

Department of Psychology
PSYC 4570H-A: Advanced Topic in Language and Language Impairment
Fall 2011 Oshawa

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Course Description: This course is designed to examine theory and research in the area of language and language impairment. Topics include the importance of language for behavioural, cognitive, social, and social-emotional functioning; relationships between language and other domains of development; impact of language impairment on other domains of functioning; and the assessment of language.

Note: This course does not use WebCT

Course Prerequisite: Minimum 65% average in completed PSYC courses; PSYC 3015Y (315) or 333; one of PSYC 2450H (202H), 2400H (225H), 2500H (281H), 3450H (307H), 3580H (383H); and at least 1.0 additional 3000-level PSYC credit. (PSYC 3015Y will be accepted as a co-requisite, if the student has successfully completed 15.0 university credits). Excludes PSYC 438H.
<http://www.trentu.ca/calendar/>

Course Format: **Seminar** Fridays 10:10am – 1:00pm in 110
 OSHAWA weblink to academic timetable <http://www.trentu.ca/oshawa/CurrentSchedule.htm>

Required Readings: Hegde, M. N., & Maul, C. A. (2006). *Language disorders in children: An evidence-based approach to assessment and treatment*. Boston: Pearson.
 American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.
 Other readings as assigned by instructor and presenters for each class

Evaluation:

1. Seminar Presentation:	25%	Date to be chosen by student
2. Participation:	31%	See below for details
3. Observation Assignment:	10%	September 30 th at the beginning of class
4. Paper:	24%	November 25 th at the beginning of class
5. In class test:	10%	December 2 nd at 10:10am to 12:10pm

It is the responsibility of each student to read and accept the due dates outlined on the course syllabi.

Learning Outcomes: Students who have successfully completed this course will be able to:

1. Conduct an objective behavioural observation and make data-based interpretations of the behaviours observed,
2. Communicate information on a specific topic within the area of language in an organized and succinct manner, which also takes into account the audience's level of knowledge and expertise on that topic,
3. Evaluate and critique research methodology in the area of language and language impairment,
4. Conduct a language analysis, which includes data collection and analysis (using appropriate statistical methods), and evaluate and interpret the findings

Explanation of Evaluation:**Seminar Presentation**

Students will present and lead a seminar on a highly focused topic of their choice within a subject area covered by each seminar. Presenters are required to select a reading for other students; this reading should provide a good overview/introduction to the area, address key issues currently being debated, and ideally represent current research. The article chosen by presenters should be no longer than 20 pages and no shorter than 5 pages.

Presenters are responsible for providing the article reference to me one week before the assigned presentation date so it can be placed on the course website and made available to the other students. Failure to do so will result in a marks penalty for the seminar presentation. Students may present upon topics of their own choosing with my permission. All students must discuss their presentation topic with me before presenting. Presenters are also expected to coordinate with other presenters for that class to prevent overlap of content.

For each seminar topic, presenters have three main tasks: a) provide an overview or introduction to the area, b) provide a critical analysis of the literature as it pertains to language impairment, and c) answer student questions regarding the readings (can be incorporated into task 'a' and task 'b'). Additional details to be provided in class and posted on the course website. Suggested references also will be posted on the course website.

Participation

Participation will be evaluated on:

- a) (15%) effective participation and contribution to class discussions,
- b) (10%) submission of questions (see below for additional details) and attendance, and
- c) (6%) quality of critical peer evaluations of seminar presentations (details to be provided in class).

Students are expected to prepare (at least) one question for **each** required reading assigned in the seminar. The seminar question must be emailed to me 48 hours before the seminar (please copy and paste into the message, do not send any attachments) or it will not be accepted.

Observation Assignment

Students will conduct an objective observation of a language interaction and write an analysis/summary of that observation (approximately one page) based on data collected. A verbatim account of the language interaction must also be submitted as an appendix. Additional details to be provided in class.

Paper

Students will conduct a figurative language analysis of a sample of language (e.g., books, movies) geared toward a particular age range (e.g., early childhood, mid-late childhood). This language sample will be analyzed and written up in the form of a journal article manuscript. The manuscript (10-12 pages double spaced max) will provide an introduction/overview of figurative language, as well as a critical analysis of the data collected using a minimum of 6 recent journal articles (preferably within the last 6 years or so). If you are unsure of the appropriateness of your journal articles please come and speak to me.

***Please include a self-addressed stamped envelope (of sufficient size and with sufficient postage) if you would like your marked paper returned to you.

