

Syllabus/Schedule Language Disorders II CDS 552

Course description: Survey of current definitions and causes of language disorder; disorders of parts of language and trade-off effects. Identification of relevant features of disordered language for assessment and intervention. Analysis of relevant features of disordered language through advanced data collection, transcription and language analysis of intonation, morphosyntactic form, communicative function, repair phenomena and discourse-level sequences.

Course Prerequisites: Prerequisites: CDS 462 or equivalent; Graduate standing.

Use this syllabus as the master plan of the course. This syllabus will tell you which lecture(s)/topic(s) and readings are due each week, which quizzes and exams are due each week and which assignments you should be doing each week in the course. All content material is presented in a lecture format, articles and chapters relevant to the lectures and in the course texts.

Lectures/topics are pdf files located in their own Canvas modules. There will be open-book quizzes for each of the lectures/topics and their associated **readings**. All due dates for lecture/topics, exams and quizzes are stated in the syllabus.

Assignment directions are located in the Canvas Course Requirement module and in the Canvas weekly modules for the week they are due. Submission links for assignments and associated quizzes/exams for assignments can be found in the Canvas weekly modules to which the assignment is relevant with the exception of the self-correct transcription, which is due the week after the transcription Canvas module week. Check the syllabus for all due dates.

Books

The required textbook is Paul, Rhea, Norbury, Courtenay and Gosse, Carolyn. (2017). *Language disorders from infancy through adolescence*. Fifth edition. St. Louis, MO: Elsevier.

This is also found on the *Books* page in the *Course Information* module. You will use this text in the subsequent language disorders graduate seminar (CDS 662) and, for distance students, in the diagnostic course (CDS 668), as well as in your clinical practice, **so do not sell this text**.

Additional required chapters and articles are located in the syllabus and the Canvas weekly module for which they are relevant.

Grading and Due Dates

Following Directions

Following directions for the course assignments is an integral part of the assignment. It is also an important part of clinical practice. You will lose points on any assignment if you do not follow the directions for that assignment. If you need clarification of a direction, do not hesitate to ask me about it.

Due Dates: All assignments and quizzes are due by midnight on the Sunday night of the week that they are due unless otherwise noted. Please note that due dates for this course are final. In order to receive your earned grade in this course, all work must be handed in, even if it is late.

Penalties for late submissions: No credit will be earned for assignments/quizzes/exams which are submitted late. In order to receive your earned grade in this course, all work must be handed in by the last day of the course, even if it is late. If any assignments/quizzes/exams are not completed by the day before the last day of the course (**December 7, 2025**), your earned grade will be reduced by the percentage of your grade that the assignment is worth. **This is a penalty for missing work.** Please note all these due dates on your personal calendar.

Quizzes and exams cannot be retaken to improve your grade. Quizzes will be opened after the due date for you to review your answers. Assessment exams will not be opened for you to review.

You may not resubmit an assignment to improve your grade. Be sure to do every assignment correctly the first (and only) time.

Extra credit may be earned by submitting an optional child narrative.

If there is a compelling, documented reason for submitting an assignment/quiz/exam late, (1) you must notify me and request an extension BEFORE the due date and (2) the assignment/quiz/exam must be submitted during the next week to receive credit. An extension will not be granted unless you notify me before the due date of the assignment/quiz.

Assignments

Assignments will be graded by hand. **Every file you submit must have your last name first in the file label/title.** Every WORD file you submit must have an extension (.doc or .docx). If I cannot open/edit your assignment file because it is not a WORD file (PDF, Pages, Google docs, rtf, odt, wp, etc.), you will not earn any credit, even if the assignment is turned in on time. If your assignment file has lost formatting because it is not a WORD file, you will not earn any credit, even if the assignment is turned in on time.

All assignments must be submitted through an assignment submission link or on a forum on Canvas. No credit will be given if your assignment is late because it was not submitted successfully.

