WELCOME TO MY CLASS!

I hope you will find this course as interesting as I do! Speech and language development are the bases for what you will practice upon graduation. But don’t be fooled: while many students start the course thinking it is “easy”, please think otherwise. There is a lot of material to learn, memorize, and assimilate. The more you put into understanding the connections between all speech/language, motoric, and cognitive domains along with possible ways to facilitate development, the better equipped you will be to administer therapy. Please know I LOVE this field and have “been around many clinical blocks” to feel free to “pick my brain.”

LEARNING OUTCOMES

The student will:

1. Understand and apply various approaches to child language development as consistent with current research literature.
2. Demonstrate knowledge of basic definitions of language and bases of language functioning, including the relationship between language and cognition.
3. Demonstrate knowledge of typical language development in children, including being able to list major milestones of syntax, morphology, phonology, semantics, and pragmatics.
4. Describe the neurological bases of speech and language.
5. Critically analyze and explain implications of theories of child language development and disorders. These models and theories include behaviorism, transformational generative grammar and government binding theory, social interactionism, cognitivism, and information processing theory.
6. List and briefly explain techniques for gathering a language sample from a child.
7. Explain the concept of Mean Length of Utterance (MLU) and how MLU is determined.
8. List major milestones and characteristics of written language development, including reading, writing, and spelling.
9. Explain how characteristics of school-aged language development relate to the demands of the Common Core State Standards.
10. Describe changes and developments in the language of adolescents and adults in the areas of pragmatics, syntax, morphology, and semantics.
11. Explain the impact of prenatal exposure to drugs and alcohol on language development.
12. Discuss the effects of linguistic and cultural diversity on language development, applying this information to children from a variety of cultural and linguistic backgrounds.
13. Demonstrate knowledge of the effects of poverty on language development.
14. Explain how neglect and abuse impact a child’s language development.
15. List and describe ways that ADHD affects a child’s developing language skills.
16. Promote the student’s knowledge of evidence-based practice through analysis of relevant current research.
17. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
18. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
19. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

These learning outcomes will be assessed through the strategies of grading of course examinations and assignments.

 курса OUTLINE

Please note: The student Power Point notes will be available two weeks prior to the lectures. Study guides will be available two weeks prior to the exams. (Please download these from Sac CT or its new substitute.)

8/28/18 (PPT1) INTRODUCTION TO COURSE:
Meet the Instructor, review syllabus and course requirements

8/30/18 (PPT 2) INTRODUCTION TO CHILD LANGUAGE
Foundations: speech, language, communication
Components of language: pragmatics, semantics, syntax, morphology, phonology
Owens chapter 1

9/4/18 (PPT 3) & 9/6/18 LANGUAGE DEVELOPMENT THEORIES: PRACTICAL IMPLICATIONS

Language development theories
Practical implications of language theories for intervention

9/11/18 (PPT 4) NEUROLOGICAL BASES OF SPEECH AND LANGUAGE

Central nervous system
Language processing (comprehension and production)
Hemispheric functions and specializations
Executive functioning

9/13/18 (PPT 5) & 9/18/18 SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT

Infant communication development
Socialization and early communication
Role of the caregiver

Owens chapter 5

9/20/18 Test 1

9/25/18 (PPT 6) LANGUAGE-LEARNING AND TEACHING PROCESSES AND YOUNG CHILDREN

Comprehension, production, and cognitive growth
Children’s processes of language acquisition

Owens chapter 6

9/27/18 (PPT 7) & 10/2/18 TODDLER LANGUAGE DEVELOPMENT

First words and word combinations
Bilingual considerations
Semantic, syntactic, and morphological development

Owens chapter 7

10/4/18 (PPT 8) & PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT
10/9/18
Pragmatic development
Narrative development
Semantic development
Theory of Mind

Owens chapter 8

10/11/18 (PPT 9)  PRESCHOOL SYNTACTIC AND MORPHOLOGICAL DEVELOPMENT
Development of milestones of syntax
Development of milestones of morphology

10/16/18 (PPT 10)  LANGUAGE SAMPLING TECHNIQUES AND APPLICATIONS
Parts of speech (review of such structures as nouns, verbs, adjectives, compound and complex sentences, clauses, etc.)
Calculating mean length of utterance
Glossing a child's expressive language errors

