

CSD 266: Normal Language Development

Spring 2024 Syllabus

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: Tuesday/Thursday 11-12:15 in the CPS Café Area; Wednesday/Friday 11-12:15 in my office

E-mail: sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following.

Office Telephone: 715-346-3524

TA: Madelyn (Maddy) Kruckeberg, B.A.; mkruc465@uwsp.edu

Course Information

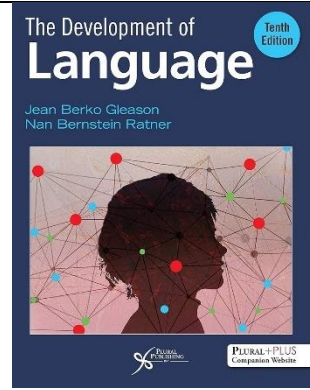
Course Description:

Language is amazing! In this class, you'll learn components of language and the differences between language, speech, and communication. You will discover how language is created and organized in the brain and how language develops and builds upon itself throughout the lifespan. You explore how adults mold and scaffold the language of young children and you'll understand how language develops from noises and syllable strings to sentences and complex stories. I hope you become captivated by the complexity of language yet amazed by the ease at which most of us learn to speak our mother tongue.

Credits: 3

Meeting Room and Times: CPS 024/233; W/F 10:00-10:50 am

Textbook & Course Materials

Cover	Title	Required?	How to Access
	Gleason & Ratner (2024). <i>The development of language</i> (10 th Edition). Plural Publishing.	Yes	<ol style="list-style-type: none"> 1. Rent through UWSP's bookstore 2. Purchase through your preferred online vendor

Course Learning Outcomes

Students will:

1. Compare and contrast speech, language, and communication.

2. Summarize speech and language developmental milestones from birth through high school.
3. Develop materials about language development and facilitation for parents/caregivers.
4. Explain how literacy develops across childhood.
5. Define the five domains of language and describe the interplay between them.

Topic Outline/Schedule

Important Note: The syllabus, etc. are subject to change. Be sure to check Canvas regularly. Changes will be clearly noted in a course announcement or through email.

WEEK	DAYS	TOPIC	READINGS/ASSIGNMENTS (do before Tuesday's class)
1	1/23-25	Overview; Community building; Setting the stage	
2	1/30-2/1	The Development of Language: An Overview and Preview	1
3	2/6-8	Communication Development in Infancy	2
4	2/13-15	Phonological Development: Learning Sounds and Sound Patterns	3
5	2/20-22	Semantic Development: Learning the Meanings of Words	4
6	2/27-29	Catch-up, review, Exam 1 on 2/29	Exam 1; 2/29
7	3/5-7	Putting Words Together: Comprehension and Production of Morphology and Syntax in the Preschool Years	5
8	3/12-14	Language in Social Contexts: Development of Communicative Competence	6
-	3/19-21	SPRING BREAK!!	
9	3/26-28	Theoretical Approaches to Language Acquisition	7
10	4/2-4	Variation in Language Development: Implications for Theory and Research	8
11	4/9-11	Catch-up, review, Exam 2	Exam 2; 4/11
12	4/16-18	Atypical Language Development	9
13	4/23-25	Language and Literacy in the School Years	10
14	4/30-5/2	Bilingual Language Development	11
15	5/7-9	Catch-up; Putting it all together; Project	Project due; 5/9
Wednesday 5/15		Final: Exam 3 8-10 AM	

Course Assignments

1. Exams: There will be three exams, including a final exam. Exams will consist of objective (e.g., multiple choice) and subjective (e.g., short answer, discussion) questions. All exams will be on paper and in person
2. Weekly Quizzes: There will be 11 weekly quizzes to help you understand and process the information. These will be "low stakes" formative assessments and you can take each one up to 3 times. The quizzes are available online via Canvas and will be due the same day and time each week. The lowest quiz will be dropped.
3. Application: There will be weekly opportunities to analyze videos or practice new skills in class as part of a consistent team.
4. Student Hours: You may know them as "office hours." Come meet with me individually or in small groups so we can get to know each other at the beginning of the semester and then drop to meet with me or the class GA one other time during the semester.
5. Project :This will be a "choose your own adventure" project depending on your major, your interests, and your learning goals. Options include things such as developing a literacy activity for preschoolers, creating a brief workshop for childcare workers, or teaching parents how to facilitate language. There will be more specific instructions later.
6. Extra Credit: I offer extra credit for completing the mid- and end-of-semester course evaluations. They are extremely valuable to me since they help me improve. To earn these points, you will upload a screenshot of the final screen after you complete the survey to get these points. (Don't worry. I won't be able to see your answers.)

Assignment Points/Weight

Description	Points	Weight
3 Exams	100 each	35%
10 Quizzes	10 each	15%
Weekly Application	Varied	25%
Project	10 points	15%
Student Hours	10 points	10%
Extra Credit Opportunities (Midterm and Final teacher evals)	5 points each	

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%

B	83-86%
B-	80-82%
C+	77-79%
C	73-78%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%

Contacting the instructor (Me)

Student Hours: See the first page of the syllabus for established weekly student hours. That is the best time to see me. If those hours don't work, then email me for an appointment. **You don't have to have a specific class-related question to attend office hours.** I also enjoy when students drop in for a brief visit just to chat, as well as needing specific help in class or to talk about study strategies. Student hours will be held in my office or in the CPS Café area. A Zoom option is also available as needed.

Email: Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Use a greeting (Dear Dr. Holbrook) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 266 babbling question). I will try to respond within 24 hours. If I haven't responded in that time frame, please send me a reminder email because sometimes yours may get "buried" in my inbox. If you want feedback on an assignment, we need to meet in person or over Zoom.

To have and model a work/life balance, I avoid responding to emails after 5:00 pm or on the weekends.

Disability Accommodations

Students with documentation through disability services will be accommodated. I have worked hard to make all materials accessible to screen-readers and have added closed-captions where possible. I will use automatic subtitles during class. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly. If modifications are required due to a disability, please inform me and contact the Disability Resource Center to complete an Accommodations Request form. Phone: 346-3365 or Room 108--Collins Classroom Center.

"Best by" Dates:

We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment, and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, complete and submit the form on Canvas under "Class Resources." Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In some class meetings you will have at least one project, exercise, test, and/or discussion that will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I would encourage you to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class.

During the first eight days of the regular 16-week term, I will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes. If you do not make satisfactory arrangements with me regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Attendance to class can affect your grade. However, it is likely that many of you may become ill with COVID, flu, etc. Similarly, life events (family illness, births, transportation problems, etc.) happen. While I will be tracking attendance, your absence will not affect your grade, if you let me know prior to class that you will not be in attendance and you make-up the work in a timely manner. If you don't contact me, then there will be no opportunity to make up missed work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse. You will not be offered a make-up option for unexcused absences (e.g., leaving early for spring break).

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" on UWSP's website.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest.

Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials

- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWSP policy.

Intellectual Property

Lecture materials and any potential recordings for CSD 266 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings and take notes for their personal use related to participation in this class. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Artificial Intelligence

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

Teaching Standards

This course addresses the following Wisconsin Teaching Standards:

Standard #1:

Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2:

Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3:

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Student Supports

Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Resources:

Tutoring: Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 234 Collins Classroom Center, ext. 3568

Advising: Academic and Career Advising Center, 209 Collins Classroom Center, ext. 3226

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Counseling Center: Delzell Hall, ext. 3553

Health Care: Delzell Hall, ext. 4646

EMERGENCIES

In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victims.

In the event of a tornado warning, proceed to CSD Clinic hallways. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.