You may not resubmit an assignment to improve your grade. Be sure to do every assignment correctly the first (and only) time. There is one possibility of earning extra credit in this course.

Week #	Assignment
1	Week #1 Participation Post
2	Week #2 Participation Post
3	Week #3 Participation Post
4	Week #4 Participation Post
5	Week #5 Participation Post Transcribe a language sample
6	Week #6 Participation Post Self-correct your transcription
7	Week #7 Participation Post
8	Week #8 Participation Post Repair Phenomena Exam
9	Week #9 Participation Post Extra credit collect a child narrative
10	Week #10 Participation Post Submit 3 Narrative Analyses Forms Narrative Structure Exam Narrative Event/Description Exam Narrative Referencing Exam
11	MLU Calculation Exam
12	14 Morpheme Exam Noun Phrase Elaboration Exam
13	Types of Complex Clause Forms Exams Multiple Types of Complex Clause Forms Exams

	There are quizzes on the readings every week.	There are quizzes on the readings every week.
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Grading Weights

Grades are based on the assigned percentages for every assignment and quiz. Not every point in the course has an equal weight. Each assignment and quiz have its own weighted percentage. All the assignments and quizzes together add up to 100%.

(1)	quizzes	20%
(2)	transcription and self-corrected transcription	10%
(3)	repair phenomena exam	10%
(4)	narrative analyses exams	10%
(5)	MLU calculation exam	10%
(6)	14 morpheme exam	9%
(7)	noun phrase elaboration exam	1%
(8)	morphosyntactic clause identification exams	10%
(9)	participation assignment	20%
(10)	extra-credit narrative	1% point added to final total grade

Grading will utilize (+) and (-) grades, e.g., A (100-94), A- (93-90), B+ (89-87), B (86-84), B- (83-80), C+ (79-77), C (76-74), C- (73-70), etc.

The Grading Information page in the Course Requirements module on Canvas duplicates this information.

Weekly Schedule: Each week begins on Monday morning and ends at midnight on the following Sunday night. This course runs between **August 25, 2025** and **December 7, 2025**. All assignments and quizzes are due by midnight on the Sunday night of the week that they are due, unless otherwise noted. The syllabus will tell you what readings and assignments you should be doing for each week of the course.

Disability accommodations

Students with a documented disability, including a learning disability, are eligible for accommodations through Disability Resources and Educational Services (DRES). Students are encouraged to request accommodations early on and to discuss their accommodations with me as soon as they are approved by DRES.

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The

DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me.

Academic Honesty

Students should follow all policies concerning academic honesty as specified in their student code of conduct. Students should not copy activities that other students have done. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for determination of suspension or dismissal from the University, as described in the University Catalog. See p.14 for details.

Week #1

August 25 - August 31

Definitions of Language Disorder and Approaches to its Classification Causes of Language Disorder

The role of informal and formal testing, the use of multiple sources of information, and collaboration with family and professionals from related disciplines; the variables of diversity on assessment, screening and interpretation of test results

CTCPD 4b, 5a, 5c CTCSLP 2c, 2d, 2e, 3a, 4b

Readings

Course Information Canvas block

Quiz, Exam and Assignment Information Canvas block

Syllabus (read the entire syllabus)

Syllabus Appendix (University, California Board of Speech-Language Pathology, Audiology and Hearing Aid Dispensers and ASHA Requirements)

Lectures

Paul, Norbury and Gosse ch. 1 (5th ed.)

Things to Do

Post some information about yourself on the **Let's Get Acquainted** Forum.

Submit a Practice WORD file through the assignment submission link with some biographical information about yourself. Title your message **Your last name Bio**. This assignment is not graded; it's purpose is to allow me to check that I can open your files.

Post on the Week 1 Participation Forum. Read the directions for the Participation Assignment carefully before posting the first time.

Take 2 quizzes for Week 1.

