UNIVERSITY OF KENTUCKY
APPLICATION FOR WRITING-INTENSIVE (W) SECTIONS OF SERIES OF COURSES

1. Submitted by College of  
   Health Sciences  Date 12/20/05
   Department/division offering courses  Rehabilitation Sciences/Communication Disorders

2. Course 1 information
   (a) Prefix and number  CD 410
   (b) Title  Language Development Through the Lifespan
   (c) Credits  3
   (d) To be cross-listed as  

3. Course 2 information
   (a) Prefix and number  CD 482
   (b) Title  Clinical Management of Communication Disorders I
   (c) Credits  3
   (d) To be cross-listed as  

4. Course 3 information (if applicable)
   (a) Prefix and number  CD 483
   (b) Title  Clinical Management of Communication Disorders II
   (c) Credits  3
   (d) To be cross-listed as  

5. Effective date Fall 2006

6. Are the prerequisites (first-year writing and 30+ hours of credit) included on the syllabus?  
   Yes  No

7. Are the upper-tier GWR learning outcomes included on each syllabus?  
   Yes  No

8. Do the courses, in total, require students to write a minimum of 15 pages of formal writing?  
   Yes  No

9. Are all formal writing assignments required to be drafted, reviewed, and revised?  
   Yes  No

10. Are at least 10 of the 15 pages single-authored assignments?  
    Yes  No

11. Are all assignments that are included in the 15-page total at least 4 pages long?  
    Yes  No

12. Does one of the courses require a 4-page paper written for a general university audience? 
    Which course requires this assignment (for SACS assessment)?  
    CD 483

13. Do all courses' grading requirements stipulate that, to pass the course, the student must submit all formal assignments (in draft and final form) and earn a grade of C or higher on each?  
    Yes  No
14. Do all courses' grading requirements stipulate that any major assignment that receives a D or below must be revised to reflect competency and resubmitted?  
   ☒ Yes  ☐ No

15. Does each syllabus include a substantive discussion of what constitutes plagiarism?  
   ☒ Yes  ☐ No

12. Are these already existing courses?  
   ☒ Yes  ☐ No
16. Are these already existing courses?  
If not, have the new course proposals been submitted to the Undergraduate Council?  
☐ Yes  ☐ No

17. Within the department, who should be consulted for further information on the proposed course changes?  
Name: Gilson Capilouto  
Phone extension: 80555

Course Syllabi

Please attach to this application the syllabus for each course in the series.

Deadline to be included in the Bulletin

Courses to be offered spring 2006: 9/1/05  
Courses to be offered fall 2006: 1/24/06

Recommendations

Graduation Writing Requirement Committee  
☐ Recommend approval  ☐ Recommend approval, with changes  ☐ Recommend rejection

Notes:

Director of Writing Initiative  
☐ Recommend approval  ☐ Recommend approval, with changes  ☐ Recommend rejection

Notes:

Signature of Approval

Undergraduate Council  Date

Rev 5/05
University of Kentucky
College of Health Sciences
Department of Rehabilitation Sciences
Division of Communicative Sciences and Disorders

Course Number/Title: CD 410 Language Development Through the Lifespan

Course Credit: 3 SH

Course Placement: Spring

Course Time/Place: Tuesdays and Thursdays, 12:30 - 1:45 PM, CTW Room 403

Course Faculty: Gilson J. Capilouto, Ph.D. CCC-SLP, ATP
900 S. Limestone, Room 124G
323-1100 ext 80555

Office Hours: Tuesdays, 10 am -12 pm
Or by appointment (not available on Wednesday)
Email: gjcapi2@uky.edu

Course Description

This course is designed to provide students with a comprehensive understanding of how language is acquired and the course of language development from infancy through advanced age. The normal progression of phonological, semantic, morphological and pragmatic development will be emphasized. Additionally, students will be exposed to theories about how language is acquired, the relationship between language and literacy, the changes in language that occur as a function of aging and cultural issues related to language acquisition and development. Students will be exposed to current research in the area of child language development. Readings, activities, projects and examinations will be used to establish a strong foundation for graduate coursework in childhood and adolescent language disorders as well as adult language impairments.

