

Course

CSD 215

10:00 – 10:50 a.m. MWF

Reynolds Center C 202

Course Description

Normal Speech and Language Development. (3) Fall, Spring

Normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required. “This course adheres to university guidelines regarding workload requirements per credit hour.”

Required Materials

Hulit, L.M., & Howard, M.R. (2011). *Born to talk: An introduction to speech and language development*. (5th ed.). Boston: Allyn and Bacon.

Retherford, K.S., (2007). *Guide to analysis of language transcripts*. (3rd ed.). Austin, TX: Pro-Ed.

Relationship to Harding University Liberal Arts Curriculum:

The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 325 are as follows:

- Spiritual, moral & ethical values
- Critical thinking
- Individual and the Social Environment
- Natural World
- Speaking skills

Relationship to ASHA Standards

ASHA upholds seven Standards related to academic and clinical training as well as continuing education. This course contributes to completion of Standards III-B and III-D. You each have a KASA form on file with the department to help track your knowledge and skills as related to the standards as your move toward obtaining your CCC.

Upon completion of this course the student will demonstrate knowledge of the following objectives as demonstrated by achieving a passing grade on all exams and course projects.

- The definition of speech, language and communication
- The definition and functions of the components of language
- The most common theories of language development
- Aspects of general human development that influence language development
- The cognitive and perception bases of communication
- The sociocultural bases of communication
- The sequence and stages of preschool language development
- The sequence and stages of school age language development

- Second language acquisition and use
- Multicultural aspects of language acquisition and use including preserving the individual's home language
- The collection of a language sample
- The basic procedures used for the analysis of morphological, semantic, syntactic, and pragmatic aspects of language

It is to be understood that this is an introductory course that provides a foundation of general information to be built upon in the advanced courses of communication sciences and disorders.

In order to avoid misunderstandings regarding course policies, you are provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

Course Policies and Professional Conduct

- Attendance is expected. Role will be checked at each class meeting. Three unexcused absences will be tolerated. Upon the **fourth** absence, your final grade will be lowered by **one letter grade**. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."
- Students are expected to read assigned material prior to coming to class and be prepared to participate in class discussions.
- Students who miss class for any reason are responsible for all content. Time will not be spent in class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor.
- Students must seek the instructor's permission to tape record a lecture.
- All typed assignments must be double-spaced using Times, Times New Roman, or Arial font. All font sizes must be size 12.
- All cell phones and pagers must be turned off during class. Do not text or e-mail during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class.
- Written work must be correct in mechanics (e.g. spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- Submitting work directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.
- No cheating will ever be tolerated. You will be turned in on the spot, excused to leave and not come back.
- All assignments will be submitted at the assigned time at the **beginning** of class. Late work will have 10 percentage points subtracted from the grade for each day (including weekends) it is late past. For example, if you achieved an 85% on an assignment but it was 3 days late your final grade is 55%. Any requests for quiz or test changes must be approved **ahead** of time with a doctor or university note. No exceptions!

Course Requirements – All course requirements must be completed in order to receive credit for this course.

1. Each student will be required to collect a language sample of a three to five year old child. General requirements for the language sample will be as follows: Each sample should consist of 100 of the child's spontaneous utterances. You will be instructed regarding the logistics of collecting the sample in class. Chapter 1 in the Retherford text provides suggestions for the collection of a language sample. You will transcribe all child and adult utterances. Type the child's utterances in both upper and lower case letters. Type adult utterances in all capital letters. Double-space throughout the transcription. Number all child utterances. Do not number the adult utterances. Utterances should be placed on the left side of the page and contextual notes and glosses should be placed on the right side of the page. At the top of the page be sure to put information about the child (e.g., age, birth date, sex, your name), the setting (home, preschool, daycare), participants, time of day, and materials (kinds of books, toys). An example of a completed language sample will be available for you to consult in the workroom of the Speech and Hearing Clinic. See course schedule for due date. **Late papers will not be accepted since we will be working with them in class on the due date.**
2. Each student will be required to read and summarize one professional peer reviewed journal article on an aspect of normal language acquisition. There will be several articles to choose from on reserve in the Brackett Library; you are to choose one of them. The summaries should be typed using APA style bibliographic entry and submitted in the same format as the form attached to this syllabus.
3. Three hours of observation of language therapy. It is strongly suggested that each student observe therapy sessions under the supervision of an ASHA certified speech language pathologist and not just sessions in our clinic. You must turn all the documentation on the due date. 10 points will be deducted for each day it is late including weekend days.
4. There will be two major examinations and a comprehensive final.
5. Each student will complete a language analysis in class.
6. Each student will participate in Baby Day. Several children age birth-5 years will visit our class providing opportunity for students to observe developmental milestones as well as interact with the children.
7. Create some type of informational material. Include specific milestones in one aspect of language development (phonologic, morphologic, syntactic, semantic or pragmatic) that could be distributed to parents or caregivers as a reference.* More information will be provided in class.

Grades

Exam 1	100 points
Exam 2	100 points
Language Sample	50 points
Article Summary	50 points
Observations	60 points
In Class activities	50 points
Developmental milestone material	100 points
Final Exam	200 points
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Total	710 points

A	100 – 90%
B	89 – 80%
C	79 – 70%
D	69 – 60%
F	59% and below

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Instructor

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Office hours are posted on my office door.

Psalm 139:14 (The Message)

13-16 Oh yes, you shaped me first inside, then out; you formed me in my mother's womb. I thank you, High God—you're breathtaking! Body and soul, I am marvelously made! I worship in adoration—what a creation! You know me inside and out, you know every bone in my body; You know exactly how I was made, bit by bit, how I was sculpted from nothing into something. Like an open book, you watched me grow from conception to birth; all the stages of my life were spread out before you, the days of my life all prepared before I'd even lived one day.

**The idea for these assignments were developed by Jenni Ask, M.S., CCC-SLP at the University of North Carolina – Greensboro.*

