



CSD 1150 Normal Speech, Language, and Cognitive Development

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – M/W/F 11:00-11:50

Swaid 214

Instructor: Joni Day, M.C.D., CCC-SLP

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Semester/Term: Spring 2025

Office Hours: Email to set up appointment

Course Information

Course Description

Normal speech and language acquisition, cognitive development, and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.

Prerequisites

There are no required prerequisites for this course.

Course Rationale

By studying the normal progression of speech, language, and cognitive development, students will be better prepared to identify potential concerns, provide effective interventions, and contribute to the well-being and success of individuals across various stages of life.

Course Materials

Required materials:

Students may opt in to access an online version of the textbook from the Brackett Library via a link that is made available in the Canvas course. Students will be able to access the online textbook as long as they are a Harding student. If a paper copy of the book is preferred, the students may purchase the book directly from the publisher,

Amazon, or any other vendors.

Textbook:

- Levey, S. (2019). *Introduction to language development*. (2nd ed.). Plural Publishing, Inc.
- The instructor may also supply readings for this course on Canvas

Other Required Materials:

- Subscription to Master Clinician Network

Course Communication Protocols

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (jday2@harding.edu), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement

Speech pathology is a profession in which we stand in awe of God knowing that we are “fearfully and wonderfully made” in HIS image (Psalms 139:14). From children learning to speak and utilize language, to a grandparent learning to communicate again, the human body and its ability to develop, change, repair, and replenish is an amazing concept to see unfold. In my course, I hope to always incorporate the role that we as speech pathologists play as an instrument of God in the teaching, developing, and rehabilitation process.

Learning Objectives

Liberal Arts Learning Outcomes (LALOs)

- Students will write and speak English with precision and clarity.
- Students will read and listen with fluency and comprehension.
- Students will create work that demonstrates originality and elegance.

Program Learning Outcomes (PLOs)

This course is not attached to a departmental PLO, however, the knowledge and skills in the course will

contribute to the skills measured in other CSD courses.

Course Learning Objectives (CLOs)

Upon completion of this course, you will know:

- The definition of cognition, speech, language, and communication
- The definition and functions of the five components of language
- The most common theories of speech, language, and cognitive development
- Aspects of general human development that influence speech, language, and cognitive development
- The sociocultural bases of communication
- The sequence and stages of infant and toddler speech, language, and cognitive development
- The sequence and stages of preschool speech, language, and cognitive development
- The sequence and stages of school-age speech, language, and cognitive development
- Multicultural aspects of language acquisition and use including preserving the individual's home language
- The introduction of a language sample analysis
- The development of literacy skills

Grading and Assignment Details

Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

- 100 points for class activities (creative journaling, reflective writing, etc.)
- 10 points for observations turn in
- 5 points for each observation turned in
- 25 points for Language Sample Analysis
- 144 points for quizzes
- 106 points for test 1
- 100 points for test 2
- 100 points for test 3
- 25 points for a Developmental Milestone Kit
- 100 points for comprehensive final

Grade schedule: **A-** 90-100

B- 80-89

C- 70-79

D- 60-69

F- less than 60

Late work policy

Timely submission of work is essential. Late work is not accepted, and a score of zero will be recorded - exceptional circumstances are handled on a case-by-case basis.

Course Assignment Details

- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!

- Students are expected to read and complete assigned materials prior to coming to class and be prepared to participate in class discussions and quizzes.
- In order to be successful in knowing the course material, students need to ask questions. The instructor is not able answer questions to provide a more in-depth knowledge of the course material if students do not ask.
- Out of courtesy for all those participating in the learning process, all cell phones must be turned off or set to silent.
- Do not text, call, or engage in any form of communication on your cell phone during class. In case of urgent matters, please step outside the classroom to attend to them.
- To maintain focus and engagement during class, the use of computers is not permitted unless specifically required for a class activity. All notes should be handwritten to support active learning and retention, as current research suggests that writing information out by hand significantly improves memory and understanding. If you prefer to take notes digitally, you may use an iPad or similar device with a stylus.
- The instructor reserves the right to mark a student absent if he or she is using a phone, tablet, or laptop in a way that does not directly relate to the class.
- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Submitting work taken 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.
- Students MUST seek the instructor's permission to video or audio record a lecture due to copyright laws and HIPAA.
- Students are expected to follow the University policy regarding dress code, as well as any additional dress requirements for clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.
- No cheating will ever be tolerated.
- All exams will be taken in the classroom unless other arrangements have been made between the instructor and student.
- All phones, watches, and earbuds (AirPods) are to be placed in the student's backpack during an exam. Any texting, instant messaging, e-mailing, or social media sites used during an exam will be considered cheating, and a zero will be given for the exam.
- In order to maintain fairness and consistency throughout the course, bonus points will not be offered at the end of the semester, especially before or after the final exam. Students are encouraged to focus on mastering the material throughout the entire term and to seek support early on if they need assistance. Requests for additional points will not be considered as part of the grading process. Please plan accordingly to complete all assignments and assessments to the best of your ability throughout the course.
- In the words of Andy Stanley, ask yourself this question throughout the semester: "In light of my past experience, current circumstances, future hopes and dreams, what's the wise thing for me to do?"

Course Requirements- (must be completed to earn credit in this course):

- Each student will complete a Developmental Milestone Kit. There will be both an oral presentation and written report. Further instruction surrounding the kit will be provided later in the semester.
- Each student will observe and document language/speech/cognitive development milestones in a child between the ages of 3 and 5 years old. **The instructor will make arrangements with a local preschool to complete this assignment.** This assignment allows students to apply theoretical knowledge of speech, language, and cognitive development to real-world observations, fostering a deeper understanding of these concepts. It also encourages critical thinking and reflection on individual differences in development.
- Each student will complete three hours of guided clinical observations and submit them using the appropriate format. All observation hours will be provided through Master Clinician Network (MCN) in class and guided under the direction of the instructor.