Quizzes 1 & 2 , Multiple Choice, True/False and/or Fill in the blank covering:

informal and formal testing, the use of multiple sources of information , and collaboration with family and professionals from related disciplines; the variables of diversity on assessment, screening and interpretation of test results

CTCPD 4b, 5a, 5c CTCSLP 2c, 2d, 2e, 3a, 4b

Week #2

September 1 - September 7

**Review of Features of Language Disorder
Assessment
Educational Policies**

NOTE: The topic of Educational Policies directly relates to the Commission on Teacher Credentialing (CTC) for the SLP Standards.

Including considerations of legal and ethical practice, IEP's and providing least biased testing and services to disabled students and their families from diverse environments. This involves the least biased testing, accurate interpretation of test results with appropriate referrals, effective collaboration and communication with professionals, agencies, family members etc., and State Wide assessment tools.

CTCPD, 2a, 2b, 3a, 3c, 4a, 5b, 5d, 8a CTCSLP 4d, 4e,

Readings

Pre-requisite lectures

Links for Educational Policies on Canvas

The California Teaching Credential Program requires that the CDS masters program provides instruction related to 504 plans.

PROGRAM STANDARD 4.1: —Provide evidence of instruction related to 504 plans. Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

This lecture satisfies that requirement.

Understanding Section 504

Welcome to the Florida Department of Education's online introductory course to Section 504 of the Rehabilitation Act of 1973. This course is provided by the Bureau of Exceptional Education and Student Services.

<http://sss.usf.edu/resources/topic/section504/504course/Overview/Overview.html>

Understanding the Differences Between an IEP and a 504 Plan

<https://www.n2y.com/blog/iep-vs-504-plan/#:~:text=The%20basic%20difference%20between%20an,K-12%20and%20college%20levels>

Additional resources

<https://www.understood.org/articles/en/what-is-a-504-plan>

<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

<https://www.lacoe.edu/Student-Services/Supporting-Students-w-Disabilities-Section-504>

<https://www.californiaspeciallaw.com/overview-of-the-idea-in-comparison-to-section-504-of-the-rehabilitation-act-the-ada-and-california-education-code/>

Paul, Norbury and Gosse ch. 2 (5th ed.)

Paul, Norbury and Gosse (pp. 25-27, 155-156, 182-185, 214, 233-235, 255-257, 290-292, 352-353, 416-418, 504-505, 548-549, 602-603, 631-632, 676-677) (5th ed.)

Things to Do

Post on the Week 2 Participation Forum.

Take 2 quizzes for Week 2.

Quizzes 3 & 4 , Multiple Choice, True/False and/or Fill in the blank covering: legal and ethical practice, IEP's and providing least biased testing and services to disabled students and their families from diverse environments. This involves accurate interpretation of test results with appropriate referrals, effective collaboration and communication with professionals, agencies, family members etc., and State Wide assessment tools

CTCPD **2a, 2b, 3a, 3c, 4a, 5a, 5b, 5d,**

8a

CTCSLP **4c, 4d, 4e**

Week #3

September 8 - September 14

The Relationship of Form and Meaning in Language

Readings

Lecture

Weber (ch. 1) a digital download in Readings on Canvas
and in the Reserve Room of the University Library in hard copy

Things To Do

Post on the Week 3 Participation Forum.

Take 1 quiz for Week 3.

Quizzes 5 , Multiple Choice, True/False and/or Fill in the blank covering.:

The Relationship of Form and Meaning in Language

Week #4

September 15 - September 21

Collecting the Data Required for Analyzing Features of Language Disorder

Readings

Lecture

Paul, Norbury and Gosse ch. 2, pp. 28-29; ch. 8, pp. 306-308 (Do not read about transcription on p. 308.) (5th ed.)

Things to Do

Practice collecting a language sample

Post on the Week 4 Participation Forum.

Take 1 quiz for Week 4.

