



VALDOSTA
STATE
UNIVERSITY

Dewar College of Education
Department of Communication Sciences & Disorders

CSD 3070 – Fall 2012
Normal Language Acquisition
3 Semester Credits

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

REQUIRED TEXTBOOK & READINGS

Owens, R.E., Jr. (2012). *Language development: An Introduction (8th Ed.)*. Boston, MA: Pearson.

Additional course materials will be available on the Blazeview website for this course.

COURSE DESCRIPTION

This course is designed to provide an initial study of language acquisition by focusing on the sequence and process of typical communication development in children. Topics include theories of language development, the sequential acquisition of the major components of language, variables affecting language acquisition, and clinical application.

Prerequisites: CSD 2999 or SPEC 2999

DEWAR COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. Content and Curriculum: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the CSD major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>

CSD 3070, in particular, supports Core Curriculum AREA C:

“Students will analyze, evaluate, and interpret diverse forms of human communication.”

STANDARDS FOR ACCREDITATION OF EDUC. PROGRAMS IN SPEECH-LANGUAGE PATHOLOGY

STANDARD III-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic cultural bases.

COURSE OBJECTIVES (CO):

Upon completion of this course, the student will:

1. Demonstrate an understanding of typical developmental sequences for the acquisition of speech and language in children.
2. Demonstrate an understanding of theoretical bases of language.
3. Demonstrate an understanding of the cognitive and perceptual bases of early language development.
4. Demonstrate an understanding of social and communicative bases of early language development.
5. Be able to describe a variety of language learning processes for young children.

6. Be able to discuss semantic, syntactic, morphological, phonological, and pragmatic components of language.
7. Be able to discuss the role of child development as it relates to observing a child's speech and language acquisition and development.
8. Be able to apply knowledge of child development, including language acquisition, to their observations of young children in natural settings.
9. Be able to apply knowledge of the social/communicative bases of early language to their observations of caretaker/child interactions.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

- A. *Reading Points* - Due to the amount of content covered in this class, assigned reading will be crucial for helping students acquire knowledge and skills. Up to 5 quizzes will be administered across the semester. Students will work in a small group (3 to 4 students) to answer multiple choice questions based on assigned readings. Reading points will be accrued across the semester for a total quiz grade (valued at 100 points). Quizzes may not be announced in advance by the instructor.
- B. *Examinations* - There will be three (3) examinations throughout the semester, inclusive of the final. All exams are worth 150 points each for a total of 450 exam points across the semester. The final exam will be comprehensive. Exam material may include lectures, videos, guest speakers, journal articles, supplemental readings, and textbooks. Any make up examinations will be given only under documented circumstances at the sole discretion of the instructor.
- C. *Language Sample Analysis Project* –To better prepare the scholars of tomorrow through practical application experiences and engagement in the research process, students will participate in a language sample analysis project using LENA system (LENA = Language Environment Analysis). Individually, students will need to complete the CITI training modules on the ethical conduct of research **prior** to participation in the LENA project. Any student who fails to adequately complete such training will not be allowed to participate and will forfeit all points for the assignment. This research project is worth 250 points.
*Students enrolled in CSD 3070 as an honors course will be required to participate in an additional analysis of child and parent pragmatic language skills.
- D. *ASQ Child Observation Project* – Each student will observe a child between the ages of 1 month and 5 years, 6 months. The Ages & Stages Questionnaires (Squires & Bricker, 2009) will be used to document the child's current skills. This project will be valued at 100 points. This project is separate from the research project involving parent-child communicative interactions.
- E. *Literacy Instruction Assignment* – Each student will respond to questions about his/her literacy learning experiences. This assignment requires knowledge of three instructional approaches to reading: phonics, whole language, and balanced reading. This assignment will be valued at 50 points.

- F. *Participation Grade* – Based on the expectations for course attendance and participation found throughout this syllabus, a rubric will be utilized to assign up to 50 points for attendance and active participation in the course. Each student is expected to have read the text and other assigned materials in preparation for each class session.

