

LONGWOOD UNIVERSITY-PCSD 316: LANGUAGE DISORDERS ACROSS THE LIFESPAN



PCSD 316: Language Disorders across the Lifespan Spring 2026



Instructor: Bess Rogerson, M.S.Ed., CCC-SLP	Class begins: January 14, 2026 Classes end: May 8, 2026
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Course Description:

This course will examine the identification, evaluation, and treatment of language disorders across the lifespan in children, adolescents, and adults. The course will also explore etiological factors, and basic assessment and management procedures for culturally and linguistically diverse populations. **3 credits. Prerequisites: PCSD or CSDS 285**

Course Expectations:

With this being a three-credit hour course please acknowledge that this will entail 112.5 hours of work of the course of the semester. Break down: 37.5 hours will be of instruction and 75 hours will be used for studying, competition of assignments and projects, and reading outside of class.

Student Expectations:

Students who are applying to graduate school in CSD should understand that most graduate programs

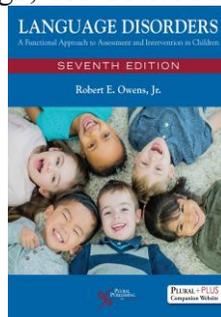
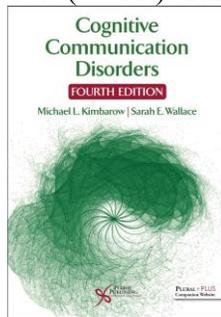
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expect strong performance in all CSD coursework. Therefore, students should work to achieve at least a grade of “B” in CSD courses. Students should consider retaking any CSD course for which they earn a grade lower than a B-. Successful completion of the Communication Science and Disorders (CSD) program prepares students for graduate education in Speech-Language Pathology, Audiology, Deaf Education, Special Education, Public/Community Health, and Medical Sales, as well as for careers in a variety of Human Service fields

Required Textbooks and Related Materials:

Kimbarow, M.L. (2024). *Cognitive Communication Disorders*. (4th ed.). San Diego, CA: Plural Publishing.

Owens, R.E. (2023). *Language Disorders: A Functional approach to Assessment and Intervention in Children* (7th ed.). San Diego, CA: Plural Publishing, Inc.



Required Resources:

- Reliable, High-Speed Internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- Webcam

Technology (required):

Canvas is web-based, and is accessed over the internet. All announcements, course documents, assignments, and class discussions will take place on CANVAS <https://CANVAS.longwood.edu>.

- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility: <https://www.canvaslms.com/accessibility>

To enable online coursework, there are several pieces of software and hardware that are needed. For this course, you will need the following:

- A high-speed internet connection will be necessary to view the video clips linked to the presentations. If you are using a dial-up service, you may not be able to access the videos.
- Windows Media Player and/or Adobe Flash Player will be necessary in order to view the video clips. It is available as a free download from www.microsoft.com.
- Microsoft PowerPoint Viewer, if you do not have Microsoft Office. (Windows: <http://www.microsoft.com/en-us/download/search.aspx?q=PowerPoint%20viewer> Mac: Built in “Quick Look” can be used to view PowerPoint documents.)
- Adobe Acrobat Reader. (<http://get.adobe.com/reader/>)
- Ability to save documents as PDF.
- Ability to scan/copy and save images. There are some assignments that required drawings to be

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submitted. Some assignments may be easier to complete by hand and then scanned in and submitted.

- Submit assignments as Microsoft documents (either *Word*, *PowerPoint*, *Excel*, etc. as required by the assignment). The accepted formats are: .doc; .docx; .pdf.

Lock Down Browser. This course requires the use of LockDown Browser for online assessments. More information regarding LockDown Browser can be found on CANVAS by clicking on the “LockDown Browser” button on the left- hand navigation bar. If a violation of the honor code is suspected, consequences will be determined by the instructor based on the severity of the suspected violation.

To begin in online education, you do not need a great deal of technical expertise. You do need the ability to use email with attachments, save files using common software, and be able to keyboard. You also need to establish some type of backup routine. Technology does fail (usually at the worst possible moment) so make sure you save important documents in at least two places. A simple backup plan is to save your work to your computer and to save it to at least one other device (portable media - flash drive, etc.). If you only save to your computer, you have few options to recover work if something happens.

Student Learning Course Outcomes:

The following information relates the course objectives to the learning opportunities, the Council on Academic Accreditation in Speech-Language Pathology and Audiology (CAA) standards, and Longwood’s expectations for scientific and quantitative reasoning.

Course Objectives: Below are course objectives and learning activities with corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards [CAA] 2023.

