Course Syllabus for CDS 540  
(3.0 semester credit hours)  
Neurogenic Disorders of Communication I  
Fall, 2016

Communication Disorders and Sciences  
Southern Illinois University Carbondale • Rehabilitation Institute

Course Instructor: Salim S. Al-Ani, Ph.D.
Office: 312A Rehn Hall, Southern Illinois University at Carbondale
Phone: (618) 453-3450 Direct to my office or (618) 453-8292. E-mail: salani@siu.edu
Office Hours: Tuesday from 1:00-3:00 p.m.; Thursday from 1:00-3:00 p.m.
If changes to these are needed I will post them on my office door.
Appointments are advised. If you cannot make these office hours please let me know and we can arrange other times and days.

Class meeting days and times: Mondays and Wednesdays from 12:35-1:50 pm in Communications Building Room 1007.

Course Description: The focus of this course is on acquired language impairments. A clinically oriented presentation of the aphasias and related nervous system (CNS) language disturbances will be integrated with an introduction to the broader field of neurolinguistics. Clinical aspects will focus on assessment of rehabilitation approaches in aphasia and related disorders. Other topics include cortical language representation, hemispheric functions (general), and review of basic neurolinguistic literature.

Course Objectives: Upon successful completion of this course, students should know how to:

1. Analyze speech to determine dimensions of acquired language impairments.
2. Identify the characteristics of acquired language impairments.
3. Select, administer, and interpret appropriate evaluation tests for acquired language impairments.
4. Demonstrate appropriate intervention procedures for use with people who have acquired language impairments.
5. Develop management plans for acquired language impairments.

ASHA’s accreditation requirements will be included in this course as follows:

a. **Etiologies**: Students will correctly organize and/or check the etiologies associated with acquired language impairments.
b. **Characteristics**: Students will correctly describe characteristics of acquired language impairments.
c. **Anatomical Correlates**: Students will correctly differentiate, organize, and/or check the anatomical correlates associated with acquired language impairments.
d. **Physiological Correlates**: Students will correctly differentiate, organize, attribute, and/or check the physiological correlates associated with acquired language impairments.
e. **Acoustic Correlates**: Students will correctly determine and/or interpret all critical acoustic correlates observed in persons with acquired language impairments.
f. **Psychological Correlates**: Students will correctly differentiate the psychological correlates associated with persons with acquired language impairments.
g. **Developmental Correlates**: Students will correctly determine and/or interpret critical developmental correlates associated with persons with acquired language impairments.
h. **Linguistic Correlates**: Students will correctly differentiate, organize, attribute, check, and/or critique the linguistic correlates associated with persons with acquired language impairments.
i. **Cultural Correlates**: Students will correctly differentiate, organize, attribute, check, and/or critique the cultural correlates associated with persons with acquired language impairments.
j. **Prevention Principles/Methods across the Life Span**: Students will describe preventive methods associated with acquired language impairments.
k. **Assessment Principles/Methods across the Life Span**: Students will correctly plan, describe, and/or perform assessment methods associated with acquired language impairments.
I. Intervention Principles/Methods across the Life Span: Students will correctly describe intervention principles and methods associated with acquired language impairments across the life span.

*The word correlates is defined as relationships, especially correlations or causal relationships.

Methodologies/strategies of instruction to be used to teach the course:
This instructor uses lecture to supplement the student's readings. Class discussions and small group activities are also used. Materials include a wide variety of graphics, photographs, three-dimensional models, videotapes and audiotapes. Students complete a variety of projects designed to enhance clinical skill, group engagement, research abilities, writing skills, as well as their professional abilities to analyze, evaluate, and create.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Examination #1</td>
<td>100</td>
</tr>
<tr>
<td>Examination #2</td>
<td>100</td>
</tr>
<tr>
<td>Examination #3</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>50</td>
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<tr>
<td>Assessment Tool</td>
<td>30</td>
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<tr>
<td>Prevention Plan</td>
<td>100</td>
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<tr>
<td>Total of possible points</td>
<td>480</td>
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Grades for the overall course will be based on the following schedule:

- .90-1.00 = A
- .80-.89 = B
- .70-.79 = C
- .60-.69 = D
- less than .60 = F

Required Texts & Materials

Supplementary Materials
Websites of interest:
http://www.academyofaphasia.org/
Academy of Aphasia
http://www.ancds.org/
Academy of Neurologic Communication Disorders and Sciences
http://www.asha.org/Practice-Portal/Clinical-Topics/aphasia/
ASHA Practice Portal, Aphasia
http://www.siumed.edu/anatomy/neurolinks.htm
SIUC Medical School site
http://brainmaps.org/index.php?
Brain Atlas

