Stony Brook University  
Department of Linguistics  
College of Arts and Sciences  
LIN 381: Language and Speech Disorders  
Spring 2014

Course Instructor: Joseph Hoffman MA, CCC-SLP  
Section: 01  
Office Hours: Semantics Lab Mon/Wed 4:15pm-5:15pm (appointments are appreciated)  
Instructor contact information: joseph.hoffman@stonybrook.edu

COURSE DESCRIPTION:
Overview of developmental and acquired communication disorders across the lifespan, including language delay/disorders, neurogenic motor speech disorders, phonological/articulation disorders, stuttering, acquired aphasia and related disorders, dysphagia, and voice disorders as they related to the profession of speech language pathology.

Course Pre/co-requisites  
LIN 101 “Human Language” and LIN 201 “Phonetics”

COURSE OBJECTIVES
• Demonstrate foundational knowledge of human communication and swallowing disorders, including their biological, neurological, developmental, linguistic, and cultural bases  
• Provide basic descriptions of the nature of speech, language, communication, and swallowing differences and disorders, including common etiologies and characteristics  
• Describe the types of activities in which speech language pathologists engage to prevent, assess, and manage communication and swallowing disorders including common tools used within the field and evidence-based clinical practices  
• Demonstrate foundational knowledge about the education, training, and credentialing of communication disorders, including scope of practice, population served (including culturally diverse children and adults), employment settings and professional organizations

COURSE REQUIREMENTS

Attendance and Make-Up Policy
Attendance, participation and contributions are mandatory. The way to do well in this class is to do all the readings and assignments, come to every class, take notes and ask questions when you don’t understand something. Assignments must be handed in on time (or earlier); no late assignments will be accepted beyond 1 week after the original due date. Late assignments will receive one letter grade lower if handed in late. You must arrive in class on time; late-comers will be marked as absent.

As class contributions (different from participation) in seminars are essential to learner outcomes, perfect attendance is expected. More than one class absence will result in a lower
grade. Each student will begin each seminar with a class participation score of 3. They will have the opportunity to positively or negatively affect this score as outlined in the chart below (Adapted from M. Maznevski, University of Virginia).

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>• Demonstrates excellent preparation: has analyzed information exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)&lt;br&gt;• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments&lt;br&gt;• Demonstrates ongoing very active involvement</td>
</tr>
<tr>
<td>4</td>
<td>• Demonstrates good preparation: knows reading facts well&lt;br&gt;• Offers interpretations and analysis of material (more than just facts) to class.&lt;br&gt;• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points&lt;br&gt;• Demonstrates consistent ongoing involvement</td>
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<tr>
<td>3</td>
<td>• Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them&lt;br&gt;• Offers straightforward information without elaboration or very infrequently (perhaps once a class)</td>
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<tr>
<td>2</td>
<td>• Present, not disruptive. Does not offer to contribute to discussion, but contributes to a moderate degree when called on&lt;br&gt;• Demonstrates very infrequent involvement in discussion</td>
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<td>1</td>
<td>• Disruptive or negatively impacts the flow of class</td>
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**Required Readings**

- Additional readings will be assigned throughout the semester. These readings will be made available through hard copies or on Blackboard ([http://blackboard.sunysb.edu](http://blackboard.sunysb.edu))

**Assignments**
All assignments are to be handed in at the beginning of class on the day it is due. If you cannot come to class, you should email any assigned work to me before the class begins.

**Lectures (10%)**
Students are required to read all assigned readings/chapters prior to the class in which they are discussed. The readings will not be explicitly summarized in class. Lectures are meant to expand upon and provide functional expressions of the readings. Students should be prepared to integrate material covered in the readings with material presented in class discussions. While PowerPoint slides will be available on Blackboard, students will be expected to take notes in class to supplement the material presented on the slides. Every attempt will be made to post
slides prior the class meeting. However, please note that, on occasion, the final version of the slides may not be posted until after the class meeting.

