

COGS 154: Communication Disorders in Children and Adults
Summer Session II, 2014
Monday/Wednesday 2:00-4:50pm
Peterson Hall 102

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Required Readings: Available online, ted.ucsd.edu

Course Overview:

Communication is the process of conveying and/or exchanging information and ideas from one point (person) to another. Spoken language is by far the predominant way in which human beings engage in communicative acts in order to solve problems, process information, share thoughts and engage in social interactions. We rely on the integrity of our speech, hearing and language systems in order to effectively engage in these interactive activities. Communication disorders arising from dysfunctions or damage to any of these systems may, and almost always do, negatively impact an individual's ability to engage in these interpersonal experiences. Since the earliest writings in neurology, scientists have been fascinated with the study of speech and language functions in human beings – specifically their dysfunction.

In order to discuss a disordered process, we must first know how to define it. In order to do this, we have to be clear about what constitutes “normal” communication. We will first outline the normal course of brain development in the young infant as a starting point for *how* language gets set up in the brain. We will then walk through the typical and atypical development of speech and language functions in children from infancy through adolescence. We will only have time to survey a small subset of the communication disorders observed in childhood. We will explore defining characteristics of these disorders and theoretical claims about their origins, and review some of the empirical evidence to support them. We will then move on to a survey of the most widely observed and studied acquired communication disorders in adults. Again, we will discuss the neurological underpinnings of these disorders and review the prominent theories over their etiologies and behavioral manifestations. Reference to neurology, cognitive science, psychology, linguistics and speech-language pathology will be given throughout the course.

Course Objectives:

1. Students will be able to define the main behavioral features of the most common communication disorders observed across the lifespan, including specific language impairment, autism spectrum disorders, aphasia, apraxia of speech, dysarthria, dementia, and traumatic brain injury.

2. Students will acquire an understanding of the neural underpinnings that support both typical and atypical speech and language development and function across the lifespan.

Your responsibilities in this course:

The summer session is very intensive—the course will move very quickly and cover a great deal of material in a short amount of time. It is therefore essential that you attend EVERY class (for your own sake)! You will be expected to: (1) attend class; (2) read the assigned material **prior** to each lecture; (3) integrate information from lectures and readings; (4) complete all assignments; and most importantly, (5) participate actively in class activities and discussions.

OTHER COURSE POLICIES:

Students with disabilities: Students who require accommodations in the classroom or for tests should discuss his/her needs with the instructor no later than 2 weeks after the start of the session. Consult the UCSD Disability Services website: <http://disabilities.ucsd.edu/index.html>.

Religious Holidays: Notify the instructor no later than 1 week after the start of the summer session if there is a religious holiday conflict for any test or course activity.

Course Conduct:

1. *Professionalism* – It is expected that students show respect to all instructors, guest speakers, and fellow colleagues. Please arrive on time and be prepared to verbally participate in discussions from all readings.

2. *Cell Phones* – Please do not use your cell phone **TURN OFF** cell phones, as even in the vibration mode they can be a nuisance to others. **NO TEXT MESSAGING** will be allowed during class. A student observed text messaging or talking on the phone will be asked to leave the room immediately.

3. *Computers* – Laptop computers will be allowed for note-taking purposes only. However, students using computers may be asked to move or cease use entirely in order to reduce glare/distraction to other students. If a student is observed during class using the computer for purposes other than note-taking, then the student will lose the privilege of using the computer during class meetings. Computers will not be allowed during exams or any other “closed book” activities.

Academic Honesty:

Students are expected to complete the course in compliance with the Instructor's standards and to adhere to the UCSD code of conduct. Academic dishonesty will not be tolerated for any course assignments. Even the slightest appearance of “cheating” may result in academic consequences. The standard of academic conduct for UCSD students requires that students shall not engage in any conduct that involves the attempt to receive a grade by means other than their own honest effort. Students are expected to complete their own work, without unauthorized aid of any kind. They are expected to refrain from cheating, plagiarism and collusion as described in the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>). Students are also expected to notify their Instructor or appropriate administrative officials, such as their college Dean, about any incident of dishonesty they observe. Consult UCSD’s Office of Academic Integrity: <http://www.ucsd.edu/current-students/academics/academic-integrity/>.

