State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA Course 6704 Title Neuropathologies of Language

<table>
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<td>☑ Other syllabus</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☑ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix SLPA Course 6704 Title Neuropathologies of Language

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced study of the etiology, characteristics, assessment, and intervention principles involved in acquired language and related disorders in adults. Topics include aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction.

Prerequisite(s) Admission to Teacher Education; advisor permission.

Present or Projected Enrollment: 25 (Students per year) Effective Date*: Fall 2005

Grading System: ☑ Letter Grade ☑ Pass/Fail ☑ Other

Approval:

[Signature]

Department Chair Date Department Chair (if cross listed) Date

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Rationale for Course Change

SLPA 6704

12/16/04

All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- Learning Outcomes linked to ASHA’s Knowledge and Skills (KASA)
- Description is being changed to reflect proposed course content.
- Prerequisites were added to include admission to Teacher Education and advisor permission.

Old Description: (2004-05 catalog)
Advanced study of the etiology, assessment, and therapeutic principles involved in acquired language and related disorders in adults. Topics include aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction.

New Description (Proposed)
Prerequisite: Admission to Teacher Education; advisor permission
Advanced study of the etiology, characteristics, assessment, and intervention principles involved in acquired language and related disorders in adults. Topics include aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction.
SLPA 6704  

NEUROPATHOLOGIES OF LANGUAGE

Semester Hours 3

Semester/Year: Fall, 2005

Instructor: Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact: Department of Special Education and Speech-Language Pathology  
128 Education Annex  
State University of West Georgia  
Carrollton, GA 30118

Office Location: 128 Education Annex
Office Hours: M 2:00-5:00; T 5:00-5:30; W 2:00-5:00; TR 1:30-5:00; F by appointment
Telephone: (678) 839-6171 (O); (770) 502-1632 (H)
FAX: (678) 839-6162
E-mail: ddwight@westga.edu

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission  
Advanced study of the etiology, characteristics, assessment, and intervention principles  
involved in acquired language and related disorders in adults. Topics include aphasia,  
traumatic brain injury, dementia, and right hemisphere dysfunction.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which  
programs, courses, experiences and outcomes are created. By incorporating the theme  
"Developing Educators for School Improvement", the College assumes responsibility for  
preparing educators who can positively influence school improvement through altering  
classrooms, schools, and school systems (transformational systemic change). Ten  
descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally  
sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components  
of the conceptual framework and provide the basis for developing educators who are  
prepared to improve schools through strategic change. National principles (INTASC),  
propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria  
against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. identify the biological and neurological structures of the central and peripheral nervous system and discuss their roles in adult populations with normal and disordered language (Davis, 1999);  
   (ASHA KASA Standard III-B; Knowledgeable; Reflective; NBPTS 1, 2, 5)

2. describe the etiologies, characteristics, and cultural impacts associated with patients with traumatic brain injury, aphasia, right hemisphere damage, and dementia (Davis, 1999);  
   (ASHA KASA Standard III-C; Knowledgeable; Reflective; NBPTS 1, 2, 5)

3. differentially diagnose the clients with classic aphasia syndromes based on information obtained from assessment tasks (Davis, 1999);  
   (ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

4. differentially diagnose the clients with traumatic brain injury, right hemisphere damage, and dementias based on information obtained from assessment tasks (Davis, 1999);
(ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

5. describe the use of technology for assessment of adults with acquired language disorders (Davis, 1999);
(ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

6. describe the use of technology for intervention with adults with acquired language disorders (Davis, 1999);
(ASHA KASA Standard III-D; Decision Makers; Leaders; Collaborative; Culturally Sensitive; Proactive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

7. describe the principles and tasks characteristic of various approaches to language intervention with adults from different cultures (Davis, 1999); and
(ASHA KASA Standard III-D; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

8. demonstrate skills in remediation of specific deficits in adults with acquired language disorders (Davis, 1999).
(ASHA KASA Standards III-D, IV-G; Decision Makers; Collaborative; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4, 5)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of the course is to help candidates increase skills in working with clients with challenging neurologically based language disorders. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for clients with neurologically based language disorders (assignments 1, 2, 3), leadership: guiding intervention directions in the profession (assignment 4), lifelong-learning: promoting skills for continual scrutiny of professional treatments (assignments 1, 3, 4), adaptive performances: changing trends and directions as dictated by research-based findings for neurologically based language disorders (assignments 3, 4), collaboration: working with peers to help determine best practices and trends for serving clients with neurological impairments (assignments 4, 5), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignment 4), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 4), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignments 1, 2, 3), proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 3), and reflective: using research findings to appropriately guide daily practice in serving clients with neurological disorders (assignments 3, 4).