Please note that CD 410 is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

Course Objectives

Upon completion of this course, the successful student will:
1. Demonstrate knowledge of the terminology used in the study of language development.
2. Summarize the sequence of language development across the life span (infancy, preschool, school-aged, adolescence, aged) for all domains (pragmatics, semantics, phonology, syntax and morphology).
3. Compare and contrast theoretical approaches to language development and hypothesize about the impact of each on treatment of language disorders.
4. Evaluate and interpret language samples from starting to talk through having a conversation.
5. Demonstrate an understanding of cultural issues in language development.
6. Describe the relationship between language and literacy development.
7. Practice analyzing and interpreting language samples.
8. Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
9. Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area (I.e. APA).
10. Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
11. Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

ASHA Standards and Learning Outcomes

By the end of the semester, given readings, independent application activities, examinations, and class discussion, the students will be able to demonstrate the following learning outcomes:

**ASHA Standard III-B. The applicant must demonstrate knowledge of the basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.**

In the area of DEVELOPMENTAL BASES, the student will be able to:

- Demonstrate knowledge of the terminology used in the study of speech, language, and hearing development
- Summarize the sequence of speech, language (written and oral) and hearing development across the life span (infancy, preschool, school-aged, adolescence, aged)
- Summarize the age-related changes in speech and language across the lifespan
- Compare and contrast theoretical approaches to speech and language development

In the area of LINGUISTIC BASES, the student will be able to:

- Identify the major components of language and classify language behaviors according to the components
• Collect, transcribe, analyze and interpret language samples (morphologically, syntactically, and semantically) from starting to talk through having a conversation.

In the area of CULTURAL BASES, the student will be able to:

• Hypothesize about the impact of health care beliefs, communication style and pragmatics on clinical service delivery
• Design strategies for modifying evaluation and treatment approaches so they are respect culturally and linguistic diversity
• Recognize key features of multilingual speech and language development

Required Texts


Additional readings as assigned.

Instructional Strategies

Lecture
Group Discussion
In-class Activities
Out-of-class Activities
Video Segments

Course Requirements

Blackboard and Email
Information pertaining to the course will be posted on BlackBoard (BB) as much as possible. If you are registered for the class then you are automatically linked to the course. You will need to check the course site at least twice daily.

Readings

Assigned readings are provided on the tentative course schedule. My preference is that you complete the assigned readings PRIOR to the class so you can participate fully in class.
discussion and activities. Readings will facilitate your understanding of class lectures and activities and will be used as one source for test questions.

Assignments

- Written Tests:
  - You must take and successfully complete three written tests to include multiple choice, true-false, definitions, short answer and analysis

- In-Class Activities:
  - Each week you will be given a 10 point quiz covering the previous week's lecture and readings
  - Periodically, you will be asked to complete language analysis activities such as advanced phonetic transcription or analysis of semantic relations in a language sample

- Out-of-Class Project:
  - For this project, you will be asked to analyze language samples from healthy, older adults (MLU, cohesion, Type Token Ratio, WPM, CIU, Main Event Analysis etc) and interpret the performance results (complete directions to follow)

- Writing Assignment
  - You will each be required to write a five page formal paper
  - Topics have been developed by multiple CD faculty and focus on normal processes of communication development
  - After you have reviewed the topics, send me an email with your first and second choices- students will be assigned to faculty based on topic and on a first come basis
  - The following draft and review process will be used:
    - Week 3: outline and references due; sign up for conference with mentor
    - Weeks 4 and 5 meet with mentor for feedback
    - Week 8: First draft due to mentor
    - Week 10: First draft returned with written comments from mentor
    - Week 13: Final Draft Due
  - Please submit two copies of your final paper to the instructor. One copy will be graded by the instructor; the second copy will be used for SACS assessment and should be a clean copy, with only your social security number listed at the top of the page, with all other identifying information (your name, instructor name, and course and section number) removed.

