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| **1** | **Course title** | Studies in Language Disorders in Children |
| **2** | **Course number** | 1804750 |
| **3** | **Credit hours** | 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)** | 2022/2023, 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** | **Teaching methodology** | ☐Face to face learning **☐**Blended ☐Fully online |
| **16** | **Electronic platform(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | 24/2/2023 |

**18 Course Coordinator:**

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| Name: Rana Alkhamra, Ph.D  Office number: 450  Phone number: 5355000, ext. 23271; ; WhatsApp # 0797231633  Email: Email: [ranaalkhamra@gmail.com](mailto:ranaalkhamra@gmail.com); [r.khamra@ju.edu.jo](mailto:r.khamra@ju.edu.jo)  Contact hours: **Office**/ Sundays and Tuesdays 2:00- 4:00 pm  **Online**/ Microsoft Teams/ Mondays: 12:30- 1:00 pm (use link below)  **https://teams.microsoft.com/l/team/19%3aFNVZ-8jkO6jyHZO3EY9Z5phlt9iHwoDNiOb\_dd\_Ftvc1%40thread.tacv2/conversations?groupId=90a3c985-5c95-416c-b948-8b033e8f1ab7&tenantId=05405dba-373c-4e20-a30e-3e6fcf507cfe** |

**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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| This course concentrates on language disorders in children, from different age groups, including the domains of phonology, syntax, morphology, semantic, and pragmatics. It also concentrates on procedures applied in the assessment and intervention of the different disorders as well as the theoretical basis and practical implications of these procedures.  NOTE: It’s important to note that a language disorder is not the same as a hearing issue or a speech disorder. The Children with language disorders typically have no trouble in hearing or pronouncing words. Their challenge is mastering and applying the rules of language, like grammar. They aren’t simply “late talkers.” Without treatment, their communication problems will continue and may lead to emotional issues and academic struggles. |

**21 Course aims and outcomes:**

1. **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.**

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| A- Aims: This course aims at investigating the development of different childhood stages.  B- Students Learning Outcomes (SLOs):   1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing. 2. Apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders. 3. Write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers. 4. Gather or collect information relevant to assessment and treatment of communication disorders and critically evaluate the information and samples collected 5. Formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skillfully. 6. Solve clinical problems using critical thinking skills. 7. Work, where appropriate, in partnership with other professionals, support staff, service users and their relatives. 8. Demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families. 9. Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation 10. 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. 11. Demonstrate the ability to take responsibilities and exercises his/her rights and duties within the value system of society and his public/ her morals.   Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO  (5) | SLO  (6) | SLO  (7) | SLO  (8) | SLO  (9) | SLO  (10) | SLO  (11) | | To remember the four main domains of language (syntax, semantics, phonology and pragmatics) | ✓ |  |  |  |  |  |  |  |  |  |  | | To remember the stages of language development | ✓ |  |  |  |  |  |  |  |  |  |  | | To identify assessment methods implemented with children with language disorders in different developmental stages. |  | ✓ |  |  |  |  |  |  |  |  |  | | To identify intervention approaches implemented with children with language disorders in different developmental stages |  | ✓ |  |  |  |  |  |  |  |  |  | | To read, understand, and reflect on topic related research articles. |  |  | ✓ |  |  |  |  |  |  |  |  | | To identify assessment methods of children in different developmental stages. |  |  |  | ✓ |  |  |  |  |  |  |  | | To identify intervention approaches of children in different developmental stages. |  |  |  | ✓ |  |  |  |  |  |  |  | | To formulate proper assessment and intervention plan |  |  |  |  | ✓ |  |  |  |  |  |  | | To suggest amendments to therapy methods and plans |  |  |  |  | ✓ |  |  |  |  |  |  | | To analyze cases with language disorders, during class or exams, using clinical reasoning and critical thinking. |  |  |  |  |  | ✓ |  |  |  |  |  | | To highlight the importance of multidisciplinary approach |  |  |  |  |  |  | ✓ |  |  |  |  | | To highlight the importance of collaborating with other professions and patients' families |  |  |  |  |  |  | ✓ |  |  |  |  | | To learn the importance of commitment to lifelong learning, teamwork, scientific research, analysis, and interpretation of information |  |  |  |  |  |  |  |  | ✓ |  |  | | To present research and topics related to language disorders |  |  |  |  |  |  |  |  | ✓ |  |  | | To identify assessment tools and methods. |  |  |  |  |  |  |  |  |  | ✓ |  | | To identify different language therapy approaches. |  |  |  |  |  |  |  |  |  | ✓ |  | | To learn about the hard to assess and intervene child |  |  |  |  |  |  |  |  |  | ✓ |  | | To analyze a language sample according to the different language domains |  |  |  |  |  |  |  |  |  | ✓ |  | | To learn about the importance of abiding by ASHA code of ethics |  |  |  |  |  |  |  |  |  |  | ✓ | |