Assignments:

1. **Observations.** Each student will be required to participate in observation experiences in a variety of settings (clinics, hospitals, nursing homes). Each student is required to arrange observation of clinical management of a neurologically based language impaired adult for a minimum of 10 hours of involvement. Observations are to be written up and reported in a format which will be given in class. (10% of final grade)

2. **Examinations.** Each student will be administered a mid-term and a final, with comprehensive assessment included. (25% each = 50% of final grade)

3. **Research Paper.** Each student is required to research and submit a 12-page paper on an approved topic related to the class. APA style is required. At least 80% of the references must be from journal articles of not more than 5 years old. (20% of final grade)

4. **Presentation/Demonstration.** Each student will be required to give a presentation on appropriate therapeutic techniques and use of technology for adults with acquired language disorders. (20% of final grade)
Learning Outcomes 5-8.

Evaluation Procedures:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Observation</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>50%</td>
</tr>
<tr>
<td>Research paper</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
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Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
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</table>

CLASS POLICIES

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.

2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**

5. In ALL work, use **person-first language** to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide for the correct method to cite other authors’ work.

9. Work submitted late will receive a 10-point reduction from the earned grade.

**CLASS OUTLINE**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; review language base Biological</td>
<td>Exercise; lecture; handouts; Chs 1, 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>Biological and neurological aspects of language</td>
<td>Ch 2, lecture handouts</td>
</tr>
<tr>
<td>Week 3</td>
<td>Language and medical foundations</td>
<td>Lecture; handouts; Chs 3</td>
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<tr>
<td>Week 4</td>
<td>Signs of aphasia; Etiologies Classical aphasia syndromes</td>
<td>Exercise; lecture; handouts</td>
</tr>
<tr>
<td>Week 5</td>
<td>Assessment parameters</td>
<td>Lecture; Ch 4</td>
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<tr>
<td>Week 6</td>
<td>Assessment (continued)</td>
<td>Lecture; exercises; Handouts; videos; Ch 4</td>
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<td>Week 7</td>
<td>Differential diagnosis</td>
<td>Lecture; exercises; Handouts; videos</td>
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<tr>
<td>Week 8</td>
<td>Principles of language intervention MIDTERM WRITTEN PAPER DUE</td>
<td>Lecture; Chs. 5-7</td>
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<td>Week 9</td>
<td>Anomia, Alexia, Agraphia MIDTERM PRESENTATIONS</td>
<td>Exercise; lecture; Ch 8-9</td>
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<td>Week 10</td>
<td>Traumatic brain injury Dementias Right Hemisphere Dysfunction Intervention issues</td>
<td>Exercise; lecture; handouts Ch 33</td>
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<tr>
<td>Week 11</td>
<td>SPRING BREAK</td>
<td>Exercise; lecture; handouts</td>
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Week 12  Multicultural; prevention concepts  Lecture, exercises  Chs. 15-21
Traditional approaches to therapy  (Stimulation therapy)

Week 13  Traditional approaches to therapy  Lecture, exercises  Chs. 22-25
( Neuropsychological therapy)

**RESEARCH PAPER DUE**

Week 14  Traditional approaches to therapy  Lecture, exercises  Chs. 26-27
( Neurolinguistic therapy)

**OBSERVATIONS DUE**

Week 15  Traditional approaches to therapy  Lecture, exercises  Chs. 29-32
( Specialized therapy)

Week 16  **THERAPY PRESENTATIONS DUE**

**FINAL EXAM AS SCHEDULED - COMPREHENSIVE**

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*. 
SLPA 6704

NEUROPATHOLOGIES OF LANGUAGE

Semester/Year: Summer,

Instructor: Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact: Department of Special Education and Speech-Language Pathology
128 Education Annex
State University of West Georgia
Carrollton, GA 30118

