

CSD 267: Normal Language Development Lab

Fall 2023

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Office Hours: Mondays 8:30-10 am CPS Cafe
Thursdays 1-2:30 CPS 034

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Class: Tues/Thurs 11:00-11:50 am
CPS 233

The child begins to perceive the world not only through his eyes, but also through his speech.

Lev Vygotsky

In Normal Language Development (CSD 266), you learn about the acquisition of language in typically developing children. In this course, you will apply that knowledge by observing and interacting with toddlers and preschoolers in a natural environment—The University Child Learning and Care Center (UCLCC). During your time at the UCLCC you will specifically take notice of children’s interactions with peers and adults, their behavior, and their literacy exposure and knowledge. Additionally, you will elicit a language sample from one child and complete an in-depth analysis of his/her morphology, syntax, pragmatic, and semantic skills. This will help you to sort out the domains of language and increase your confidence and competence. Additionally, you will learn to appreciate the “messiness” of language, the joy of children, and the awe of language development.

Words are, in my not so humble opinion, our most inexhaustible source of magic.

J. K. Rowling

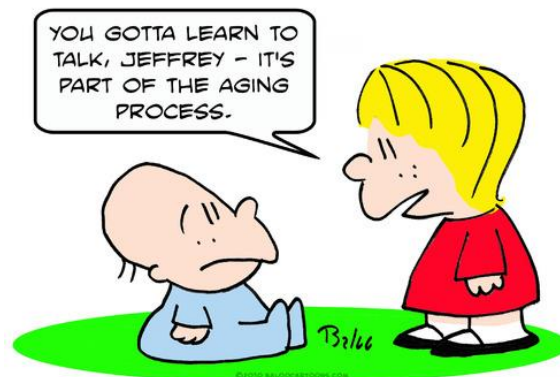
Text

Retherford, K. S., Schreiber, L. R., & Jarzynski, R. L (2019). *Guide to analysis of language transcripts* (4th ed). Pro-Ed Publishing.

Course Objectives

1. Students will transcribe and analyze the morphosyntax, semantic, and pragmatic features of a preschool language sample.
2. Students will identify strategies that facilitate and impede language development and interaction in adult and child dyads.
3. Students will describe preschooler’s development across cognitive, fine/gross motor, and linguistic domains.
4. Students will recognize the impact of situational context upon a child’s language.
5. Students will organize observations into reports that are supported with examples and explanations.

COURSE OUTLINE		
Week/Date	Content	Materials
1. September 5-7	F2F Class: Overview; Getting Started	Canvas; Ch. 1 (pp. 10-15)
2. September 12-14	F2F Class: Syntactic Analysis	Ch. 3
3. September 19-21	F2F Class: Pragmatic Analysis; Visit the UCLCC 9/21	Ch. 4
4. September 26-28	F2F Class: Semantic Analysis	Ch. 2
5. October 3-5	Observations in UCLCC	
6. October 10-12	Observations in UCLCC	
7. October 17-19	Observations in UCLCC	
8. October 24-26	Observations in UCLCC Observation Report 1 is due 10/26 (peers)	
9. October 31- November 2	Observations in UCLCC Elicit language sample no later than this week	
10. November 7-9	Observations in UCLCC	
11. November 14- 16	Observations in UCLCC Transcription, introduction, MLU, Brown's Stages, and morphological analysis are due 11/16	
12. November 21	Observations in UCLCC Observation Report 2 is due 11/21 (adults)	
13. November 28- 30	Observations in UCLCC	
14. December 5-7	Observations in UCLCC Pragmatics, semantic relations, & TTR are due 5/5	
15. December 12- 14	Observations in UCLCC Observation Report 3 is due 12/12 (literacy)	
Thursday, December 21, 10:15 am-12:15 pm	FINAL EXAM Language Sample Summary	



Course Assignments:

1. Language Sample Analysis: You will transcribe a recorded interaction between an adult and child. Then you will calculate MLU and complete morphological, semantic, syntax, and pragmatic analyses of the sample.
2. Language Sample Summary (final exam): You will interpret and explain the results of your language sample analysis.
3. Observation Reports: You will observe toddlers or preschoolers for two hours each week in the UWSP University Child Learning and Care Center (UCLCC). During the semester you will write several guided reflections/reports based on your observations.
4. Attendance: You are expected to complete 10 observations at the UCLCC and attend study hall/office hours a minimum of three times during the semester.