All assignments must be completed within the designated time frame. There will be no exceptions. An assignment will be considered late if it is turned in anytime after the regularly scheduled class period in which it is due. Late assignments will be penalized 10 points per day.
Class Attendance

Students are expected to attend all class sessions. Please be respectful of your classmates and your instructor by arriving on time and remaining throughout the entire class session. Acceptable reasons for excused absences are listed in the Student Rights and Responsibilities Handbook, Section 5.2.4.2. You are expected to contact the instructor PRIOR to class if you are unable to attend. You are responsible for all material covered in the class and there will be no make-up for in class activities. Please carefully review the Tentative Course Schedule and note the dates when tests and assignments are due. If you see any conflict, you are asked to inform the instructor within the first two weeks of class.

Method of Evaluation and Grading System

To pass the course and fulfill the upper tier of the GWR, you must submit all formal writing assignments and earn a grade of C or better on each assignment. Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. You may resubmit such assignments 1 time(s). If you fail to achieve a C grade on the final version of any major writing assignment, you will receive a failing grade for the course. Note that assignments or requirements other than the formal writing become a factor in the final determination of your course grade only if you have achieved a grade of C or higher on all formal writing assignments. Final grades will be determined using the relative values outlined below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3)</td>
<td>50%</td>
</tr>
<tr>
<td>GWR</td>
<td>20%</td>
</tr>
<tr>
<td>Language Project</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes/Analyses</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The University Grading system will be used.

90-100 = A  
80- 89 = B  
70- 79 = C  
60- 69 = D  
<60     = E

Academic Integrity

Part II of Student Rights and Responsibilities (available online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their
instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). The minimum penalty for an academic offense, such as cheating or plagiarism, is an E in the course (Section 6.4.1).

Withdrawals and Incompletes

The last day to withdraw from the course is at the end of the ninth week. No withdrawals will be signed after that date.

It is the student's responsibility to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of E on the official grade sheet. To correctly process a withdrawal the student must obtain the signature of Dr. Capilouto, obtain the signature of the student's advisor, and take the withdrawal form to the Registrar's office.

Incomplete (I) grades will be given only in extenuating circumstances and never as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the course instructor for approval and for additional rules governing incomplete grades.

Inclement Weather

Students should be aware of the following sources of information in the event of inclement weather or other problems which might cause the University to close. Remember, if the University is open, students are expected to be in attendance and all tests will be given. If the University is closed on a test day, expect the test to be given on the next class day.

The cancellation or delay of classes’ announcements will normally be made by 6:00 a.m. through the local media. The latest information will be available on the University of Kentucky INFOLINE at 257-5684, University of Kentucky TV Cable Channel 16, and WUKY or the UK Web site at www.uky.edu.
Accommodations

If you need to request academic accommodations due to a disability, please contact the UK Disability Resource Center (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/). If you have documentation from disabled student services (issued by any higher education institution) indicating that you have a disability that requires academic accommodations, please present the letter to Dr. Capilouto as soon as possible so we can discuss your needs for this class.
CD 483: CLINICAL MANAGEMENT OF COMMUNICATION DISORDERS II
3 credit hours
Spring

INSTRUCTORS:
Ms. Donna Southerland Morris
Office: 900 S. Limestone, Rm. 120 H
Phone: 859-323-1100 ext. 80554
Email: dsmorr0@uky.edu

Dr. Jodelle Deem
Office: 900 S. Limestone, Rm. 120 I
Phone: 859-323-1100 ext. 80556
Email: hhwrig2@uky.edu

Dr. Gilson Capilouto
Office: 900 S. Limestone, Rm. 124 G
Phone: 859-323-1100 ext. 80555
Email: gicapi2@uky.edu

Ms. Anne Olson
Office: 900 S. Limestone, Rm. 124 J
Phone: 859-323-1100 ext. 80572
Email: aolso2@uky.edu

Ms. Jane Kleinert
Office: 900 S. Limestone, Rm. 124 E
Phone: 859-323-1100 ext. 80568
Email: jklei2@uky.edu

OFFICE HOURS: By appointment. Faculty members are in the office almost every day, but we often have appointments and obligations outside the office. The best strategy is to call or email faculty members in advance to schedule an appointment. If you need assistance, contact Barbara Drake, Administrative Assistant for Communication Disorders at 859-323-1100, ext. 80493.

