**ComD 266 Normal Language Development Syllabus (Spring, 2020)**

**Instructor: Maggie Watson, Ph.D**

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**Office hours: To be announced (see below)**

**At the beginning of the semester my office hours are “tentative” because my clinic schedule is not yet completed. As of right now, the best times to meet with me are Tuesday/Thursday mornings and Monday/Wednesday afternoons before 3:30. however, I am always willing to work with you to find a convenient time to meet. PLEASE EMAIL ME TO SET UP A TIME TO MEET.**

**Bulletin description: Introduction to normal language development in children from birth through school age with focus on processes of cognitive support for language learning; a functional model of language, and language differences in young children.**

**Required Text: Owens, R.J. (2012). Language Development: an introduction (9th edition). Allyn & Bacon.**

**Disability Statement:** UWSP provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible.  DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

**Teaching Methods:**

* I will use a variety of methods to teach this course including traditional lecture, class discussion, and presentation of videos. Go to CANVS for power points that accompany each chapter. The power point will contain the lecture material & discussion questions. It is advised you print each power point so that you can take notes during the lectures. **I will not pause the lecture for you to catch up on notes if you did not bring the PPT slides with you.**
* A variety of assignments will be used for application of the material including objective tests, a summative paper, and various application assignments.

**Course Objectives/Student Objectives:**

**As a result of being enrolled in this course, students will be exposed to information that covers the following topics. Thus, students will be expected to demonstrate an understanding of the following:**

* **Similarities/differences among communication, speech, and language,**
* **Components of language (defined and examples) and relationship among the components**
* **Various language development models (compare, contrast, and application)**
* **Child development milestones during preschool years & relationship to language development,**
* **Cognitive development (preschool milestones) and relationship to language development,**
* **Importance of social interaction and relationship to language development**
* **Language development strategies used by children; interaction strategies used by adults that enhance language development**
* **Language development milestones across preschool and early school-age years,**
* **Interaction between oral language development and written language development**
* **Highlights of school-age language development across language components**
* **Cultural influences on language development**
* **Bilingualism & Bidialectism; influence on development**

**Student Expectations:**

It is expected that you will attend class, read the chapters in a timely fashion, and actively participate in your own learning. However, I do not grade on attendance or dramatic improvements in your test scores.

I also expect that you will let me know when I am not clear, or you are having difficulty understanding the material. Silence will be interpreted as “understanding.” I view learning as a partnership among the students and the instructor. We can also benefit from each other, and we all have valuable contributions.

**Special Assistance:**

Please let me know early if you are having difficulty with the course content. We can arrange to meet as often as needed, or sometimes I may be able to provide a tutor via one of my graduate assistants**.**

**Getting the most out of the course:**

Studying and learning styles are very personal; however, I do have a few recommendations. I advise to access the power point slides prior to reading the text. In that way, the important information is organized and highlighted for you. Within the slides, I often embed discussion questions, suggestions, or additional information to help you comprehend the material. My informal observation is that students who bring PPTs to class do better on tests than those who do not. Students’ PTT slides are designed for you to take notes. Most of the slides available to you contain the major headings and I will add more information as I lecture. Since you can access the slides before each class, I will not slow down the lecture for you to copy all of the information on each slide.

**Course Assignments:**

**Students must complete all assignments in order to earn a passing grade in this course.**

**1. Examinations:**

There will be three objective examinations, administered approximately every five weeks with the last during finals week. Exams will not be comprehensive; however, some of the material is pertinent throughout the course. Each test will be worth approximately 100 points. Make up exams will only be given if the student presents documentation regarding extenuating circumstances such as a medical emergency, etc. **Approximate exam dates** are listed on this syllabus; however, those may vary by a day or two given how quickly we are able to move through the material.

**2. In-class Writing assignments:**

Frequently I will give you opportunities for direct application of the material via assignments or quizzes to be completed in-class and/or outside of class time. These will involve a variety of activities and formats. For example, an “in-class” writing assignments may involve watching a video of a preschool child and describing behaviors, analyzing a language sample, answering questions about behavior, etc. Outside assignments may involve more extensive applications of the material. These will typically be graded on a 5- or 10-point scale with points awarded for good effort, detail, and accuracy. Points will be deducted from assignments with missing information, inaccuracies, etc. **You must be in the classroom the entire time the assignment is conducted to get the points**. **In addition, if you are on your cell phone during work time you will not get credit.**

Typically, in-class writing assignments are completed individually or in small groups, then we immediately go over the answers. This gives you an opportunity to ask questions, adjust etc., to make sure you understand the material. However, if I notice that students are not putting a great deal of effort into completing the assignments before we go over the answers, then I will just collect them after each is completed and not give you the opportunity to adjust your answers because of the class discussion.

**Assignments will be unannounced and cannot be made-up for any reason, e.g., cannot be made up if you missed because of illness, athletic event, dental appointment, field trip in another class, etc. Please don’t call or email and ask me ahead of time if we are going to have an in-class assignment.**

The total number of points for these assignments will be determined at the end of the semester, but I will adjust the grading scale so that **you can miss 20 points** and your grade will not be affected. Those completing more assignments than what is required on the grading scale may earn extra-credit points (typically a **maximum of 15 points**).