Course Requirements:
1. Participate in any in-class activities.
2. Completion of three examinations.
3. Complete all assignments, projects, and presentations. We may have some non-graded assignments and projects during the course of the semester. The purpose of these is to you more fully understand and master the material.
4. Bring your textbook to class each time.
5. Regarding writing assignments please be sure to follow the APA Stylebook:

EVALUATION CRITERIA

1. Examinations
Examinations will cover all class materials (readings, lectures, discussion, handouts, etc…). Lectures are supplementary to readings. Not all materials covered in the book may be repeated in class. Similarly, not all material presented in class may be included in the book. Therefore, students are responsible for material presented which may not necessarily be included in the readings, as well as information in the book which may not be covered in class.

2. Assessment Tool Group Project (Presentation)
Students will work in pairs to demonstrate testing in class. Instruments must be approved by the instructor on a first-come first-served system. The purpose of this project is to assess the integration of academic and clinical concepts regarding assessment practices through examining evaluation procedures, diagnostic measures and instruments used in the assessment of those who have acquired language impairment. The assessment tool must be submitted for pre-approval. The purpose of pre-approval is twofold: (1) to ensure that a selected instrument matches the topic criteria and (2) to ensure that each class member has selected a unique instrument. Grading of the assessment tool project will be based on inclusion of the elements outlined below. Points will be assigned as follows:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. Identifying information</td>
<td>10 points</td>
</tr>
<tr>
<td>b. Content</td>
<td>10 points</td>
</tr>
<tr>
<td>c. Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Total points</td>
<td>30 points</td>
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</table>
3. Book Review Advocacy Paper

**Individual Writing Project**

**Assigned Reading and Book Review:** Students will read *The Diving Bell and the Butterfly* by Jean-Dominique Bauby, and will compose a written reflection/review/critique of this small book. The goal of this paper is to critically reflect what the content of this book meant to you and how it has changed your outlook on how you will look, deal with and treat clients in the future. In particular, this paper project is designed to change knowledge or attitudes of persons (advocacy), not to teach intervention or prevention procedures. Compositions should include the following:

a. Knowledge gained from the book  
   10 points
b. Applications of this work to class material and discussion  
   10 points
c. Personal thoughts and opinion  
   10 points
d. On a personal level how does this change your outlook in dealing with clients in the future  
   10 points
e. On a professional level, as an SLP, how do you feel you can change the attitudes of others (e.g., family members, significant others, classmates, co-workers, etc.) to better understand a client that is in such a severe state as depicted in this book  
   10 points

Total Points  
50 points

4. Prevention Group Project Paper

You are encouraged to work together in groups of 3-4 members of this class. The purpose of this project is to allow the student to demonstrate mastery of knowledge related to prevention in the area of acquired language impairments. The idea of prevention of communication disorders is very broad. A prevention activity is one that eliminates or limits the occurrence, severity, or length of a communication disorder before it occurs. Therefore, the focus of prevention activities can also be very diverse and cross into areas such as medicine, pharmacology, psychology, sociology, and anthropology. Your prevention plan may be very narrow—affecting only a small group of persons, or very broad. For the purpose of this exercise the term “prevention” will be defined as those activities that occur prior to the clinical diagnosis of a communication disorder.

Choose a group for whom you will develop, implement, then summarize and critique a prevention program designed to reduce the frequency or severity of the acquired language disorders. The project may be of any type—with two exceptions: no brochure-only projects and no formal lecture-type presentations. It must include a creative component, and be directed toward a pertinent group that could reasonably acquire the disorder. Develop a plan that includes the following headings:

a. Rationale: A detailed description of your justification for the plan.  
   10 points
   10 points
c. Method: Include these subheadings: Procedures, Target Population, Environment, and Materials of the Program. If the procedures involve locations and personnel other than the group members, you will need to clearly describe those locations/personnel).  
   10 points
d. Results: The actual outcomes for each short-term goal, described using quantitative and/or qualitative analysis.  
   10 points
e. Discussion: A reflection of the results with regard to the situation of concern described in Rationale.  
   10 points
f. References in APA.  
   10 points

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rationale</td>
<td>10</td>
</tr>
<tr>
<td>b. Goals: short-term</td>
<td>10</td>
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<tr>
<td>c. Goals: long-term</td>
<td>10</td>
</tr>
<tr>
<td>d. Method: Procedures</td>
<td>10</td>
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<tr>
<td>e. Method: Population</td>
<td>10</td>
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<tr>
<td>f. Method: Environment</td>
<td>10</td>
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<tr>
<td>g. Method: Materials</td>
<td>10</td>
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<tr>
<td>h. Results</td>
<td>10</td>
</tr>
<tr>
<td>i. Discussion</td>
<td>10</td>
</tr>
<tr>
<td>j. References</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</table>
Writing Center:
Students who need assistance with writing skills should contact the SIUC Writing Center. The service is free to SIUC students; the email address is write@siu.edu, the website address is http://write.siu.edu/

General Information:
This course is given by the College of Education and Human Services. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Education and Human Services.