Policy for make-ups:

University regulations provide for two legitimate reasons for missing an examination or failing to turn in assignments on time: (1) the student is severely ill, or (2) death of a first-degree relative (parent, sibling, grandparent). If either of these events occurs, it is the student's responsibility to present personally to the instructor a written statement by the physician for illness or a letter from the student's parent indicating who died and when. Any such letter or statement should contain the responsible individual's contact information as all excuses will be verified. Given the time constraints of this class, **NO other reasons for missing an exam will be acceptable** – so, if you miss it, you lose – please be careful!

Grades: Your grade is based on 225 points. The scale below is percentage of total points.

A+ = 98–100% A = 93 – 97% A- = 90–92%

B+ = 87–89% B = 83 – 86% B- = 80–82%

C+ = 77–79% D = 60–69% C = 73 – 76% F = <59% C- = 70–72%

Grades based on:

Quizzes: 40 points (4 x 10 points each)

Case Studies: 75 points (3 x 25 points each)

1 midterm: 50 points

1 Final: 60 points (cumulative)

Quizzes: You will be responsible for going online and completing the quizzes. Quizzes will be available through TED the day after each Wednesday class session (so Thursday) at 9am and will close by Monday at 2pm. For example, you can take the quiz on material from the first week of class beginning on Thursday 8/7 at 9am and then access to the quiz will close on Monday 8/11 at 2pm.

Please note: Active participation in group/class activities and discussions, as well as thorough reading of the assigned articles, will facilitate success on the exams and quizzes. It is essential to come to class and to participate. The instructor reserves the right to change the schedule with advance notice. *It is expected that students have read all required readings that will be covered prior to arriving at class and are prepared for discussions and tests/quizzes.* The exact organization of course content is flexible, and the course instructor reserve the right to make adjustments to the schedule as necessary. Any changes to the course schedule will be announced during class and posted as an announcement on the course website.

COGS 154 Summer 2014 Schedule: Lecture Topics and Reading List

<i>Date</i>	<i>Topic</i>	<i>Required Reading</i>	<i>Assignments</i>
	WEEK 1	<i>Note: Reading is to be completed PRIOR to the start of class</i>	<i>Note: Assignments due PRIOR to the start of class</i>
MON 8/4/14	Introduction to Communication; Basic review of Brain Anatomy, Brain Development		
WED 8/6/14	Speech & Language Development Guest Speaker: Melissa Troyer	Hoff Chapter 1 Perani et al. 2011 Kuhl 2004	QUIZ #1 due by 2pm Monday 8/11
	WEEK 2		
MON 8/11/14	Specific Language Development/ Speech Language Pathology Guest Speaker: Hanna Gelfand	Leonard & Weber-Fox, 2012	
WED 8/13/14	Aphasia/Lang Disorders in Adults Speech, Fluency, Voice Disorders Apraxia/Dysarthria/AAC	Marquardt & Kiran, Chapter 12 (2012) Davis & Bedore, Chapter 5 (2011) Ogar et al. 2005	QUIZ #2 due by 2pm Monday 8/18
	WEEK 3		
MON 8/18/14	Traumatic Brain Injury Review	Davis, Chapter 12 (2007)	Case Studies Set 1 due at the beginning of class
WED 8/20/14	Midterm Language Disorders in Children- Late Talkers, Autism, Williams Syndrome, Perinatal Stroke Guest Speaker: Erica Ellis, Ph.D., CCC-SLP	Hoff Chapter 10 Groen et al. 2008 Bellugi et al. 2001	QUIZ #3 due by 2pm Monday 8/25
	WEEK 4		
MON 8/25/14	NO CLASS		
WED 8/27/14	Alzheimers/Dementia, Parkinson's Audiology & Hearing Science Guest Speaker: Ross Adams, M.S., CCC-SLP	Salmon & Bondi 2009 Champlin, Chapter 13 (2011) Martin, Chapter 14 (2011)	Case Studies Set 2 due at the beginning of class QUIZ #4 due by 2pm Monday 9/1
	WEEK 5		
MON 9/1/14	NO CLASS: Labor Day		
WED 9/3/14	Final Exam		Case Studies Set 3 due at the beginning of class