COURSE DESCRIPTION: Introduction to remediation of language disorders in individuals from birth through adulthood and from culturally and linguistically diverse backgrounds. Emphasis on strategies to deal with disorders in fluency, school-aged language, and hearing. Prereq: CD 401, CD 402, and CD 410 or consent of instructor; CODI majors only.

NOTE: CD 483 is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

COURSE OBJECTIVES:
By the end of the course, students will be able to:

- Recognize primary communication characteristics of individuals with disorders of hearing and language (early childhood, school-age and adult)
- Describe the diagnostic-therapeutic process as it applies to communication disorders
- Describe basic therapeutic techniques utilized in treatment of language and hearing
- Identify basic strategies for working with individuals from culturally and linguistically diverse backgrounds
- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.
REQUIRED TEXT & READINGS:


Other readings as assigned.
- You may be required to purchase module packets at Kennedy Book Store. You will be notified if this is required.
- There may be required readings available for check out in Suite 120.

Power Point slides and attachments may be placed on Blackboard. You will be expected to bring hard copies of slides and attached materials to class.

COURSE EXPECTATIONS AND REQUIREMENTS

1. **Class attendance.** Attendance is required because the primary source of information for the examinations will be the class lectures, discussions, and other in-class experiences. Students will “sign-in” on an attendance sheet provided by the instructor at the beginning of each class period. Students who have unexcused absences will not be permitted to make up unannounced quizzes, exercises, worksheets, etc. which are assigned in their absence.

2. **Readings and assignments.** Students are expected to prepare for class by completing assigned readings in advance. Students should participate in class discussions and satisfactorily complete all in-class assignments. All outside assignments are due at the beginning of the designated class period unless otherwise stated by the instructor.

3. **Examinations and Quizzes.** Students will complete three examinations and 6 quizzes (see each module schedule). Modules 1, 3, and 4 will each have one examination. Module 2 will have six quizzes. Examination and quiz formats may include true-false, fill in, multiple choice, short answer and short essay. Students must take exams and quizzes on the assigned dates. Any exceptions must be arranged with the instructor in advance. (See policy on excused absences).

4. **Communication.** Faculty will communicate with students via such mechanisms as email messages, phone calls, and Blackboard announcements. Consequently, students are expected to check Blackboard, email, and voice mail regularly (daily). Students are expected to respond to faculty requests and announcements promptly.

5. **Writing assignment.** You will be required to write a six page formal paper focused on an issue regarding abnormal processes in language, speech and communication. Topics have been developed by multiple CD faculty and will be handed out to you at the first class meeting. After you have reviewed the topics, send me an email with your first and second choices- students will be assigned to faculty based on topic and on a first come basis. The following draft and review process will be used:

   - Week 3: outline and references due; sign up for conference with mentor
   - Weeks 4 and 5 meet with mentor for feedback
   - Week 8: First draft due to mentor
   - Week 10: First draft returned with written comments from mentor
   - Week 13: Final Draft Due

Please submit two copies of your final paper to the instructor. One copy will be graded by the instructor; the second copy will be used for SACS assessment and should be a clean copy, with only your social security number listed at the top of the page, with all other identifying information (your name, instructor name, and course and section number) removed.

GRADING POLICY:

To pass the course and fulfill the upper tier of the GWR, you must submit all formal writing assignments and earn a grade of C or better on each assignment. Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. You may resubmit such assignments 1 time(s). If you fail
to achieve a C grade on the final version of any major writing assignment, you will receive a failing grade for the course. Note that assignments or requirements other than the formal writing become a factor in the final determination of your course grade only if you have achieved a grade of C or higher on all formal writing assignments. Final grades will be determined using the relative values outlined below. Combined performance in each of the four modules (School-Aged Language Disorders, Fluency, Hearing and Counseling) will comprise 70% of the course grade. The writing assignment will comprise 30% of the course grade. Instructors will present detailed information on assignments, activities, and quizzes/exams and their contribution to the module grade at the beginning of the module.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>E</td>
<td>less than 60%</td>
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Note: Grades on all late assignments will be reduced by 10% per day unless an exception is arranged in advance with the instructor. An item will be considered late if it is turned in after the start of the class period or after the time designated by the instructor.