Office Location: 128 Education Annex
Office Hours: M 2:00-5:00; T 5:00-5:30; W 2:00-5:00; TR 1:30-5:00; F by appointment
Telephone: 770-836-6567 (O); (770) 502-1632 (H)
FAX: 770-836-4644
E-mail: ddwight@westga.edu

COURSE DESCRIPTION

Advanced study of the etiology, assessment, and therapeutic principles involved in acquired language and related disorders in adults. Topics include aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC, propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and
appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. identify the normal anatomical structures of the central and peripheral nervous system and discuss their role in normal and disordered populations (Chapey, 1994); 
   \( \text{\textit{(D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

2. differentially diagnose the classic aphasia syndromes based on information obtained from assessment tasks (Chapey, 1994); 
   \( \text{\textit{(D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

3. describe the components of the assessment process with adults with acquired language disorders (Chapey, 1994); 
   \( \text{\textit{(D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

4. discuss the use of technology for assessment and intervention of adults with acquired language disorders (Chapey, 1994); 
   \( \text{\textit{(D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

5. describe and recognize the differences between aphasia, traumatic brain injury, dementia, and right hemisphere dysfunction (Chapey, 1994); 
   \( \text{\textit{(D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D4 Adaptive; D 5 Collaborative, D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

6. describe and discuss the principles and tasks characteristic of stimulation and other approaches to language intervention with adults (Chapey, 1994); and 
   \( \text{\textit{(D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

7. describe and discuss remediation of specific deficits in adults with acquired language disorders (Chapey, 1994). 
   \( \text{\textit{(D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)}} \)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of the course is to help candidates learn to more challenging neurological intervention aspects of the profession. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for clients with neurological disorders (assignment 1, 2, 3, 4, 5), leadership: guiding intervention directions in the profession (assignment 1, 2, 3), lifelong-learning: promoting skills for continual scrutiny of professional treatments (assignment 1, 2, 3, 4), adaptive performances: changing trends and directions as dictated by research-based findings for neurological disorders (assignment 1, 2, 3, 4, 5), collaboration: working with peers to help determine best practices and trends for serving clients with neurological impairments (assignment 4, 5), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignment 3, 4, 5), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 3, 4, 5), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignment 1, 2, 3, 4, 5), proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 1, 2, 3, 4, 5), and reflexive: using research findings to appropriately guide daily practice in serving clients with neurological disorders (assignment 1, 2, 3, 4, 5).

Assignments:

1. Participation. Each student is expected to read assigned material prior to class and participate in classroom discussions. Three absences and lack of participation (Objectives 3-7; assessments based on written reports of observation activities) reduced the course grade.

2. Examinations. Each student will be administered a mid-term and a final. (Objectives 1-6; assessments of written exam)
3. Research Paper. Each student is required to research and submit a 15-page paper on an approved topic related to the class. APA style is required. At least 80% of the references must be from journal articles of not more than 5 years old. (Objectives 1-6; assessment of written paper)

4. Presentation/Demonstration. Each student will be required to give a presentation on appropriate therapeutic techniques and/or the use of technology for adults with acquired language disorders. (Objectives 1-6; assessment of written paper)

Evaluation Procedures:

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<th>Component</th>
<th>Percentage of Final Grade</th>
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<td>Exams</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation/Demonstration</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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</tbody>
</table>

CLASS POLICIES

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2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Work done outside of class must be reasonably correct (not distract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. **All font sizes for typed assignments must be size 12. Any font size less than 12 will be returned for re-typing to required font size.**

5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more that the disability (i.e., a child with mental retardation NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.

8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments. See the APA Guide for the correct method to cite other authors' work.

9. Work submitted late will receive an automatic 10-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

CLASS OUTLINE

Week 1. Introduction; Medical terminology
Week 2. Review of neuroanatomy
Week 3. Signs of aphasia; Etiologies
Week 4. Classical aphasia syndromes
Week 5. Anomia, Alexia, Agraphia
Week 6. Traumatic brain injury
Week 7. Dementia
Week 8. Right Hemisphere Dysfunction;
Week 9. Mid-Term Examination; Assessment
Week 10. Assessment of aphasia
Week 11. Assessment of aphasia
Week 12. Assessment of cognitive-communication dysfunction
Week 13. Treatment of planning and considerations
Week 14. Treatment of aphasia

Week 15. Treatment of cognitive-communication dysfunction

Week 16. Final Examination

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.