- If three hours are not completed and turned in, the student will receive a zero for the assignment.
 - If a student turns in all 3 hours but did not follow the Observation Protocol or Calipso instructions, points will be deducted.
 - If the student does not receive approval for the hours submitted in Calipso, they must make arrangements to meet with the professor before the semester ends. If a meeting is not scheduled with the instructor concerning the observation hours, the student will receive a zero for the assignment and the observation hours will not count for the class.
 - If the student does not have Calipso, it will be their responsibility to enter the observation hours from this course once they have Calipso.
- Three exams will be given during the semester
 - There will be ten to eleven quizzes
 - There will be several class activities and creative journaling planned around course material discussed.
 - Each student will be introduced to a language sample analysis (LSA). *More information will be provided in class.
 - Updating entries into Calipso is a course requirement for every class in the CSD Department.
 - CSD majors who have Calipso must complete the summative portfolio assignment as outlined by this course instructor by the due date established by this course instructor.
 - If the student is a CSD major but does not have Calipso, they will need to upload the information once they have a Calipso account. The instructor will provide a list of information needed to upload into Calipso for this course.

Attendance & Participation

- Students should communicate with their professors via email when missing class for a health issue. Three unexcused absences will be tolerated. Upon the fourth unexcused absence, the final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."
- Students who miss class for any reason are responsible for the content presented. 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 by e-mail.
- If an assignment, test, or quiz is missed during an excused absence, the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be a zero. The make-up exam will be of equal value (points) but may vary in format.
- Students with an unexcused absence will not be allowed to make up class activities, tests, or quizzes.

Attendance policy: [Harding University Attendance Policy](#)

Submitting Assignments

- Canvas will be used for submitting assignments. Each assignment will have a correlated spot for submission. Name your file in a way that identifies you and the project you are submitting. An example might be J Day: Developmental Milestone Project Birth to 2 months. If your file is too large to upload to Canvas, use Google Drive, or send it via email. Please follow up with me on your submission with an email alerting me to look for the submission to another source besides Canvas.

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including

tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#). Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

University 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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

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 Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279-4019.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not

necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the

final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. These services can be found in the following link: [Academic Support Services](#)

Student Support Services

Harding offers a wide variety of student support services. These services can be found in the following link: [Student Support Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Course Schedule: *Dates are subject to change. It is your responsibility to stay up to date with any changes communicated by the professor in class and/or in Canvas.

Week	Topic	Readings	Activities
1	Welcome/Course Intro.		Class Activity

	Intro to Speech and Lang. Acquisition/Cognition/Connection of the Brains	Chap 1 Reading assignments in Canvas	Lecture/Discussion/Class Activity
2	Intro to Speech and Lang. Acquisition/Cognition/Connection of the Brains An Intro to the Theories of Lang./Cognitive Development	Chapter 1 Reading assignments in Canvas Chapter 2 Reading assignments in Canvas	Jan. 20 th – NO CLASS Lecture/Discussion/Class Activity Lecture/Discussion/Class Activity
3	Theories of Lang./Cognitive Development Cont. Brain	Chapter 2 Reading assignments in Canvas Chapter 3 Reading assignments in Canvas	Lecture/Discussion Class Activity Lecture/Discussion Class Activity
4	Brain TEST 1--Chap.1-3	Chapter 3 Reading assignments in Canvas	Lecture/Discussion, Class Activity February 7th, Test 1
5	Infant and Toddler Speech, Lang., and Cognitive Development	Chapter 4 Reading assignments in Canvas	Lecture/Discussion, Class Activity
6	Infant and Toddler Speech, Lang., and Cognitive Development	Chapter 4 Reading assignments in Canvas	Lecture/Discussion/Class Activity
7	Infant and Toddler Speech, Lang., and Cognitive Development	Chapter 4 Reading assignments in Canvas	Lecture/Discussion Class Activity
8	Infant and Toddler Speech, Lang., and Cognitive Development TEST 2 – Chapter 4	Chapter 4 Reading assignments in Canvas	Lecture/Discussion Class Activity March 7th – Test 2
9	Preschool Speech, Lang., and Cognitive Development	Chapter 5 Reading assignments in Canvas	Lecture/Discussion Class Activity
10	Preschool Speech, Lang., and Cognitive Development	Chapter 5 Reading assignments in Canvas	Lecture/Discussion Class Activity

11	SPRING BREAK	_____	_____
12	Preschool Speech, Lang., and Cognitive Development	Chapter 5 Reading assignments in Canvas	Lecture/Discussion Class Activity
13	Speech, Lang., and Cognitive Development in Middle and Late Childhood and Adolescence	Chapter 6 Reading assignments in Canvas	Lecture/Discussion/Class Activity
14	Speech, Lang., and Cognitive Development in Middle and Late Childhood and Adolescence	Chapter 6 Reading assignments in Canvas	Lecture/Discussion/Class Activity
15	Speech, Lang., and Cognitive Development in Middle and Late Childhood and Adolescence TEST 3, Chap. 5 & 6	Chapter 6 Reading assignments in Canvas	Lecture/Discussion/Class Activity April 25th , Test 3
16	In class work on projects School Observation Day Presentations of Projects	Play/Milestone Projects ----- Class presentations	April 28th April 30th May 2nd
17	Comprehensive Final Exam		May 8th from 10:30-12:30