Assignments due in class are expected to be turned in at the start of the class period. The penalty for late assignments is a 10% reduction off the total points possible for **each day** beyond the assigned deadline. Assignments not submitted will be awarded zero points at the end of the semester.

COURSE EVALUATION

<i>Source</i>	<i>Points</i>
Reading Points	100
Three exams (150 points each)	450
Language Sample Analysis Project	250
ASQ Child Observation Project	100
Literacy Instruction Mini-paper	50
Participation Grade (attendance & discussion)	50
Course Total	1,000

The following %-based grading scale will be used for assigning all grades:

- A 92-100
- B 84-91
- C 76-83
- D 68-75
- F 67 and below

Incompletes will not be given in this course without documentation of an extraordinary event (requires approval by the COE Dean and the VSU Dept. of Academic Affairs).

If a student is concerned regarding his/her academic performance, a conference with the instructor should be scheduled as soon as possible to determine the most effective method for handling the concern.

CLASSROOM CONDUCT POLICIES

This is an upper level course, and as a result, professional behavior and classroom decorum is expected. Students should be on time for class and assignments turned in on time. Discussion during class should be respectful and courteous. Debate of issues will be promoted using the motto “Be *hard* on the issues and *soft* on people.” All in-class and out-of-class discussions with the instructor should be grounded in PERSON-FIRST language. For instance, saying “a child with autism” versus an autistic child.

Use of cell phones, text messaging devices, headphones, and similar technology will not be allowed during class instructional activities. In order to promote an atmosphere conducive to learning, a student may be asked to leave should there be an incident relating to any of these or similar items. At any time during the semester, inappropriate usage of laptop/computers (i.e. checking email, accessing social networking sites, surfing the internet, etc...) can result in banning laptop/computer usage for the remainder of the semester. This is at the sole discretion of the instructor. Cell phones and computer devices will not be permitted on your desk or within view during quizzes and examinations. Likewise, hats, visors, sunglasses, scarves, and similar apparel will not be allowed during quizzes or examinations.

ATTENDANCE / PARTICIPATION POLICY

Class attendance and active learning are expected; as such, class attendance may be taken. Some course content will only be presented in class. Students who must miss class for legitimate reasons are expected to arrange to get notes and handouts on their own (preferably from Blazeview and fellow classmates). To promote ongoing learning, many class sessions will include a group reading quiz, based on readings assigned for that week's class. *If you are not present in class for the reading quiz, you will not earn the reading points for that week.* If your absence is excused, you will be given the option to write a self-assessment for each chapter assigned.

The instructor's lectures/presentations will include videotape examples, case based discussions, handouts, in-class small and large group activities, and individual technology learning. Student questions and contributions based on readings and life experiences are encouraged. In addition, students may be asked directly to answer questions in a group learning atmosphere about readings and topics presented in class.

The University policy regarding attendance will be strictly adhered to in the administration of grades. Missing more than 20% of the class will result in an administrative "F". The instructor appreciates students who call, e-mail, and/or leave messages on days that they will not be in attendance.

ACADEMIC HONESTY POLICIES & PROCEDURES

VSU's Academic Integrity Conduct Code:

"Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

The academic student conduct code and related policies and procedures are available in the VSU Student Handbook and online at <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

The Dewar College of Education Policy Statement on Plagiarism is available at <http://www.valdosta.edu/coe/psop.shtml>. Consequences of academic dishonesty in the Dewar College of Education are as follows:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY).

For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

APA STYLE:

The Department of Communication Sciences and Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for writing in the APA style are found in manual referenced below:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

STUDENT OPINION OF INSTRUCTION (SOI):

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey through BANNER. Students will receive an email notification through their VSU email address when the survey is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOI surveys, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available online at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

PROFESSOR

Name: Jade Coston, Ph.D., CCC-SLP
 Office Address: Special Ed. & Communication Disorders - Room 109
 Office Phone: (229) 219-1307
 Email: jhcoston@valdosta.edu

Office Hours: Monday 12:30 to 3:30
 Wednesday 12:30 to 3:30
 Friday 10:00 to 11:00
 Friday 12:30 to 3:30

COURSE OUTLINE:

The following outline is a general guide and will vary according to the time needed for content to be thoroughly covered in class. Assigned chapters, journal articles, and other materials should be read before the corresponding class dates.