Policy on Plagiarism and Cheating:
The University has outlined disciplinary procedures in the University’s Student Conduct Code found at http://web.coehs.siu.edu/public/grievance.php

If you are unclear about the proper use and citation of sources, or the details and guidelines for any assignment, you should discuss the assignment and your questions with the instructor. All forms of plagiarism and any other activities that result in a student presenting work that is not really his or her own are considered academic fraud. Academic fraud includes these and other misrepresentations:

+ presentation of ideas from any sources you do not credit;
+ the use of direct quotations without quotation marks and without credit to the source;
+ paraphrasing information and ideas from sources without credit to the source;
+ failure to provide adequate citations for material obtained through electronic research;
+ downloading and submitting work from electronic databases without citation;
+ participation in a group project which presents plagiarized materials;
+ taking credit as part of a group without participating as required in the work of the group;
+ submitting material created/written by someone else as one’s own, including purchased term/research papers

Cheating on examinations and other work also interferes with your own education as well as the education of others in your classes. If you are unclear about guidelines for any testing situation or assignment, you should discuss your questions with the instructor. Academic cheating includes all of the following, and any other activities that give a student an unfair advantage in course work:

+ copying from someone else’s exam, homework, or laboratory work;
+ allowing someone to copy or submit your work as his/her own;
+ accepting credit for a group project without doing your share;
+ submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
+ using notes, text messaging, cell phone calls, pre-programmed formulae in calculators, or other materials during a test or exam without authorization;
+ not following the guidelines specified by the instructor for a “take home” test or exam

Attendance:
Attendance will not be taken but regular attendance is expected and will be necessary to successfully master this course. However, if you must be absent, you are responsible for the material covered.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22 M</td>
<td>Introductions, Review of Syllabus, Overview of Course, Introduction to</td>
<td>1</td>
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<tr>
<td></td>
<td>Text &amp; Materials</td>
<td></td>
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<tr>
<td>8/24 W</td>
<td>Overview of Neurogenic Communication Disorder</td>
<td>1</td>
</tr>
<tr>
<td>8/29 M</td>
<td>Neuroanatomy/neurophysiology</td>
<td>2</td>
</tr>
<tr>
<td>8/31 W</td>
<td>Neuroanatomy/neurophysiology</td>
<td>2</td>
</tr>
<tr>
<td>9/5 M</td>
<td>Labor Day – No Class</td>
<td></td>
</tr>
<tr>
<td>9/7 M</td>
<td>Review and Prep for Exam 1</td>
<td>1, 2</td>
</tr>
<tr>
<td>9/12 M</td>
<td>EXAM 1</td>
<td>1, 2</td>
</tr>
<tr>
<td>9/14 W</td>
<td>Review Exam 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Etiologies of Neurogenic Communication Disorders: part 1</td>
<td></td>
</tr>
<tr>
<td>9/19 M</td>
<td>Etiologies of Neurogenic Communication Disorders: part 2</td>
<td>3</td>
</tr>
<tr>
<td>9/21 W</td>
<td>Assessment Tool Project Due – Class Presentation</td>
<td></td>
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<tr>
<td>9/26 M</td>
<td>Assessment Tool Project Due – Class Presentation</td>
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<tr>
<td>9/28 W</td>
<td>Etiologies of Neurogenic Communication Disorders: part 3</td>
<td>4</td>
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<tr>
<td>10/3 M</td>
<td>Intro to the Aphasias; types of Aphasias: part 1</td>
<td>4</td>
</tr>
<tr>
<td>10/5 W</td>
<td>Types of Aphasia: part 2</td>
<td>4</td>
</tr>
<tr>
<td>10/10 M</td>
<td>Fall Break – No class</td>
<td></td>
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<tr>
<td>10/12 W</td>
<td>Treatment Models of Aphasia and Context of Treatment: part 1</td>
<td>4</td>
</tr>
<tr>
<td>10/17 M</td>
<td>Treatment Models of Aphasia and Context of Treatment: part 2</td>
<td>4</td>
</tr>
<tr>
<td>10/19 W</td>
<td>Counseling and Therapy</td>
<td>10</td>
</tr>
<tr>
<td>10/24 M</td>
<td>Review and Prep for Exam 2</td>
<td>3, 4, 10</td>
</tr>
<tr>
<td>10/26 W</td>
<td>EXAM 2</td>
<td>3, 4, 10</td>
</tr>
<tr>
<td>10/31 M</td>
<td>Review of Exam 2</td>
<td>5</td>
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<tr>
<td></td>
<td>Right hemisphere syndrome</td>
<td></td>
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<tr>
<td>11/2 W</td>
<td>Right hemisphere syndrome</td>
<td>5</td>
</tr>
<tr>
<td>11/7 M</td>
<td>Guest Speaker: Dr. Thomas Upton</td>
<td>8</td>
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<tr>
<td></td>
<td>Talk on brain injury, rehabilitation, and disability attitudes</td>
<td></td>
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<tr>
<td>11/9 M</td>
<td>Right hemisphere syndrome</td>
<td>8</td>
</tr>
<tr>
<td>11/14 W</td>
<td>Traumatic brain injury: Part 1</td>
<td>8</td>
</tr>
<tr>
<td>11/16 M</td>
<td>The Diving Bell and the Butterfly – Group Discussion of the book</td>
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<tr>
<td>11/21 M</td>
<td>Traumatic brain injury: Part 2</td>
<td>8, 9</td>
</tr>
<tr>
<td></td>
<td>Dementia</td>
<td></td>
</tr>
<tr>
<td>11/23 W</td>
<td>Thanksgiving Vacation - No Class</td>
<td></td>
</tr>
<tr>
<td>11/28 M</td>
<td>Dementia</td>
<td>9</td>
</tr>
<tr>
<td>11/30 W</td>
<td>Prevention Project Paper due – Class Discussion</td>
<td></td>
</tr>
</tbody>
</table>
Notes:

