**1 Corinthians 12:18 (NIV)**
“But in fact God has placed the parts in the body, every one of them, just as he wanted them to be!”

**Psalm 139:13-16 (NIV)**
“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.”

**Psalm 127:3 (NIV)**
“Children are a heritage from the Lord, offspring a reward from him.”

**Matthew 18:3-5 (NIV)**
And he said: “Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.”

**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.

**Required Materials**

Upon completion of this course the student will demonstrate knowledge of the following additional 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 five 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 introduction of a language sample analysis
- The basic procedures used for the analysis of morphological, semantic, syntactic, and pragmatic aspects of language
Upon completion of this course, the following Student Learner Objectives (SLOs) of the CSD Department will be obtained:

SLO 2: Demonstrate knowledge of basic human communication processes including biological, acoustic psychological, developmental, and linguistic and cultural bases across the life span.

SLO 8: Completion of 3 of the 40 clock hours in a supervised clinical setting.

Upon completion of this course, the following University Learning Outcomes (ULOs) will be obtained:

ULO 5: Students will contribute effectively as a member of a team working toward a shared goal.

ULO 6: Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts

ULO 8: Students will apply creative methods characteristic of the arts and literature to generate innovative and original solutions to problems in different contexts.

The American Speech-Language-Hearing Association (ASHA) upholds specified standards related to academic and clinical training as well as continuing education. This course provides an introduction to the knowledge and skills of the seven ASHA standards and contributes to the completion of the following standards:

Standard IV-B – knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

Course Policies and Professional Conduct

- Attendance is expected. Attendance will be checked at each class meeting. All health/family related absences should be documented through the University Health Services or the Provost Office. If the absence is not entered in the system within one week of date of absence, the absence will be unexcused. Three unexcused absences will be tolerated. Upon the fourth unexcused 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 and quizzes.
- 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 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 0. The make-up exam will be of equal value (points), but may vary in format or in concepts assessed.
- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for Harding University Speech Clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.
- Students must seek the instructor’s permission to video or audio record a lecture.
• All typed assignments must be single-spaced using Times, Times New Roman, or Arial font. All font sizes must be size 12.
• Out of courtesy for all those participating in the learning process, all cell phones and pagers must be turned off AND placed in your backpack during class. Do not text, e-mail, or use social media sites during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing/or on a social media site in class. Any texting, e-mailing, or social media use during a quiz or test will be considered cheating, and a zero will be given.
• Written work must be reasonably 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 given are due at the beginning of class (12:00 p.m.), or the assigned time posted on Canvas. Late work will NOT be accepted and a score of 0 will be recorded.
• Any requests for quiz or test changes must be approved ahead of time with a doctor or university note. No exceptions!
• Extra credit/bonus points are included in the course requirements and class activities. There will NOT be any extra credit/bonus points offered by the instructor once grades have been finalized in Canvas. Grades are finalized in Canvas once the final exam grade is released (unmuted) for the students to view.
• “Don’t be upset by the results you didn’t get with the work you didn’t do.”
• 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 – **All course requirements must be completed in order to receive credit for this course.**

1. **Interactive Journaling:** Each student will be required to purchase a journaling notebook. In the notebook the students will develop creative journaling ideas to help them remember various course topics as well as ages and stages for all the developmental milestones discussed in class. Grades will be given based on content and creativity.

2. Each student will complete **three hours** of clinical observations and submit them using the appropriate format. **ALL** of the observation hours will be provided in class. If the student is absent from class the day an observation is completed, they are responsible for obtaining that observation time outside of class to complete the assignment. An Observation Protocol will be provided by the instructor. **IF THREE HOURS ARE NOT COMPLETED AND TURNED IN, YOU WILL RECEIVE A ZERO FOR THE ASSIGNMENT!!!** If you turn in all 3 hours, but did not follow the Observation Protocol or Calipso Instructions, you will receive partial credit for the assignment. If you do not receive credit for the hours submitted in Calipso, you must make arrangements to meet with the instructor to correct the submission errors **BEFORE the semester ends.** If you do not meet with the instructor to make corrections to the observation hours, you will receive a ZERO for the assignment and the hours will NOT count towards the observation hours you must obtain for graduation.