*Field Work Project (15%)*

Each student will complete one of the following three field work activities and prepare a 2-3 page reflection paper based on the activity chosen. Please see the assignment handout for due dates. Confidentiality regarding the field work assignment is imperative and you will be asked to sign a confidentiality statement.

- **Interview** You will conduct an interview with and ASHA certified speech language pathologist. In-person interviews are preferred however, a telephone interview will be accepted if circumstances prevent a face-to-face interview.
- **Observation** You are required to complete one hour of clinical observation. You have the option to observe a speech/language assessment or treatment session in a setting of your choice. A personal letter of introduction and explanation will be provided for you to give to the facility.
- **Support Group** You are required to attend a support group meeting for one of the disorders being discussed during the semester. A personal letter of introduction and explanation will be provided for you to give to the facility.

*Term Project (25%)*

The term project will consist of a written portion and an oral portion. Please see the assignment handout for specific details. Each student will submit a written paper of no more than 5 pages. The paper must include a reflection on a book related to a specific communication disorder as well as a summary of an article from a peer reviewed journal related to the same disorder. The oral portion of the project will include a 3 to 5 minute book talk based on the book.

*Exams (25% each)*

There will be two exams. No make-up exams will be given. The midterm and final exam (not cumulative) will cover the material assigned during that portion of the semester including class lectures, *textbook readings, and any additionally assigned readings*. Each exam will be worth 50 points and will consist of objective questions, short-answer questions, and essay questions.

**GRADING**

<table>
<thead>
<tr>
<th>attendance &amp; contribution</th>
<th>10%</th>
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<tbody>
<tr>
<td>field work project</td>
<td>15%</td>
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<tr>
<td>term project</td>
<td>25%</td>
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<tr>
<td>mid-term exam</td>
<td>25%</td>
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<tr>
<td>final exam</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>97+</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>77-79</td>
<td>C+</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>97+</td>
<td>A</td>
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<td>83-86</td>
<td>B</td>
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<td>73-76</td>
<td>C</td>
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<td>90-92</td>
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<td>70-72</td>
<td>C-</td>
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<td>&lt; 60</td>
<td>F</td>
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CLASS RESOURCES
Blackboard web page: http://blackboard.sunysb.edu

DISABILITY SUPPORT SERVICES (DSS) STATEMENT
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

ACADEMIC INTEGRITY STATEMENT:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

WEEKLY SCHEDULE

**Week 1** (1/27, 1/29)
Course requirements
Professional issues
*Chapter 1*

**Week 2** (2/3, 2/5)
Normal development
*Chapter 2*

**Week 3** (2/10, 2/12)
Articulation and phonology
*Chapter 6*

**Week 4** (2/17, 2/19)
Stuttering
*Chapter 7*

**Week 5** (2/24, 2/26)
Voice disorders
*Chapter 8*
Week 6 (3/3, 3/5)
Dysphagia
Chapter 16

Week 7 (3/10, 3/12)
Catch-up/Review
MIDTERM EXAM

Week 8 (3/24, 3/26)
Neurogenic speech disorders
Chapter 10

Week 9 (3/31, 4/2)
Neurogenic speech disorders
Child Language Disorders
Chapter 11

Week 10 (4/7, 4/9)
Child language disorders
Chapter 12, 13

Week 11 (4/14, 4/16)
Child language disorders
Aphasia and acquired language disorders
Chapter 14

Week 12 (4/21, 4/23)
Aphasia and acquired language disorders
Chapter 14

Week 13 (4/28, 4/30)
Aphasia and acquired language disorders
AAC
Chapter 15

Week 14 (5/5, 5/7)
Book talks
Review

Week 15 Final Exam Schedule

Summary of Assignment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 12</td>
<td>Mid-Term Exam</td>
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<tr>
<td>April 21</td>
<td>Field Work Project</td>
</tr>
<tr>
<td>May 5 and 7</td>
<td>Term Project</td>
</tr>
<tr>
<td>TBD: Finals Week</td>
<td>Final Exam</td>
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