Course Objective	Learning Activity	CAA Standard
Differentiate normal and disordered speech and language systems in the preschool and school-aged child	Language Disorders Notebook Exam Discussion Board (Child Case Study)	Standard III-B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
Describe the nature and causes of language disorders in children	Exam Discussion Board	
Describe the nature and causes of cognitive decline in adults	Exam Discussion Board (Adult Case Study)	Standard IV-C. Describe etiologies and characteristics of cognitive communication disorders. Describe anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of cognitive-communication disorders in children & adults.
Differentiate language differences from language disorders	Language Sample Analysis Exam Discussion Board	
Discuss language disorders and their association with various exceptionalities	Language Disorders Notebook Exam	
Explain the components of an effective language assessment	Language Assessments Activity Exam	Standard III-D. Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including
Compare assessments for language disorders for both children and adults	Language Assessments Activity Exam	

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Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures	Language Assessments Activity Language Sample Analysis Exam Discussion Board	consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Standard IV-D. Demonstrate current knowledge of the principles & methods of assessment and intervention for persons with cognitive-communication disorders.
Compare standardized and authentic assessment	Language Assessments Activity Exam Discussion Board	Standard V-B1. Select and administer appropriate evaluation procedures, such as behavioral observations, & non-standardized and standardized tests.
Describe various procedures and techniques in treatment of language disorders	Discussion Board (EBP Research) Exam	Standard V-B2. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

Student Resource Links:

- Speech-Language Pathology Prerequisites Online: <http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Writing Center: <http://www.longwood.edu/academicsuccess/writing-center/>
- Accessibility Resources Office (ARO): <http://www.longwood.edu/accessibility/>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>
- Graduate and Distance Education Student Support: <http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>
- Distance/Online Requirements: This link includes both technical skills, hardware/software requirements, and information regarding web browsers. <http://www.longwood.edu/dec/distanceonline-education/requirements/>
- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail baileysw2@longwood.edu or slponline@longwood.edu

Student Technology Handbook: <http://www.longwood.edu/usersupport/student-resources/student-technology-handbook/>

Technical Difficulties: There are often numerous questions received pertaining to technical difficulties. If you are having technical difficulty, please contact Longwood Technical Support. If they are unable to assist you, you may please post your difficulties to a discussion forum. Often times, other students have had the same problem and may have a solution.

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University and Class Policies:

- **Honor Code:**
 - Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The link for the honor code can be found at: <http://www.longwood.edu/studentconduct/honor-code/>
 - Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics (ASHA is the national accreditation agency). This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>
- **Accommodations and Accessibility Resources Office:**
 - If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc.), you must register with the [Accessibility Resources Office](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Mental Health Resources:**
 - Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434) 395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434) 395-2091.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Reporting of Crimes and Sexual Misconduct:**
 - In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct, we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported

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information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

- <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)

- **Respect for Religious Diversity:**

- The Instructor will accommodate adjustments to due dates that conflict with a student's religious observation, if informed in writing by the end of the first week of class.

- **Adding/Dropping a Course:**

- Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:
 - until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
 - until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
 - until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

- **Withdrawing from a Course:**

- Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the 35th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

- **Correspondence:**

- **E-mail:** The instructor will try to respond to e-mail questions within 2 business days on weekdays (Monday-Friday). Please note that all e-mail correspondence from the instructor to the student will be sent to the student's Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working, and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
- **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will respond within 2 business days on weekdays (Monday-Friday).

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- You are encouraged to follow the rules of "netiquette" (<https://coursedesign.colostate.edu/obj/corerulesnet.html>) when interacting on the discussion boards or in other communications with classmates and/or the instructor.
- **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame.
- **Announcements:** Please check Canvas daily and review announcements.
- **Policy on Late Assignments:**
 - Work may be submitted late but will be charged a 10% penalty of total possible points for each 24-hour period after the due date until date of actual submission up to a total of 50% of possible points. Work will **NOT** be accepted more than one week late. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (804-350-7924) and leave a voice mail message or e-mail me stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.
- **Artificial Intelligence:**
 - Entering client information into Artificial Intelligence third-party service or site (AI-generated content) is a violation of HIPAA/FERPA. Submitting work that was completed using AI-generated content creates a false representation of the knowledge and skills competencies that are measured for graduation and ASHA certification. When submitting work that receives a grade or assessment of knowledge and skills, you should be doing that work independently.
 - Using AI-generated content as your own work is plagiarism. Lack of citing the use of AI-generated content would be considered plagiarism as it is not your own unique work. The use of Generative AI tools such as, but not limited to, ChatGPT, is not permitted for use within the Department of Communication Sciences and Disorders **unless this it is explicitly permitted in writing as part of a specific assignment.** The unauthorized use of Generative AI tools is prohibited and will result in an academic integrity violation which may result in dismissal from the CSD program.
 - You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.
 - Content generated by AI-generated content without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the Office of Student Conduct.
- **Protecting Intellectual Property:**
 - Content and materials for this course are for your learning only and should not be shared with others outside of the class. This includes the materials located within the learning management system, information sent to you through email, and/or content provided to you through webcasting with your professor. You may not share your course connection