In addition, the instructor reserves the right to alter this policy for students with extenuating circumstances. Such circumstances will involve an extensive absence (e.g. more than three consecutive class periods), and the student must provide the appropriate documentation in a timely manner. Examples include a long-term illness or accident that prevents the student from attending a class, a family emergency that encompasses a great deal of time, etc. Family vacations, trips for sporting activities, work, class trips, random appointments, etc., will not be considered.

Typically, the in-class writing assignments are returned to you the next class period. If you are not in class that day, the papers will be placed on a shelf outside my office door for you to pick up on your own. Keep track on CANVAS to make sure your grades are recorded. With a large class, it’s easy to miss a paper here and there.

**3. Video Observation Paper:** See Assignments on CANVAS for complete assignment and rubric; 60 pts. That information will be forthcoming. Tentative due date is at the beginning of class (1:00 pm on December 6.

**Approximate Points Available for the class**

Test 3 @ 100 approximately points each……………300

Video Observation paper……………….…………………60

Writing Assignments (at least 120 pts.): exact total determined at the end of the semester

Total class points will be approximately 460 - 470

**Grading Scale:**

A: 95-100% A-: 91-94%  B+ 87-90% B 84-86% B- 80-83%  C+ 77-79%

C 74-76% C-: 70-73%  D+ 67-69% D 64-66% D- 60-63%  <60% = F.

**\*I will consider “rounding up” if you are within .05 of the next highest grade AND actively participated in class, attended regularly, etc.**

**Tentative Outline:**

The instructor reserves the right to adjust the outline according to the needs of the class. This information will be communicated either in class or via email. Note that chapters roughly correspond to one week of class time. I attempt to adhere to the sequence of topics presented in each chapter during class discussion/lecture.

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| 1 | Jan 22-24 | Introduction to the course; Introductory information on the parameters of language  | Chpt 1  |
| 2 | Jan 27-31 | Continued discussion of introductory info in chapter 1; and then introduction of language development models (or theories) presented in chapter 2. Nature vs. Nurture; and Generativist vs. Constructionists  | chpt 2  |
| 3 | Feb 3-7 | Finish chapter 2 if needed; Start chapter 3 on Neurolinguistics; structures and function of the brain related to language development | chpt 3 |
| 4 | Feb 10-14 | Early Cognitive Development, cognitive language-relationship, and emphasis on relationship to language development; during this week we will also review for the exam. | Chpt 4 |
|  |  | **TEST 1 on Chapters 1 – 4 Tentatively scheduled for February 17th or 19th** |  |
| 6  | Feb 21 -28 | Social Bases of early language development; this information covers the interaction between adult and child that appears to facilitate language development; child’s role is not passive; stages of intentional communication. | Chpt 5  |
| 7 | March 2 -6 | Language learning processes; this chapter discusses how language learning is not just an accumulation of words; relationship among cognition, production, & comprehension; bootstrapping; universal language learning strategies, parental support  | Chpt 6  |
| 8 | March 9-23 | Begin Chapter 7 A first language: Single word utterances, pragmatic/semantic development; two-word utterances, phonological skills of young children |  Chpt 7  |
| 9/10 | March 25- April 3 |  Chapter 8 Preschool Pragmatic and semantic development; conversational skills, storytelling skills, vocabulary & concept development; review for the exam | Chpt 8  |
|  |  | **Test 2 Chapters 5, 6, 7, 8 approximately April 3** |  |
| 11 - 12 | April 6 - 17 | Chapter 9 Development of language form, emphasis on syntax & morphology; computing MLU; different sentence types & how they develop; phonological skills | Chapter 9 |
| 13 | April 20 -24 | Chapter 10: Early school-age language development; story grammar, figurative language; complex syntax, morphological development | Chpt 10     |
| 14-15 | April 27 -May 8 | Continue Chapter 10 and begin Chapter 11: School-age literacy development; reading models; oral/written language connection; spelling. Review for the exam**VIDEO OBS. PAPER DUE May 1 at 11:00** | Chpt 11 |
|  |  | **Final will cover Chapters 9, 10, 11.**

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**Professional Behavior in the Classroom: Laptops and cell phones are not allowed. Turn you cell phones OFF and put them out of sight. If you have an emergency, and need your cell phone let me know before class. Cell phone use is rude and distracting and associated with poor academic performance** [**http://www.medicalnewstoday.com/articles/269882.php**](http://www.medicalnewstoday.com/articles/269882.php)[**http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=1595375**](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1595375)

[**http://www.degruyter.com/view/j/sigtem.2011.4.issue-1/v10195-011-0039-0/v10195-011-0039-0.xml**](http://www.degruyter.com/view/j/sigtem.2011.4.issue-1/v10195-011-0039-0/v10195-011-0039-0.xml)

 **I also find it rude and distracting when students are obviously attending to material not related to this class; this includes reading other books, writing in planners, and sneaking looks at cell phones, etc. If you don’t want to be in class, don’t come. I will also stop class and ask you to put your cell phone, planner, etc., away if I do see it in use.**