Guidelines for paper

1. Must have 1 inch margins, be of 12 point Times New Roman (or similar) font and double spaced. There will be a 5% marks deduction if these guidelines (including length) are not followed.
2. Students must use APA style (6th edition) for the **entire** paper. Some tips regarding APA style and formatting can be found at the APA site

- (www.apastyle.org/index.html). A 10% marks penalty will be imposed on any paper that does not use correct APA style, or contains a substantial number of errors in the use of APA style.
3. References and an appendix (which includes the abstracts of all articles used in the paper) must be included with the paper. Failure to do so will result in a marks penalty.
 4. A marks penalty will be imposed on any paper that uses too many direct quotations, follows too closely the wording of cited material, or the work of another student. All of these are examples of plagiarism. The penalty for plagiarism may be an F grade in the course or expulsion from the University. Please review the departmental policy on academic dishonesty (see last page) and the University regulations.
 5. Two copies of your paper must be handed in. I will return one copy (with comments) and keep another copy on file. Papers will not be returned unless I have a second copy of your written work.

Note: Specific penalties are imposed upon papers after they have been graded.

In Class Test

Student will be given an open book, two-hour in class test that consists of essay questions. This test will cover all material in the course, including seminar presentations.

Course Policy on Late Submissions

A 10% penalty will be subtracted from the final paper grade or final observation assignment grade for each day or partial day it is late.

Late participation assignments (i.e., questions and peer evaluations) will not be accepted and will receive a grade of 0.

NOTE: All papers/assignments are due at the beginning of class (i.e., at 10:10am). The late penalty will be applied after this time.

Course Policy for Paper Extensions

Paper extensions will be considered only in the case of: a) documented medical conditions, or b) other exceptional circumstances (e.g., family emergency). It is the student's responsibility to notify me as soon as possible, and before the given deadline, to make alternate arrangements. Note that documentation will be requested. If you do not speak with me directly, you must leave a message (with your name and phone number clearly stated) at the number listed on the first page, or e-mail me. Conflict with another class or difficulties other than those listed above are **not** acceptable reasons for requesting a paper extension.

Course Policy for a Missed Test

Students are not allowed to miss the test unless they have a LEGITIMATE reason (e.g., death in family or severe illness, etc.). You must contact me within 48 hours of the test and provide documentation. If you do not speak with me directly, you must leave a message (with your name and phone number clearly stated) or email me. Note that email is preferred. Failure to contact me within this time period will require documentation specifying the reasons for the delay. Missing a test because of vacation plans is NOT a legitimate reason.

If you miss the test without a legitimate reason, you will receive a 0 on that test. If, for legitimate reasons, you miss the test, you will be allowed a make-up test, to be conducted within one week of the original test -- no exceptions. It is your responsibility to find out when and where your make-up test will be held. Conflict with another class or difficulties other than those listed above are not acceptable reasons for missing a make-up test and will result in a mark of 0 for that make-up test.

If you miss the opportunity to write a make-up test for legitimate reasons, the grade component will be distributed across other evaluative components of the course.

Documentation Required for Missed Examinations or Extensions for Papers:

- A. An attending Physician's, Psychologist's, or Counsellor's statement. The statement must include: (i) the full name, mailing address, and telephone number of the physician, (ii) the nature of the illness and its duration (i.e., specific dates), and (iii)

an indication of whether the illness and/or medication prescribed would have seriously affected the student's ability to study and/or perform over the period in question. Note: the physician's/psychologist's/counsellor's office may be contacted to verify that they completed the forms.

A missed test or extensions for papers on grounds of non-medical circumstances must be supported by appropriate documentation (e.g., death certificates, obituary notice, automobile accident reports, airline/train/bus ticket/receipts with date of booking on ticket for emergency travel). Airline/train/bus tickets/receipts for emergency travel must indicate destination, departure and return dates.

Note that lectures are designed to provide clarification of particular topics and/or to supply you with additional material to extend your understanding of certain topics. They are not designed to cover all the material presented in the assigned readings. If you do not attend a class, regardless of the reason, you are responsible for all the information that has been presented during class.

Class notes (pdf format) will be posted on the course website each week. I strongly recommend that you print them out and bring them to class as they provide an **outline** for what will be discussed in class each week. These class notes are not meant to replace actual attendance as they provide an **outline** of the lecture only.