Total Points

Language Sample (total)	125 points
Language Sample Summary	75 points
Observation Reports (25 pts each x3)	75 points
Study Hall Attendance (5 pts each x3)	15 points
<u>UCLCC Attendance</u>	<u>10 points</u>
 Total	 300 points

Grading Scale

A: 93-100%	A-: 90-92%	B+ 87-89%	B 83-86%	B- 80-82%	C+ 77-79%
C: 73-76%	C-: 70-72%	D+ 67-69%	D 63-66%	D- 60-62%	<60% = F

If a percentage has a decimal >0.45, then I will round up IF you have participated regularly and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Course Policies

1. Contacting the instructor
 - Office Hours: I will have established weekly office hours located at the top of the syllabus. 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 virtually for a brief visit just to chat.
 - Email: Remember some faculty receive as many as 100 emails per day. 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. Terrell) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 267 morpheme question). I will try to respond within 24 hours. If I

haven't responded in that timeframe, please send me a reminder email because sometimes yours may get "buried" in my inbox. *To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.*

2. **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 and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.
3. **UCLCC Observations:**
 - You are both a guest and a participant at the UCLCC. It is expected that you adhere to all protocols and instructions from the UCLCC that you will learn at a separate orientation. You will be provided with written guidelines as well.
 - Sign in EVERY time you observe. If you can't find the sign-in log, ask someone. Failure to sign in will result in an absence and will negatively impact your grade. Put the day, time, and room of your observations in your planner, Outlook calendar, or whatever you use for scheduling for the entire semester.
 - Once you schedule your language sample elicitation, write it down. The UCLCC adjusts their schedule to accommodate you, so you can't change your time or no-show.
 - You are given 11 weeks to observe and need to observe 10 times. If you need to miss an observation due to illness, participation in campus athletics, or other excused reasons, you need to email the director of the UCLCC, Mrs. Helf (bhelf@uwsp.edu) and copy me on the email. In your email, include the date/time of your absence and offer several days/times to make up your sessions within 48 hours of the canceled time. Leaving to go home early or go out of town is not an excused absence.
 - Dress appropriately. Do not wear sweatpants, gym shorts, midriff-baring tops, pants/shirts that ride too low. You don't have to "dress up" and you may wear jeans, but don't wear clothes that are ripped/torn or have inappropriate or controversial ads/quotes/words/art on them—keep in mind that you are around young children. You will often be with children outside, so wear shoes and outerwear that is appropriate to the weather.
4. **Required Materials:** You MUST have a 2-pocket folder for this class. Your name needs to be clearly printed on the front cover of the folder. All language sample related assignments (analyses and summary) must be submitted in this folder and previous assignments should also remain in the folder. Observation reports don't need to be in a folder, but must be stapled. LSA materials that aren't in a folder and observation reports that aren't stapled will not be accepted. Assignments need to be placed in Dr. Terrell's mailbox in CPS 038. **DO NOT PLACE THEM IN YOUR MAILBOX**—the only person who should be checking your mailbox is you.
5. **"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 the form located under Student Resources in Canvas.** 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.

6. Attendance:

- Attending class/observations 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 to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class.
- Attendance to class can affect your grade. However, we are still in the midst of a pandemic and it is likely that many of you may become ill. 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. 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. Once observations begin, you will need to let me at the UCLCC director know of your absence and make-up plans. Don't observe in the UCLCC if you have a fever, a positive COVID test, vomiting/diarrhea. However, if you have a runny nose, scratchy throat, etc. and are otherwise fine, you can observe and consider wearing a mask.
- Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" [here](#).
- 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.
- 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.

7. Intellectual Property: Lecture materials and any potential recordings for CSD 267 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.

8. **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.

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 here.

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 using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 234 Collins Classroom Center, ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center, ext 3226	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 victim.
- 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.

This course meets 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 #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.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