**22. Topic Outline and Schedule:**

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Week | Topic | Student Learning Outcome | Learning Methods (Face to Face/Blended/ Fully Online) | Platform | Synchronous / Asynchronous Lecturing | **Evaluation Methods** | **Resources** | | 1 | Course introduction; syllabus preview  +  Discussing the research project | 1.1; 1.2 |  | Microsoft Teams (MT) & Moodle | Synchronous | Class discussion | Course syllabus | | 2 | Principles of Assessment | 2.1; 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Synchronous + | -Discussing “ chapter 2  +  To discuss the “School Readiness Language Assessment Tool”; how it was developed; its validity and reliability. | Paul & Norbury (2018)  +  <https://jish.med.sa/shop/uncategorized/jish-school-readiness-test/?lang=en>    +  Pace, A., Alper, R., Burchinal,M., Golinkoff, R., & Hirsh-Pasek, K.(2019). Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school.  *Early Childhood Research Quarterly, 46*, 112-125. <https://doi.org/10.1016/j.ecresq.2018.04.001>. | | 3 | Principles of Assessment | 2.1; 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Asynchronus | “ chapter 2  **+**  To read Pace study  +  To discuss the “School Readiness Language Assessment Tool”; how it was developed; its validity and reliability. | Paul & Norbury (2018)  +  Yaser Al-Sabi (2017). The JISH Speech, Language, and Hearing School Readiness Screening in Jeddah, Saudi Arabia. Journal of Otolaryngology-ENT Research, 7(5).  +  <https://jish.med.sa/shop/uncategorized/jish-school-readiness-test/?lang=en>    +  Pace, A., Alper, R., Burchinal,M., Golinkoff, R., & Hirsh-Pasek, K.(2019). Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school.  *Early Childhood Research Quarterly, 46*, 112-125. <https://doi.org/10.1016/j.ecresq.2018.04.001>. | | 4  19/3 | Principles of intervention | 2.2; 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Synchronous | - Chapter 3  Research project activity 2: to submit the research question/hypothesis  + Training on administering school readiness test on one another | Paul & Norbury (2018) + Youtube videos + JISH school readiness test | | 5  26/3 | Assessment and intervention in the prelinguistic periods | 4.1; 4.2; 7.1; 7.2 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Asynchronous | - Preparing ch.6  - Team online activity: Analyzing a video of a baby in the pre-linguistic stage | Reading Paul & Norbury (2018) (recording) | | 6  2/4 | Assessment for emerging language  **+ Submitting research project literature review** | 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Synchronous | - Discussing Assessment for emerging language -ch. 7  + Research project methods: Identifying the project procedures | Paul & Norbury (2018)  + Assessment manual + | | 7  9/4 | Assessment for emerging language | 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Asynchronous | - Discussing Assessment for emerging language -ch. 7 | Paul & Norbury (2018)  Chapter’s recording | | 8 | Midterm Exam  **16/4/2023** |  | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle |  |  | **Written exam** | | 9  23/4 | Eid Alfiter vacation |  |  |  |  |  |  | | 10  30/4 | Intervention for emerging language  **+ Starting research project data collection** | 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | Online/interactive/Microsoft Teams (MT) & Moodle | Microsoft Teams (MT) & Moodle | Synchronous | - Discussing Intervention for emerging language -ch. 7  - Student presentation  -Team activity:  **Submitting the research project methodology** | Paul & Norbury (2018) ch.7 | | 11  7/5 | Assessment for developing children | 3.1; 5.1; 6.1; 7.1; 7.2; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Microsoft Teams (MT) & Moodle | Asynchronous | -Discussing Assessment for developing children- ch.8  **+ Teams activity: Language sample analysis activity** | Paul & Norbury (2018) lecture recording | | 12  14/5 | Intervention for developing children | 3.1; 5.1; 6.1; 7.1; 7.2; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Microsoft Teams (MT) & Moodle | Synchronous | -Discussing Intervention for developing children- ch.9  - | Paul & Norbury (2018) + **Guest speaker** | | 13  21/5 | Assessment for learning stage | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Microsoft Teams (MT) & Moodle | Asynchronous | -Discussing Assessment for learning stage -ch.11  - | Paul & Norbury (2018) ch. 11 | | 14  28/5 | Intervention for learning stage  + Students’ posters project presentations | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Microsoft Teams (MT) & Moodle | Synchronous | -Discussing Intervention for developing children- ch.9 | Paul & Norbury (2018) ) ch. 12 | | 15  4/6 | Language reading, and learning in school  **(Self reading chapter )** | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Microsoft Teams (MT) & Moodle | Asynchronous | chapter 10 reading+ | Paul & Norbury (2012) ch. 10 | |