3. There will be three major examinations and a comprehensive final.
4. There will be 7-9 quizzes.

5. Each student will be introduced to a language sample analysis (LSA). *More information will be provided in class.

6. Updating entries into the Calipso Summative Portfolio File is a course requirement for every class in the CSD department. In order to receive credit for this course the student must complete the summative portfolio assignment in Calipso as outlined by this course instructor by the due date established by this course instructor. If you are an education major, you DO NOT have to complete this task in Calipso. If you are a CSD major and DO NOT have Calipso, you will need to upload the information when you have a Calipso account. The instructor will provide a list of the information needed from this class for Calipso at a later date.

Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Language Sample Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Interactive Journals</td>
<td>40</td>
</tr>
<tr>
<td>Observations</td>
<td>30</td>
</tr>
<tr>
<td>In Class activities</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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</table>

**Total** 720 points

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

Academic Integrity

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. **Students (giver and the receiver) 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 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 used to spur continuous improvement of teaching and learning.

**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 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 226 in the Student Center, telephone, (501) 279-4019.

**Credit Hour Calculator Statement (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.

Joni Day, M.C.D., CCC-SLP  
Assistant Professor  
Swaid Center for Health Sciences 206  
501-279-5670  
jday2@harding.edu
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 misunderstanding 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. The course schedule, including topics, readings, and assignments are subject to change at instructor discretion, but only in advance of the assignment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Language Acquisition/ A Connection of the Brains</td>
<td>Chapter 1</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Lang. Acquisition/Connection of the Brains An Introduction to the Theories of Language Development</td>
<td>Chapter 1 Chapter 2</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>3</td>
<td>Theories of Lang. Development Cont. The Brain and Cognitive, Speech, and Language Development</td>
<td>Chapter 2 Chapter 3</td>
<td>Lecture/Discussion Sept. 6- NO CLASS due to PECS Conference- Outside assignment of Neuro Video</td>
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<tr>
<td>4</td>
<td>The Brain and Cognitive, Speech, and Language Development EXAM 1--Chap.1-3 and Neuro Video</td>
<td>Chapter 3</td>
<td>Lecture/Discussion Sept. 13 Exam 1</td>
</tr>
<tr>
<td>5</td>
<td>Infant and Toddler Language Development</td>
<td>Chapter 4</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>6</td>
<td>Infant and Toddler Language Development</td>
<td>Chapter 4</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>7</td>
<td>Preschool Language Development</td>
<td>Chapter 5</td>
<td>Lecture/Discussion Oct. 4- NO CLASS due to ArkSHA – Outside assignment will be given....</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter</td>
<td>Lecture Type</td>
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<tr>
<td>8</td>
<td>Preschool Language Development</td>
<td>Chapter 5</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>9</td>
<td>Preschool Language Development</td>
<td>Chapter 5</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Observation Week</td>
<td>In class observations of speech/language therapy sessions.</td>
<td>Oct. 21, 23, &amp; 25</td>
</tr>
<tr>
<td>11</td>
<td>Language Development in Middle and Late Childhood and Adolescence</td>
<td>Chapter 6</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>12</td>
<td>Language Development in Middle and Late Childhood and Adolescence</td>
<td>Chapter 6</td>
<td>Lecture/Discussion</td>
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<tr>
<td></td>
<td>EXAM 3- Chap. 5-6</td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>The Development of Literacy Skills</td>
<td>Chapter 7</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>14</td>
<td>Language Development and Hearing</td>
<td>Chapter 9</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>15</td>
<td>Thanksgiving Break</td>
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</tr>
<tr>
<td>16</td>
<td>Entering of Observation Hours in Calipso</td>
<td>Calipso</td>
<td>Dec. 2- Observation Hours Due</td>
</tr>
<tr>
<td></td>
<td>Review for Final</td>
<td></td>
<td>Dec. 4 &amp; 6</td>
</tr>
<tr>
<td>17</td>
<td>Final</td>
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<td>Dec. 11 from 1:00-3:00</td>
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**This course schedule, including topics, reading, and assignments are subject to change at teacher discretion, but only in advance of the assignment.**