Quizzes 6, Multiple Choice, True/False and/or Fill in the blank covering: \Collecting the Data Required for Analyzing Features of Language Disorder

Week #5

September 22 - September 28

Representing the Data in a Usable Form for the Analysis of Features of Language Disorder

Readings

Lecture

Things to Do

Practice transcribing language samples

Submit the Transcription Assignment

Post on the Week 5 Participation Forum.

Take 1 quiz for Week 5.

Quizzes 7 , Multiple Choice, True/False and/or Fill in the blank covering:
Representing the Data in a Usable Form for the Analysis of Features of Language Disorder.

Week #6

September 29 - October 5

Pragmatic Features of Language Disorder: Discourse (sequence structure)

Readings

Lecture

Paul, Norbury and Gosse (ch. 12, pp. 525-529; ch. 14, pp. 642-643) (5th ed.)

Things To Do

Post on the Week 6 Participation Forum.

Take 1 quiz for Week 6.

Quizzes 8 , Multiple Choice, True/False and/or Fill in the blank covering:
Pragmatic Features of Language Disorder: Discourse (sequence structure)

Submit your self-corrected transcript.

Week #7

October 6 - October 12

Pragmatic Features of Language Disorder: Discourse (analyzing function)

Readings

Lecture

Paul, Norbury and Gosse (chs. 7, 8, 9, 14) (Focus on expressive language - function.) (5th ed.)

Things To Do

Practice analyzing communication functions

Post on the Week 7 Participation Forum.

Take 1 quiz for Week 7.

Quiz 9 , Multiple Choice, True/False and/or Fill in the blank covering :
Pragmatic Features of Language Disorder: Discourse (analyzing function).

Week #8

October 13 - October 19

Pragmatic Features of Language Disorder: Repair

Readings

Lecture

Paul, Norbury and Gosse (ch. 12, pp. 526-528) (5th ed.)

Weber (Chapter 7) a digital download in Readings on Canvas
and in the Reserve Room of the University Library in hard copy

Things To Do

Practice analyzing repair phenomena

Post on the Week 8 Participation Forum.

Take 1 quiz for Week 8.

Take 1 exam for Week 8.

Quiz 10 , Multiple Choice, True/False and/or Fill in the blank covering:
Pragmatic Features of Language Disorder: Repair

Exam, This quiz has 10 multiple answer questions.

You will identify instances of self-initiated repair by type of self-initiated repair.

Week #9

October 20 - October 26

Pragmatic Features of Language Disorder: Narrative (structure)

Readings

Lecture

Paul, Norbury and Gosse (ch. 11, pp. 464-475; ch. 12, pp. 529-539; ch. 13, pp. 579-583; ch. 14, pp. 643-647) (5th ed.)

Things To Do

Practice identifying narratives

Post on the Week 9 Participation Forum.

Take 1 quiz for Week 9.

Quiz 11 , Multiple Choice, True/False and/or Fill in the blank covering:
Pragmatic Features of Language Disorder: Narrative (structure)

Cultural/linguistic diversity aspects of language disorder

Treating diverse clients who have language disorder

Week #10

October 27 - November 2

Pragmatic Features of Language Disorder: Narrative (analysis)

Readings

Lecture

Paul, Norbury and Gosse (ch. 11, pp. 464-475; ch. 12, pp. 529-539; ch. 13, pp. 579-583; ch. 14, pp. 643-647) (5th ed.)

Things To Do

Practice analyzing narratives

Post on the Week 10 Participation Forum.

Take 1 quiz for Week 10.

Take 3 exams for Week 10.

Quiz 12, Multiple Choice, True/False and/or Fill in the blank covering :
Narrative (analysis) taking into consideration students with disabilities from diverse populations

Exams, Analyzing an adult narrative sample which I have provided and by taking the Narrative Analyses Exams based on the analysis of the structure, event line, feedback and referencing in the narrative.

Submit your analysis of a narrative (provided by me) through the assignment submission link and take the Narrative Analysis Exams

Week #11

November 3 - November 9

Morphological Features of Language Disorder: MLU in Morphemes and Words

Readings

Lecture

Paul, Norbury and Gosse (ch. 6, ch. 7, ch. 8, pp. 308-315) (5th ed.)

