | |
| 1. **Program ILO:**   **Apply the basic clinical skills in working with individuals with communication and hearing disorders.** | | |
| Specific Course ILO(s): 3.1 To demonstrate and apply different procedures related to communication disorders | | |
| 1. Program ILO:   **Formulate specific and appropriate intervention plans.** | | |
| Specific Course ILO(s): 4.1 To choose and apply appropriate plans for intervention | | |
| 1. **Program ILO:**   **Conduct appropriate diagnostic monitoring procedures, therapy, or other actions safely and skillfully.** | | |
| Specific Course ILO(s): 5.1 To choose and apply appropriate procedures for intervention | | |
| 1. **Program ILO:**   **Write professional reports for patient with communication and hearing disorders.** | | |
| Specific Course ILO(s): 6.1 To enhance writing skills for different clinical reports | | |
| 1. Program ILO:   **Apply principles of evidence-based practice in the assessment and intervention processes.** | | |
| Specific Course ILO(s): 7.1 NA | | |
| **8. Program ILO:**  **Identify ongoing effectiveness of planned activity and modify it accordingly.** | | |
| Specific Course ILO(s): 8.1 To choose suitable assessment and treatment activities for different patients. | | |
| 1. **Program ILO:**   **Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.** | | |
| Specific Course ILO(s): 9.1 NA | | |
| 1. **Program ILO:**   **Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.** | | |
| Specific Course ILO(s): 10.1 NA | | |
| 1. **Program ILO:**   **Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.** | | |
| Specific Course ILO(s): 11.1 To solve clinical problems using clinical reasoning skills | | |
| **12. 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): 12.1 NA | | |

**22. Topic Outline and Schedule:**

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **Teaching Methods\*/platform** | **Evaluation Methods\*\*** | **References** | | 1 | 1.1 | Introduction &  Syllabus Review | Synchronous lecturing/meeting | Discussion | Reed, V. (2017). *An introduction to children with language disorders* (5th ed.. | | 1.2 | Normal Language Development: A review  \* components of language | Synchronous lecturing/meeting | Discussion |  | | 1.3 |  |  |  |  | | 2 | 2.1 | Normal language development | Synchronous lecturing/meeting | Discussion |  | | 2.2 | Normal language development | Synchronous lecturing/meeting | Discussion |  | | 2.3 |  |  |  |  | | 3 | 3.1 | Toddlers and Preschoolers with Specific Language Impairment | Synchronous lecturing/meeting | Discussion |  | | 3.2 | Toddlers and Preschoolers with Specific Language Impairment | Synchronous lecturing/meeting | Discussion |  | | 3.3 |  |  |  |  | | 4 | 4.1 | Toddlers and Preschoolers with Specific Language Impairment | Synchronous lecturing/meeting | Discussion |  | | 4.2 | Language and children with learning disabilities | Synchronous lecturing/meeting | Discussion |  | | 4.3 |  |  |  |  | | 5 | 5.1 | Language and children with learning disabilities | Synchronous lecturing/meeting | Discussion |  | | 5.2 | Language and children with learning disabilities | Synchronous lecturing/meeting | Discussion |  | | 5.3 |  |  |  |  | | 6 | 6.1 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting Synchronous lecturing/meeting | Discussion |  | | 6.2 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting | Discussion |  | | 6.3 |  |  |  |  | | 7 | 7.1 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting | Discussion |  | | 7.2 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting | Discussion |  | | 7.3 |  |  |  |  | | 8 | 8.1 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting | Discussion |  | | 8.2 | Language and children with Intellectual disabilities  children with Down syndrome | Synchronous lecturing/meeting | Discussion |  | | 8.3 |  |  |  |  | | 9 | 9.1 | Language and children with autism | Synchronous lecturing/meeting | Discussion |  | | 9.2 | Language and children with autism | Synchronous lecturing/meeting | Discussion |  | | 9.3 |  |  |  |  | | 10 | 10.1 | Language and children with auditory impairments | Synchronous lecturing/meeting | Discussion |  | | 10.2 |  |  |  |  | | 10.3 |  |  |  |  | | 11 | 11.1 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 11.2 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 11.3 |  |  |  |  | | 12 | 12.1 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 12.2 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 12.3 |  |  |  |  | | 13 | 13.1 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 13.2 | Assessment | Synchronous lecturing/meeting | Discussion |  | | 13.3 |  |  |  |  | | 14 | 14.1 | Consideration for language intervention | Synchronous lecturing/meeting | Discussion |  | | 14.2 | Consideration for language intervention | Synchronous lecturing/meeting | Discussion |  | | 14.3 |  |  |  |  | | 15 | 15.1 | Consideration for language intervention | Synchronous lecturing/meeting | Discussion |  | | 15.2 | Consideration for language intervention | Synchronous lecturing/meeting | Discussion |  | | 15.3 |  |  |  |  | |

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **Period (Week)** | **Platform** | | Quizzes | 20 | Ch. 3, & Ch. 6 | Week 4 & 8 | MS Teams | | Midterm | 30 | Ch. 1 – Ch. 5 | Midterm period | MS Teams | | Final | 50 | Ch. 1- Ch. 9 | 15 week | MS Teams | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

**24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**

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**25 Course Policies:**

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| A- Attendance policies:  B- Absences from exams and submitting assignments on time:  C- Health and safety procedures:  D- Honesty policy regarding cheating, plagiarism, misbehavior:  E- Grading policy:  F- Available university services that support achievement in the course: |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:  Reed, V. (2017). *An introduction to children with language disorders* (5th ed., The allyn & bacon communication sciences and disorders series). Boston: Pearson.  B- Recommended books, materials and media: |

**27 Additional information:**

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| 1. Hegde, M. N., & Pomaville, F. (2013). *Assessment of communication disorders in children: Resources and protocols*. San Diego: Plural Pub. 2. Pindzola, R. H., Plexico, L. W., Haynes, W. O., & Haynes, W. O. (2016). *Diagnosis and evaluation in speech pathology* |

Name of Course Coordinator: --Hana Mahmoud ------------Signature: Hana Mahmoud Date: 11/1/2020

Head of Curriculum Committee/Department: Soha Garadat, Ph.D Signature: Soha Garadat

Head of Department: Soha Garadat, Ph.D Signature: Soha Garadat

Head of Curriculum Committee/Faculty:Prof. Ziad Hawamdeh Signature: Z.H

Dean: Prof. Ziad Hawamdeh Signature: Z.H