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information (login or password), your content received through Canvas, or any videos sent to you that are specifically for this course. This includes sharing postings or recordings made by the instructor or students without permission of the originator. When you are attending a course through web-conferencing (for example, Zoom), there should not be other persons interacting with the system or attending the session. Any violation of this policy can result in disciplinary action. Faculty or students may report those who violate University policies regarding intellectual property to the Office of Student Conduct and Integrity.

○ <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)

- **References:**

- References are expected on ALL assignments using the American Psychological Association (APA) 7th edition style. See the Greenwood Library web site for information. Points will be deducted for failure to use APA style.

- **Assurance Statement:**

- All students are required to review the Honor Code, Code of Ethics, and On-line policies, signing an assurance statement attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in CANVAS. Please submit this statement the first week of class via CANVAS.

Course Requirements:

All assignments should be submitted with the title of the assignment and your initials as the name of the document. For example, if I were submitting the Language Sample, I would name the document Languagesample.btr - Please adhere to this policy for the submission of all assignments. For assignments that have multiple parts, please combine all parts into one document with this title format.

More information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on CANVAS

1. Introduction Activities

- | | |
|--|------------------|
| a. Assurance Statement | 5 Points |
| b. Introduction Discussion Board | 10 Points |
| c. Respondus LockDown Brower Practice Quiz | 5 Points |
| d. Canvas quiz | 5 Points |

2. Language Disorders Notebook (Pediatric & Adult) **50 Points x 2= 100 Points**

Students will compile two comprehensive disorder notebooks, one focused on pediatric disorders and the other on adult disorders. Each notebook should include detailed information for each assigned disorder, with content organized and presented in a professional and visually engaging format.

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For each disorder, include the following:

- **Pediatric Information:**
 - Etiology (causes)
 - Physical characteristics
 - Speech and language characteristics
 - Prevalence and incidence statistics
 - Impact on the five areas of language: syntax, morphology, phonology, semantics, and pragmatics
- **Adult Information:**
 - Etiology (causes)
 - Key characteristics of speech and language deficits
 - Diagnostic criteria
 - Relevant prevalence and incidence statistics

This is a **research-based project**, and you are expected to draw from multiple credible sources, including textbooks, peer-reviewed journal articles, and reputable organizational white papers. All information must be properly cited using **APA format**, including both in-text citations and a reference page for each notebook.

Grading Criteria:

1. Organization and clarity of information
2. Accuracy and depth of content
3. APA formatting and grammar
4. Visual presentation and creativity

Pediatric Notebook Disorders:

- (a) Fetal Alcohol Syndrome
- (b) Down Syndrome
- (c) Fragile X Syndrome
- (d) Autism Spectrum Disorder
- (e) Velo-Cardio-Facial Syndrome
- (f) ADD/ADHD

Adult Notebook Disorders:

- (a) Broca's Aphasia
- (b) Wernicke's Aphasia
- (c) Global Aphasia
- (d) Dementia
- (e) Dysarthria
- (f) Right Hemisphere Disorders

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3. Language Assessments (Pediatric & Adult)

25 Points x 2 = 50 Points

Students will select research **one pediatric language assessment** and **one adult language assessment** (students can choose assessments to review). For each assessment, students will create an annotated bibliography (template provided) that provides a comprehensive overview of the tool and its clinical relevance. Each annotated bibliography must include the following components:

- (a) Assessment Title
- (b) Summary of Assessment
- (c) Purpose of Assessment
- (d) Age Ranges
- (e) Scores provided
- (f) Standardization Sample Information
- (g) Ethical Concerns Noted in Literature
- (h) APA Citation

All entries should be written in clear, professional language and reflect accurate, research-based information.

4. Language Sample Analysis

50 Points

Students will analyze a language sample based on the child's form, content and use. A language sample will be provided along with detailed instructions on how the child's language will be analyzed. Students will submit a narrative summary addressing one strength and one weakness in the child's form, content, use and an overall conclusion. The final narrative will be between 1-3 pages.

5. Exams

100 x 4 = 400 Points

There will be four exams during the semester.

6. Discussion Board Posts

25 Points x 4 = 100 Points

There will be 4 discussion boards throughout the semester. Students are expected to use research as a basis for their post with APA citations and respond to at least one peer's post.