Week	Dates	Topics	Readings	Assignments Due
1	Aug. 13-17	What is language?	<ul style="list-style-type: none"> ▪ Ch. 1, pages 1-18 	
2	Aug. 20-24	Components of language; Models of language development	<ul style="list-style-type: none"> ▪ Ch. 1, pages 18-35 ▪ Ch. 2, pages 37-44 	Aug. 22 CITI Modules completed on ethical conduct (LENA project)
3	Aug. 27-31	Language Research and Analysis; Neurolinguistics & Theory of Mind!	<ul style="list-style-type: none"> ▪ Ch. 2, pages 44-55 ▪ Ch. 3 ▪ Miller article (2006) 	Aug. 27 First Reading Quiz (subsequent quizzes may not be announced)

Week	Dates	Topics	Readings	Assignments Due
4	Sept. 3-7	*9-3-12 Labor Day Early cognitive development	<ul style="list-style-type: none"> Ch. 4 	
5	Sept. 10-14	Wrap-up / Review Chapters 1-4		Sept. 12 Exam 1 (covers first 4 chapters, reading assignments, & topics discussed in class)
6	Sept. 17-21	Social & Communicative Bases of Language	<ul style="list-style-type: none"> Ch. 5 Rollins article (2003) 	
7	Sept. 24-28	Language Learning	<ul style="list-style-type: none"> Ch. 6 Woods, Kashinath, & Goldstein article (2004) 	Sept. 26 Annotated Bibliography entries due
8	Oct. 1-5	Toddler Development	<ul style="list-style-type: none"> Ch. 7 Tomasello, Strosberg, & Akhtar (1996) 	
9	Oct. 8-12	Preschool Development: Pragmatics & Semantics	<ul style="list-style-type: none"> Ch. 8 McDonald Connor & Craig (2006) 	
10	Oct. 15-19	*10-15-12 Fall Break Preschool Development: Morphology	<ul style="list-style-type: none"> Ch. 9, pages 269-280 	Oct. 17 ASQ Child Observation Project due
11	Oct. 22-26	MLU & Brown's Stages review	<ul style="list-style-type: none"> Miller & Chapman article (1981) 	Oct. 22 Exam 2 (covers chapters 5-8, reading assignments, & topics discussed in class)
12	Oct. 29 – Nov. 2	Preschool Development: Syntax & Phonology	<ul style="list-style-type: none"> Ch. 9, pages 280-313 Craig-Unkefer & Kaiser article (2002) 	

Week	Dates	Topics	Readings	Assignments Due
13	Nov. 5-9	School-Age Language Development	<ul style="list-style-type: none"> ▪ Ch. 10 	<u>Nov. 7</u> LENA Project Analyses due
14	Nov. 12-16	Literacy Development	<ul style="list-style-type: none"> ▪ Ch. 11 ▪ Justice & Kaderavek article (2004) 	
15	Nov. 19-23	Adolescent & Adult Language <i>*Happy Thanksgiving!</i>	<ul style="list-style-type: none"> ▪ Ch. 12 	<u>Nov. 19</u> Literacy Instruction Mini-Paper due
16	Nov. 26-30	Variation in Language Development	<ul style="list-style-type: none"> ▪ Goldfield, Snow, & Willenberg chapter (2013) 	
17	Dec. 3-7	Course Review & Final Exam		
Final Exam Friday, December 7th at 12:30 p.m.				

*Reading quizzes will be conducted throughout the semester and may not be announced in advance.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change based on the needs of class participants and the instructor. The instructor will follow the outline above as much as possible; however, reserves the right to increase or delay the pace of the course based on student performance and feedback. The amount of material covered and the dates of examinations are approximate. This practice is in concert with Accelerated Learning Theory, which purports that instructors facilitate student learning by maintaining flexibility in programming rather than adhering to unalterable schedules.