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Exam, case report; group presentation; class team activities…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)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** | | Midterm exam | 30% | Topics in week 1- week 7 | 2.2; 1.1; 1.2; 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | 8th week | F to F | | Final exam | 40% | Topics in week 5 – week 15 | 2.1.; 2.2; 3.1; 4.1; 5.1; 5.2; 6.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3; 3.1; 5.1; 6.1; 7.1; 7.2; 9.1; 10.1; 10.2; 10.3 | 16th | F to F | | Team activities+ class participation | 10% | All semester topics | 2.1.; 2.2; 3.1; 4.1; 5.1; 5.2; 6.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3; 3.1; 5.1; 6.1; 7.1; 7.2; 9.1; 10.1; 10.2; 10.3 | Week 1 – 15 | Teams & Moodle | | Research project | 20% | Weeks 9 -13 | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Weeks 1 through 13 |  | |

**24 Course Requirements**

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

**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:   * Paul, R. & Norbury, C. F. (2018). Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating ( 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   B- Recommended books, materials and media:   * Roth, R. & Worthington, C. (2016). Treatment Resource Manual for Speech Language Pathology 5 th Ed. USA, Delmar, Cengage Learning * Shipley , K. & McAfee, J. (2021). Assessment in Speech-Language Pathology: A Resource Manual 6th Ed . USA, Delmar, Cengage Learning |

**27 Additional information:**

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Name of Course Coordinator: Dr. Rana Alkhamra Signature: Rana Alkhamra Date: 23/02/2023

Head of Curriculum Committee/Department: Dr. Anaam Kharabsheh Signature: Anaam Kharabsheh

Head of Department: Dr. Anaam Kharabsheh Signature: Anaam Kharabsheh

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH

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|  | **RESEARCH PROJECT POSTER RUBRIC** |  |
|  | **Appearance** |  |
| 1 | Display attracts viewer’s attention. | 1 2 3 4 5 |
| 2 | Words are easy to read from an appropriate distance | 1 2 3 4 5 |
| 3 | Poster is well organized and easy to follow. | 1 2 3 4 5 |
| 4 | Graphics and other visuals enhance presentation. | 1 2 3 4 5 |
| 5 | The poster is neat and appealing to look at. | 1 2 3 4 5 |
|  | **Content** |  |
| 7 | Content is clear and easy to understand. | 1 2 3 4 5 |
| 8 | The question being addressed is stated clearly. | 1 2 3 4 5 |
| 9 | There is enough detail about methods for me to understand the results. | 1 2 3 4 5 |
| 10 | Poster is free of unnecessary detail. | 1 2 3 4 5 |
| 11 | Conclusions are stated clearly. | 1 2 3 4 5 |
| 12 | Conclusions are supported by results. | 1 2 3 4 5 |
|  | **Presentation** |  |
| 14 | Presenter’s response to questions demonstrated knowledge of subject matter and project. | 1 2 3 4 5 |
| 15 | Presenter could clearly describe the scope and importance of the project,  major accomplishments, and recommendations. | 1 2 3 4 5 |
| 16 | All participants had a role in presenting the work | 1 2 3 4 5 |
|  | **Comments** |  |
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