I will post student presentations on the course website before each seminar provided they have been emailed to me 24 hours prior to the seminar. If they are emailed to me later than that I cannot guarantee they will be posted on the course website before the class starts.

WARNING: The substance of the lecture (i.e., the important points) will not be included in the lecture notes. Students are advised to attend all classes to avoid missing important material and substantial participation marks. If you are unable to attend classes this is obviously not the course for you.

Website: Marks, any changes to the course outline, schedule, etc., as well as news regarding class cancellations will be posted on the course website. It is important that you check it regularly for updates.

E-mail: Throughout this course I may send information via email to students in the class. Every student has a *trentu* email address and this is the one that will be used. If you use a different email address, it is your responsibility to arrange to forward your Trent email to your preferred email address. For assistance, consult the Computing Services Help Desk in the Bata Library or via their website (www.trentu.ca/csd). Note that there have been many instances where messages from non-*trentu* email addresses have **not** gotten through to my *trentu* email account. If you do not get a reply within 24 hours please email me again to make sure I got your message.

****PLEASE NOTE:** Due to the structure of this course students will be provided with an interim participation mark shortly after Reading Break so that all students will have at least 25% of their grade prior to the drop date.

Course Schedule

Class: Date	Reviewer	Readings	Topic
1: September 9 th	-----	-----	Introduction
2: September 16 th	-----	Chapter 1	Introduction (cont'd)
3: September 23 rd	-----	Chapter 2	Language Impairment
4: September 30 th	-----	Chapter 3	Assessment and Measurement of Language <i>Observation Assignment due</i>
5: October 7 th	-----	Chapter 4	Assessment and Measurement of Language (cont'd) Seminar Workshop
6: October 14 th	A	<i>Student Assigned</i>	<i>Student Seminars Begin:</i> 1. Underlying mechanisms <ul style="list-style-type: none"> • Genetics • Speed of processing • Verbal working memory/Executive Function
7: October 21 st	B	<i>Student Assigned</i>	2. Across domains <ul style="list-style-type: none"> • Math • Written language • Reading and reading disability 3. Social aspects <ul style="list-style-type: none"> • Pragmatics
October 28th	-----	-----	READING BREAK
8: November 4 th	A	<i>Student Assigned</i>	3. Social aspects (cont'd) <ul style="list-style-type: none"> • Peer relationships • Social cognition • Narrative discourse • Play
9: November 11 th	B	<i>Student Assigned</i> • Chapter 14	3. Social aspects (cont'd) <ul style="list-style-type: none"> • Theory of mind 4. Other issues <ul style="list-style-type: none"> • Bilingualism • Cross linguistic studies • Hearing impairment/disorder
10: November 18 th	A	<i>Student Assigned</i> • Chapter 13 • Chapter 12 • Chapter 14	5. Other disorders <ul style="list-style-type: none"> • Autism • Williams syndrome • Down syndrome • Closed head injury
11: November 25 th	B	<i>Student Assigned</i> • Chapter 5, 7 • Chapter 5, 8	6. Associated disorders <ul style="list-style-type: none"> • Psychopathology • Attention deficit hyperactivity disorder 7. Intervention and outcomes <ul style="list-style-type: none"> • Effective early interventions • Effective interventions in school aged children • Outcomes Paper Due
12: December 2 nd	-----	-----	In Class Test

****Please note that this schedule (including order/date of student presentations) is subject to change. Readings may be added or subtracted.**

University Policies

ACADEMIC INTEGRITY:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – www.trentu.ca/academicintegrity.

ACCESS TO INSTRUCTION:

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (DSO office #111, 905-435-5100) disabilityservices@trentu.ca as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Departmental Policy on Tests, Exams, and Assignments

A. MIDTERMS & FINAL EXAMINATIONS

Midterm examinations for half courses within the Psychology Department are scheduled by the instructor of the course. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

B. DEFERRAL OF MIDTERM / FINAL EXAMINATIONS and/or TERM WORK

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

C. SUPPORTING DOCUMENTATION

Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of: (1) the Trent University Medical Certificate from Health Services: (<http://www.trentu.ca/healthservices/medical.html>), or (2) a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student's inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

Notes:

1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult the sections on academic honesty (pp. 6-8), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010). Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. It is the policy of the Department NOT to accept faxed assignments.
3. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.
4. Students are required to use American Psychological Association style (6th edition) for all written assignments.
5. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.
6. Last date to withdraw from Winter term half courses without academic penalty in 2011 is November 9, 2011.