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Bulletin and Graduate Catalog. Students may wish to review specifically the information in the Bulletin on human subjects and the Student Conduct Code (especially Acts of Academic Dishonesty).

2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (618-453-5738).

3. If you need assistance with writing skills you can contact the SIUC Writing Centers. Their email address is write@siu.edu, their website address is www.siu.edu/~write

4. Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

As members of our University community, we commit ourselves to the ideals of SIUC and express our commitment through the following creed:

*As a Saluki, I pledge to advance learning. I will practice personal and academic integrity. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.*

Students are encouraged to examine the SIUC Student Conduct Code thoroughly at the following website: http://policies.siu.edu/_common/documents/StudentConductCode.pdf
IMPORTANT DATES *
Semester Class Begins: ........................................... 08/22/2016
Last day to add full-term course (without Dean’s signature): ..... 08/28/2016
Last day to withdraw from the University with a full refund: .... 09/02/2016
Last day to drop a full-term course for a credit refund: ......... 09/04/2016
Deadlines to apply to graduate at the end of the term: ....... 09/16/2016
Last day to drop a full-term course (U grade, no refund): .... 10/30/2016
Final examinations: ........................................... 12/11-12/16/2016
Commencement: ........................................... 12/17/2016

Note: For more detailed information on these deadlines please visit http://register.siu.edu/calendars. For adding dates that apply to short-term full-term courses please check the Schedule of Classes search results at http://register.siu.edu/schedule/index.php

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/05/2016
Fall Break 10/30-11/11/2016
Veterans Day Holiday 11/11/2016

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://register.siu.edu/students/withdrawal.php

INCOMPLETE POLICY – Undergraduate only
An IN grade may be assigned when, for reasons beyond their control, students in progress are unable to complete all class assignments for the course. An IN must be changed to a completed grade within one full semester (undergraduate), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student’s grade point average. For more information visit: http://register.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transferable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://register.siu.edu/students/repeattreasclass.php

GRADUATE POLICIES
Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about-us/grad-catalog/

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://sr.siu.edu/student-conduct-code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
http://safesiu.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: call (618) 453-1492, email sicares@siu.edu, or http://salukicare.siu.edu/

SIU’s EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corescurriculum.siu.edu/program-overviews/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Gremell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://includeuniversity.excellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring : http://tutoring.siu.edu/
Math Labs : http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/ 
SIU ONLINE: https://online.siu.edu/ 
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/ 
MORRIS LIBRARY HOURS: http://library.lib.siu.edu/hours 

Fall 2016 S. Smurka