Things To Do

Practice identifying inflectional morphemes

Take 1 quiz for Week 11 on MLU.

Take 1 exam for Week 11 on MLU.

Quiz 13 , Multiple Choice, True/False and/or Fill in the blank covering:
Morphological Features of Language Disorder: MLU in Morphemes and Words

Exams, Count the number of lexical and inflectional morphemes in each utterance and keyboard the number into the blank box,(MLU Calculation)

Week #12

November 10 - November 16

Morphosyntactic Features of Language Disorder: Brown's 14 Morphemes

Reading

Lecture

Paul and Norbury (chs. 7, 8, 9) (Focus on early expressive language - morphosyntax.)

Paul, Norbury and Gosse (chs. 8, 13, pp. 574-575) (5th ed.)

Miller (Ch. 2, pp. 27-40) a digital download in Readings on Canvas

Things To Do

Practice identifying Brown's 14 morphemes

Take 1 quiz for Week 12 on Brown's 14 morphemes.

Take 1 exam for Week 12 on Brown's 14 morphemes.

Quiz 14, Multiple Choice, True/False and/or Fill in the blank covering:
Morphosyntactic Features of Language Disorder: Brown's 14 Morphemes.

Week #13

November 17- November 23

Morphosyntactic Features of Language Disorder: Morphosyntactic Constructions

Readings

Lecture

Paul, Norbury and Gosse (ch. 7, ch. 8, ch. 9, ch. 14) (Focus on expressive language - morphosyntax.) (5th ed.)

Things To Do

Practice identifying morphosyntactic constructions.

Take 1 quiz for Week 13 on morphosyntax.

Take 2 exams for Week 13 on morphosyntax.

Quiz 15, Multiple Choice, True/False and/or Fill in the blank covering:
Morphosyntactic Features of Language Disorder: Morphosyntactic

Exams, Types of Complex Clauses:Each of the questions in this exam consists of only 2 clauses, the main clause and the complement, subordinate or relative clause.

Multiple Types of Complex Clause: Each of the questions in this exam consists of either 3 or 4 clauses, the main clause and multiple complement, subordinate or relative clauses.

Week #14

November 24 - November 30

Trade Offs Among Parts of Language
Acquired language disorder

Readings

Lecture

Masterson, J. and Kamhi, A., (*Linguistic Trade-Offs in School-Age Children With and Without Language Disorders*) a digital download in Readings

Links for TBI issues on Canvas

Things to Do

Practice identifying trade-offs in language in use.

Take 1 quiz for Week 14.

Quiz 16, Cultural/linguistic diversity aspects of language disorder, least biased testing and Treating clients from diverse populations who have language disorder.

CTCSLP 4c

Next week is the last full week of the course and all work must be submitted by Sunday, December 7, 2025.

Week #15

December 1 - December 7

Cultural/linguistic diversity aspects of language disorder
Treating diverse clients who have language disorder
Summary

CTCSLP 4c

Readings

Lecture

Paul, Norbury and Gosse (ch. 5) (5th ed.)

Links for sensitivity to LGBT issues on Canvas

Readings on sensitivity to LGBT issues, including avoiding heterosexual bias in language and Best Practices: Creating an LGBT- inclusive School Climate

<https://www.aclusocal.org/en/know-your-rights/lgbtq-student-rights-k-12-california-public-schools>

<https://www.thetrevorproject.org/resources/guide/creating-safer-spaces-in-schools-for-lgbtq-young-people/>

<https://www.youtube.com/watch?v=T8NeXOXDfik>

Things to Do

Practice identifying linguistic/cultural diversity

Take 1 quiz for Week 15.

Quizzes 17, Multiple Choice, True/False and Fill in the blank covering:

Cultural/linguistic diversity aspects of language disorder, least biased testing and Treating clients from diverse populations who have language disorder.

