

## **CSD 267: Normal Language Development Lab**

Fall 2021

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Class: Monday/Wednesday 12:00-12:50

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

Lev Vygotsky

Children are born into the world and announce their arrival with a cry. Within a few short months, they begin to express themselves through smiles, coos, babbling, and gestures. When the first word emerges and then they learn to string words together, children learn the power of language. A child says, “juice” and he gets a drink. A toddler screams, “NO!!” and is redirected. These simple utterances impact the environment and cause other people to respond and interact. This language explosion happens so quickly and in miraculous ways!

In this course, you will learn the 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, but the ease at which most of us learn to speak our mother tongue.

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

Author Unknown

### **Text**

Retherford, K. S., Schreiber, L. R., & Jarzynski, R. L (2019). *Guide to analysis of language transcripts* (4<sup>th</sup> 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 develop 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.

<b>COURSE OUTLINE</b>		
<b>Date</b>	<b>Content</b>	<b>Chapter</b>
September 8	Overview of this course	Canvas
September 13-15	Getting started; practice	1 (pp. 10-15)
September 20-22	Semantic Analysis	2
September 27-29	Syntactic Analysis	3
October 4-6	Pragmatic Analysis	4
October 11-13	Pulling It All Together	Canvas e-reserve
October 18	Weekly observations	Canvas e-reserve
October 25	Weekly observations	Canvas e-reserve
November 1	Weekly observations	Canvas e-reserve
November 8	Weekly observations	Canvas e-reserve
November 15	Weekly observations	Canvas e-reserve
November 22	Weekly observations	Canvas e-reserve
December 29	Weekly observations	Canvas e-reserve
December 7	Weekly observations	Canvas e-reserve
December 13 10:15 am-12:15 pm	<b>FINAL EXAM</b>	

**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. Weekly Video Observations: You will watch a few short videos of typically developing toddlers and preschoolers each week and write up a brief observation report. These will be due each Thursday by 5 pm
3. Final Exam: Your final exam will be a descriptive analysis of a longer parent-child video.

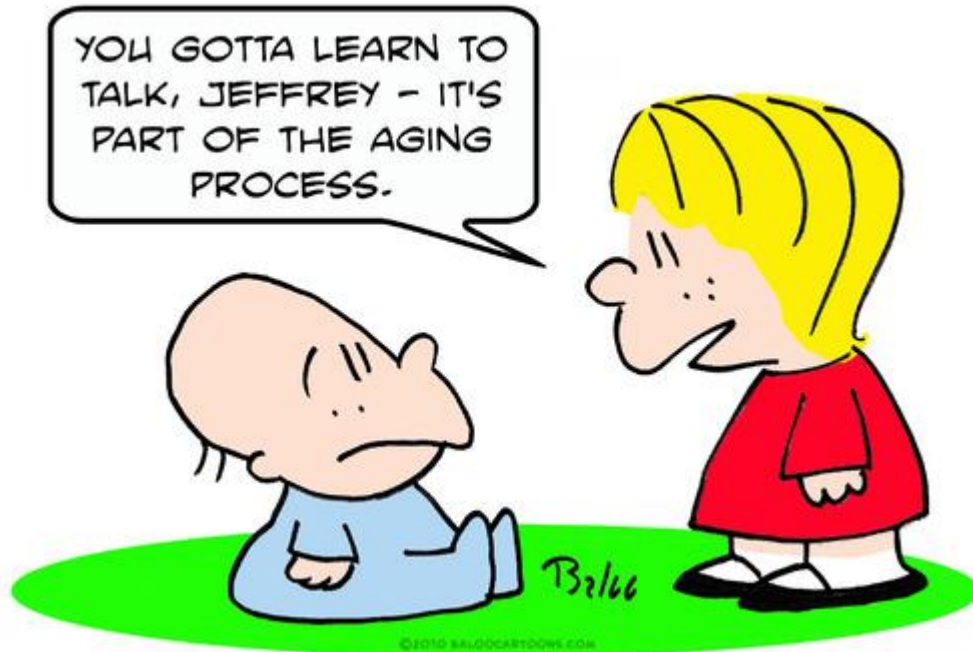
### Total Points

Language Sample (Part I)	50 points
Language Sample (Part II)	100 points
8 weekly observations (10 pts each)	80 points
<u>Final Analysis</u>	<u>50 points</u>
Total	280 points

### Grading Scale

A: 94-100%	A-: 90-93%	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 in Zoom once the clinic schedule is set and that is the best time to see me. I will be using a Zoom and Bookings scheduler, so that you can alert me if you are coming. 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 266 babbling 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. "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, fill out the "due date extension request" form in advance and outline a new due date with justification. the due date. 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.
4. 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.

5. 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 to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class. **Note that properly worn (covering nose and mouth) face coverings are required to attend class.**
- Attendance to class can affect your grade, especially if you are working toward a “+” (see grading policy). However, we are still in the midst of a pandemic and it is likely that many of you may be quarantined due to exposure or actually 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.
- 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.

**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](mailto:dos@uwsp.edu).

Tutoring	Advising	Safety and General Support	Health
<b>Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, &amp; Science. 018 Albertson Hall, ext 3568</b>	Academic and Career Advising Center, 320 Albertson Hall, 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.