Assignment Summary:

Learning Activity	Point Value
Assurance Statement	5 Points
Introduction Discussion Board	10 Points
Respondus LockDown Browser Practice Quiz	5 Points
Canvas Quiz	5 points
Language Disorders Notebook (2)	50 Points x 2=100 Points
Language Assessments (2)	25 Points x 2 = 50 Points
Language Sample Analysis	50 Points
Exams (4)	100 Points x 4 = 400
Discussion Board Posts (4)	25 Points x 4 = 100 Points
Total	725 Points

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Policies and Information:

Grading Scale:

Grades are earned, not gifts. The instructor does not give grades; rather the student earns the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

- Grades are assigned based on how the student's overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
- Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.
- The grading scale below reflects the grade that will be earned based on the percentage of total points earned.

A	94-100%
A-	90-93.9%
B+	88-89.9%
B	83-87.9%
B-	80-82.9%
C+	78-79.9%

C	73-77.9%
C-	70-72.9%
D+	68-69.9%
D	63-67.9%
D-	60-62.9%
F	0-59.9%

Course Schedule: All assignments, discussion boards, quizzes/exam are due by 11:49pm EST on the date noted within the Course Calendar (located at the back of the syllabus and noted within Canvas course). Once a module has been made available, all assignments, quizzes, etc. may be submitted at any time prior to the due date. Late submissions are not accepted without "excused absence." The instructor reserves the right to make alterations to the course schedule as needed to accommodate the class.

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Tentative Course Schedule

***Instructor retains the right to make changes as necessary during the semester**

All assignments and due dates are posted below prior to the start of class. Dues dates are also posted in Canvas and all assignments must be turned in by the due date. Please note that the course requirements and schedule may change due to the pacing of the course and student-driven interests. All significant changes to the syllabus will be given to students in writing on Canvas.

Week	Module	To Do List	Assignments Due Dates
Part One: Childhood Language Disorders			
Module 1 Weeks 1-3 Jan. 14-28	<ul style="list-style-type: none"> Start Here Introduction to Childhood Language Disorders Associated Disorders 	Owens Chapters 1, 2, & 3 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> Assurance Statement (Due 1/16) Respondus Quiz (Due 1/16) Canvas Quiz (Due 1/20) Introduction Discussion Board (Due 1/20) Discussion Board #1 (Development) (Due 1/27)
Module 2 Weeks 3-6 Jan. 28-Feb. 18	<ul style="list-style-type: none"> Early Childhood Assessment, Intervention, & Systems of Support 	Owens Chapters 4 & 5 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> Discussion Board #2 (Early Intervention) (Due 2/3) Language Disorders Notebook (Pediatric) (Due 2/10) Exam #1 (Chap. 1-5) (Due 2/17-18)
Module 3 Weeks 6-7 Feb. 19-25	<ul style="list-style-type: none"> Assessment Language Sampling & Analysis Cultural and Linguistic Considerations 	Owens Chapters 7 & 8 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> Language Assessment (Child) (Due 2/24)

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Module 4 Weeks 7-10 Feb. 25-March 18	<ul style="list-style-type: none"> • School-Age Intervention • Classroom interventions • Literacy 	Owens Chapters 11, 12, & 13 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Language Sample Analysis (Due 3/3) • Exam #2 (Due 3/17-18)
Part Two: Adult Language Disorders			
Module 5 Week 10 March 18-20	<ul style="list-style-type: none"> • Introduction to Adult Language Disorders • Attention & Memory 	Kimbarow & Wallace Chapters 1 & 2 Additional readings and presentations on Canvas	
Module 6 Weeks 10-13 March 20-April 8	<ul style="list-style-type: none"> • Executive Functions • Right Hemisphere Disorders • Aphasia 	Kimbarow & Wallace Chapters 3, 4, & 5 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion #3 (Aphasia) (Due 3/24) • Language Assessment – Adult (Due 3/31) • Exam #3 (Due 4/7-8)
Module 7 Weeks 13-15 April 8-22	<ul style="list-style-type: none"> • Dementia • Traumatic Brain Injury 	Kimbarow & Wallace Chapters 6, 7, & 8 Additional readings and presentations on Canvas	<ul style="list-style-type: none"> • Discussion Board #4 (Adult Case Study) (Due 4/14) • Language Disorders Notebook (Adult) (Due 4/21)
Module 8 Weeks 15-16 April 22-May 1	<ul style="list-style-type: none"> • Culturally Responsive Trauma-Informed Care 	Kimbarow & Wallace Chapter 9	<ul style="list-style-type: none"> • Exam #4 (Due 4/28-29)