Students with multiple absences exceeding 20% within a module will have the module grade dropped by 10 percentage points. Students with multiple absences exceeding 20% for the entire class will have the final grade dropped by 10 percentage points.

WRITING INITIATIVE CONTACT

Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, eldred@uky.edu.

ACADEMIC INTEGRITY

Part II of Student Rights and Responsibilities (available online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). The minimum penalty for an academic offense, such as cheating or plagiarism, is an E in the course (Section 6.4.1).

UNIVERSITY POLICIES:

Excused absences: Acceptable reasons for excused absences are listed in Student’s Rights and Responsibilities, Section 5.2.4.2. Briefly, these include serious illness, illness or death of someone in the
student's immediate family. University sponsored trips, major religious holidays, and other circumstances
the instructor finds reasonable. NOTE: If you intend to be absent to observe a major religious holiday, you
must notify Donna Morris in writing by January 19, 2005.

When there is an excused absence, you will be given the opportunity to make up missed work and/or
exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but
no later than one week after the absence.

Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students
claim an excused absence because of illness or death in the immediate family. The University Health
Services (UHS) will no longer give excuses for absences from class due to illness or injury. UHS forms
can be date stamped to show that students went to the trouble of going to University Health Service, but it
does not mean that students actually saw a physician or a nurse. If the faculty member wants further
verification that a student kept an appointment with University Health Services (especially when there have
been multiple or prolonged absences from class), the student will need to sign a release of information form
(available from UHS) that will give permission for the staff to talk with the faculty member.

Inclement weather: In case of inclement weather or emergencies, class will be held unless the University
administration cancels classes. For University closing of classes and offices, call the UK Infoline at 257-
5684 or check UKTV Cable Channel 16. Students should use their judgment about coming to class.

Classroom and Learning Accommodations: Instructors will make reasonable accommodations for
physical and/or learning disabilities that could inhibit student academic success. The Disability Resource
Center certifies the need for and specifies the particular type of such accommodations on a student-by-
student basis. Students seeking accommodations must submit this certification to the faculty. Contact the
Center staff at 257-2754.
INSTRUCTORS:
Dr. Robert Marshall
Office: 900 S. Limestone, Rm. 124 H
Phone: 859-323-1100 ext. 80554
Email: dsmorr0@uky.edu

Dr. Joseph Stemple
Office: 900 S. Limestone, Rm. 120 I
Phone: 859-323-1100 ext. 80556
Email: hhwrig2@uky.edu

Dr. Jane Kleinert
Office: 900 S. Limestone, Rm. 124 E
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COURSE DESCRIPTION: Introduction to remediation of language disorders in individuals from birth through adulthood and from culturally and linguistically diverse backgrounds. Emphasis on strategies to deal with disorders involving, early intervention, articulation and aphasia. Prereq: CD 401, CD 402, and CD 410 or consent of instructor; CODI majors only.

NOTE: CD 482 is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

COURSE OBJECTIVES:
By the end of the course, students will be able to:
- Recognize primary communication characteristics of individuals with disorders of voice, early intervention, aphasia and articulation
- Describe the diagnostic-therapeutic process as it applies to communication disorders
- Describe basic therapeutic techniques utilized in treatment of the above disorders
- Identify basic strategies for working with individuals from culturally and linguistically diverse backgrounds
- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

REQUIRED TEXT & READINGS:

Other readings as assigned.
• You may be required to purchase module packets at Kennedy Book Store. You will be notified if this is required.
• There may be required readings available for check out in Suite 120.
• Power Point slides and attachments may be placed on Blackboard. You will be expected to bring hard copies of slides and attached materials to class.

COURSE EXPECTATIONS AND REQUIREMENTS

1. Class attendance. Attendance is required because the primary source of information for the examinations will be the class lectures, discussions, and other in-class experiences. Students will “sign-in” on an attendance sheet provided by the instructor at the beginning of each class period. Students who have unexcused absences will not be permitted to make up unannounced quizzes, exercises, worksheets, etc. which are assigned in their absence.