CTCSLP 4c

All outstanding work that has not been turned in /ASHA Remediations must be submitted by Sunday, December 7, 2025.

Missing work and ASHA Remediations must be submitted through the appropriate ASHA Remediations submission link on Canvas in the ASHA Remediations module of the course. These must not be emailed to me. You will only avoid a penalty by submitting the work through the appropriate ASHA Remediations submission link.

Week #16

December 8 - December 14

There is no final exam in this course. Download any materials you still need. This course will be made unavailable January 15, 2026.

Do any ASHA remediations that are required.

All outstanding work that has not been turned in /ASHA Remediations must be submitted by Sunday, December 7, 2025.

Missing work and ASHA Remediations must be submitted through the appropriate ASHA Remediations submission link on Canvas in the ASHA Remediations module of the course. These must not be emailed to me. You will only avoid a penalty by submitting the work through the appropriate ASHA Remediations submission link.

Required Books

Paul, Rhea, Norbury, Courtenay and Gosse, Carolyn. (2017). *Language disorders from infancy through adolescence*. Fifth edition. St. Louis, MO: Elsevier.

Knowledge and Skills Analysis (KASA) for Department Majors:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

Fluency (including the principles and methods of prevention, assessment, and intervention)

The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.

Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the principles and methods of prevention, assessment, and intervention)

The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.

Social aspects of communication (e.g., behavioral and social skills affecting communication) (including the principles and methods of prevention, assessment, and intervention)

The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

Standards of ethical conduct

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

Student Learning Outcomes

At the conclusion of this course, students will **demonstrate the skills** required to perform the following tasks.

- (1) collect a language sample and a narrative sample
- (2) transcribe a language sample by segmenting the talk into intonation units
- (3) analyze linguistic utterances by form
- (4) analyze linguistic utterances by function
- (5) analyze repair phenomena
- (6) analyze narrative samples

At the conclusion of this course, students will **demonstrate knowledge of**

- (1) the relationship between form and meaning in language and its relevance to language disorder
- (2) disorders of morphology
- (3) disorders of syntax
- (4) disorders of semantics
- (5) disorders of pragmatics
- (6) repair phenomena and its relevance to language disorder
- (7) disorders in narrative structure and referencing/participant tracking
- (8) multicultural issues and their relevance to language disorder, including phonological disorder and voice and resonance issues
- (9) the relationship of phonological and articulation disorders to expressive language disorder
- (10) the relationship of voice and resonance disorders to expressive language disorder
- (11) the relationship of metacognition and metalinguistics to expressive language disorder and language/learning disability

Throughout the course, students will demonstrate their **skill and knowledge** by the following means:

- (1) taking quizzes on lectures and readings
- (2) taking exams on data analysis techniques
- (3) collecting a language sample
- (4) doing a transcription and self-correcting it
- (5) participating in discussion Forums by posting clinically relevant information

CD 552 LANGUAGE DISORDERS II Course
Linking Documents

Legend: Introduced, Practiced, Assessed					
CTCPD					
Standard + page number					
	2a	p. 6		2a	p. 7
	2b	p.6		2b	p.7
	3a	p.6		3a	p.7
	3c	p.6		3c	p.7
	4a	p.6		4a	p.7
	4b	p. 5		4b	p.6
	5a	p.5		5a	p.6, 7
	5b	p.6		5b	p.7
	5c	p.5		5c	p.6
	5d	p.6		5d	p.7
	8a	p.6		-	-

Legend: Introduced, Practiced, Assessed					
CTCSLP					
Standard + page number					
	2c	p. 5		2c	p. 6
	2d	p.5		2d	p.6
	2e	p.5		2e	p.6
	3a	p.5		3a	p.6
	4b	p.5		4b	p.6
	4c	p.13		4c	p.7 ,13, 14
	4d	p.6		4d	p.7

	4e	p.6		4e	p.7
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