

ComD 266 Normal Language Development Syllabus (Fall, 2016)

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Office hours:

At the beginning of the semester my office hours are “tentative” because my clinic schedule is not yet completed; I will update my office hours as my schedule becomes finalized. As of right now, the best times to meet with me are Monday, Wednesday and Friday mornings before 10:30; 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.

Teaching Methods:

- I will use a variety of methods to teach this course including traditional lecture, class discussion, and presentation of videos. Go to the D2L website for weekly power points. 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.

Professional Behavior in the Classroom: Cell phone use during class will not be tolerated; that includes receiving/sending text messages, checking Facebook, etc. At the start of class put your cell phones away; that means **not on the table or desk or in your lap or in your pockets.** If you have an emergency situation and need your cell phone just let me know. Cell phone use is rude and distracting and associated with poor academic performance
<http://www.medicalnewstoday.com/articles/269882.php>
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>

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.

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 PPT's to class do better on tests than those who do not.

Students' PPT 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 have the ability to 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 90 - 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. Application 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 in order to get the points.**

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, make adjustments 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 as a result 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. 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, 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 D2L 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 course content on D2L for complete assignment and rubric; 50 pts. That information will be forthcoming. Tentative due date is at the beginning of class on Dec 9th.

Approximate Points Available for the class

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

Video Observation paper.....50

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

Total class points will be approximately 450 - 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.**

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.

1	September 7, 9, 12 & 16	Introduction to the course; Introductory information on the parameters of language	Chpt 1
2	Sept 16, 19, & 21	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; Omit pages 45 -52 on "Issues in the study of child language"	chpt 2
3	Sept 23 - 30	Finish chapter 2 if needed; Start chapter 3 on Neurolinguistics; structures and function of the brain related to language development	chpt 3

4-5	Oct. 3-7	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 Approximately October 10	
6 - 7	Oct. 14-21	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; during this week we will also review for the exam.	Chpt 5
8	Oct 24-28	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
9	Oct 31 – Nov 4	Begin Chapter 7 A first language: Single word utterances, pragmatic/semantic development; two-word utterances, phonological skills of young children	Chpt 7
10	Nov 7 - 11	Chapter 8 Preschool Pragmatic and semantic development; conversational skills, storytelling skills, vocabulary & concept development; begin chapter 9	Chpt 8
		Test 2 Chapters 5, 6, 7, 8 Approximately November 14	
11 - 12	November 16 - 23	Chapter 9 Development of language form, emphasis on syntax & morphology; computing MLU; different sentence types & how they develop; phonological skills	Chapter 9
13	Nov, 28 – Dec 5	Chapter 10: Early school-age language development; story grammar, figurative language; complex syntax, morphological development	Chpt 10
14- 15	Dec 7 - 14	Continue Chapter 10 and begin Chapter 11: School-age literacy development; reading models; oral/written language connection; spelling VIDEO OSBS. PAPER DUE Dec 9th at the beginning of class.	Chpt 11
		Final will cover Chapters 9, 10, 11. Final Exam, Wednesday May 18th 10:15 – 12:15	