2. Readings and assignments. Students are expected to prepare for class by completing assigned readings in advance. Students should participate in class discussions and satisfactorily complete all in-class assignments. All outside assignments are due at the beginning of the designated class period unless otherwise stated by the instructor.

3. Examinations and Quizzes. Students will complete three examinations and 6 quizzes (see each module schedule). Modules 1, 3, and 4 will each have one examination. Module 2 will have six quizzes. Examination and quiz formats may include true-false, fill in, multiple choice, short answer and short essay. Students must take exams and quizzes on the assigned dates. Any exceptions must be arranged with the instructor in advance. (See policy on excused absences).

4. Communication. Faculty will communicate with students via such mechanisms as email messages, phone calls, and Blackboard announcements. Consequently, students are expected to check Blackboard, email, and voice mail regularly (daily). Students are expected to respond to faculty requests and announcements promptly.

5. Writing assignment. You will be required to write a four page formal paper focused on a issue regarding professional scope of practice. Topics have been developed by multiple CD faculty and will be handed out to you at the first class meeting; topics focus on abnormal normal processes of communication development. After you have reviewed the topics, send me an email with your first and second choices- students will be assigned to faculty based on topic and on a first come basis. The following draft and review process will be used:

- Week 3: outline and references due; sign up for conference with mentor
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Please submit two copies of your final paper to the instructor. One copy will be graded by the instructor; the second copy will be used for SACS assessment and should be a clean copy, with only your social security number listed at the top of the page, with all other identifying information (your name, instructor name, and course and section number) removed.

GRADING POLICY:

To pass the course and fulfill the upper tier of the GWR, you must submit all formal writing assignments and earn a grade of C or better on each assignment. Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. You may resubmit such assignments / time(s). If you fail to achieve a C grade on the final version of any major writing assignment, you will receive a failing grade for the course. Note that assignments or requirements other than the formal writing become a factor in the final determination of your course grade only if you have achieved a grade of C or higher on all formal writing assignments. Final grades will be determined using the relative values outlined below.

Combined performance in each of the four modules (School-Aged Language Disorders, Fluency, Hearing and Counseling) will comprise 70% of the course grade. The writing assignment will comprise 30% of the
course grade. Instructors will present detailed information on assignments, activities, and quizzes/exams and their contribution to the module grade at the beginning of the module.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>E</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>

Note: Grades on all late assignments will be reduced by 10% per day unless an exception is arranged in advance with the instructor. An item will be considered late if it is turned in after the start of the class period or after the time designated by the instructor.

Students with multiple absences exceeding 20% within a module will have the module grade dropped by 10 percentage points. Students with multiple absences exceeding 20% for the entire class will have the final grade dropped by 10 percentage points.

**WRITING INITIATIVE CONTACT**

Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, eldred@uky.edu.

**ACADEMIC INTEGRITY**

Part II of *Student Rights and Responsibilities* (available online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). The minimum penalty for an academic offense, such as cheating or plagiarism, is an E in the course (Section 6.4.1).

**UNIVERSITY POLICIES:**

**Excused absences:** Acceptable reasons for excused absences are listed in *Student's Rights and Responsibilities*, Section 5.2.4.2. Briefly, these include serious illness, illness or death of someone in the student's immediate family. University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. NOTE: If you intend to be absent to observe a major religious holiday, you must notify Donna Morris in writing by January 19, 2005.
When there is an excused absence, you will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after the absence.

Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the immediate family. The University Health Services (UHS) will no longer give excuses for absences from class due to illness or injury. UHS forms can be date stamped to show that students went to the trouble of going to University Health Service, but it does not mean that students actually saw a physician or a nurse. If the faculty member wants further verification that a student kept an appointment with University Health Services (especially when there have been multiple or prolonged absences from class), the student will need to sign a release of information form (available from UHS) that will give permission for the staff to talk with the faculty member.

_Inclement weather:_ In case of inclement weather or emergencies, class will be held unless the University administration cancels classes. For University closing of classes and offices, call the UK Infoline at 257-5684 or check UKTV Cable Channel 16. Students should use their judgment about coming to class.

_Classroom and Learning Accommodations:_ Instructors will make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Students seeking accommodations must submit this certification to the faculty. Contact the Center staff at 257-2754.