10/18/18  Children’s book assignment due

10/23/18  Test 2

10/25/18 (PPT 11)  EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT
Pragmatic development and conversational abilities
Narrative skills
Semantic development

Owens chapter 10

10/30/18 (PPT 11)  SCHOOL-AGE LANGUAGE DEVELOPMENT (continued)
Syntactic development
Morphological development
Metalinguistic abilities
Language development and the Common Core State Standards

11/1/18 (PPT 12) &  SCHOOL-AGE LITERACY DEVELOPMENT
The process of reading
The role of phonological awareness

11/6/18  **SCHOOL-AGE LITERACY DEVELOPMENT (continued)**
Common Core State Standards
Development of print awareness

11/8/18 (PPT 13) **ADOLESCENT AND ADULT LANGUAGE**
Pragmatics in the later years
Considerations in semantics
Syntax and morphology
The impact of technology on literacy and communication skills

Owens chapter 12

11/13/18  Test 3

11/15/18 (PPT 14) **LANGUAGE DEVELOPMENT OF CHILDREN WHO HAVE BEEN NEGLECTED AND/OR ABUSED**
Impact of neglect and abuse on children's developing language skills

11/20/18 (PPT 15) **LANGUAGE DEVELOPMENT IN CHILDREN IN POVERTY**
Language issues in children of low-income backgrounds
Environmental and family characteristics of low-income children
Techniques for supporting language development in low-income children

11/22/18  Happy Thanksgiving! ☺

11/27/18 (PPT 16) **LANGUAGE OF CHILDREN PRENATALLY EXPOSED TO DRUGS AND/OR ALCOHOL; IMPACT OF AIDS ON LANGUAGE DEVELOPMENT**
Incidence, characteristics of maternal drug use in CA and U.S.
Characteristics, speech-language needs of children prenatally exposed to alcohol and drugs
Assessment & intervention
11/29/18 (PPT 17) COGNITIVE PROCESSING AND LANGUAGE OF THE 
STUDENT WITH ATTENTION DEFICIT DISORDER 

Impact of ADHD on language development 
Intervention strategies and materials 
Practical classroom modifications to accommodate learners with ADHD 

12/4/18 TEST FOUR 

12/6/18 Wrap-up; you will be given your course total; and discussion of 
what will be on final exam (Test 5), which is offered during finals week only. 

COURSE REQUIREMENTS 

Please note that taking pictures of slides is not allowed. Slides are the personal 
property of the Professor. None of the faculty allow picture-taking. 

Participation. Although attendance and participation are not formally graded, I will informally note them. I 
will take role randomly on days as I choose. I anticipate that you will do all assigned readings. All readings 
should be completed before class on the day they are to be discussed. Please remember that lectures will be 
much easier to follow if you have read the day's assignment BEFORE you come to class. I suggest that you 
do the following: 

1. Before class, read the reading(s) and highlight important information. 
2. Attend class, hear the lecture. 
3. After class, re-read the reading(s). 

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is 
talking, we all listen. Please don't chat unless you have been called upon! No pets or children may be 
brought to class without the instructor's prior approval. 

4 Examinations. 100 points each 

Five examinations will be given. You are required to take at least 4 of them. NO MAKE-UP 
EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL 
EMERGENCY AND YOU HAVE WRITTEN PROOF. You must give me a paper copy of the doctor’s 
note; I don’t accept notes electronically. If you are allowed a make-up, the make-up can only be done during 
the week before dead week. (Dead week is the week before finals.) You are responsible for contacting the 
professor for this makeup. No makeups are given during dead week for any reason, including medical. 

If you are unable to take a test on the scheduled day during class time, then you are required to take that test 
during the week before dead week-only. Otherwise, you need to forfeit the makeup and take the final.
I can only allow you to take the tests with your section; you cannot take the exam during another class section. You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to guide your studying. You are welcome to review your previous 4 exams during my office hour or by appointment. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 4 tests. You may only look at your other 4 tests in my office. No one is permitted to take tests out of my office.

Examinations are based on lectures, readings, and videos. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged.

Examinations will include true-false, multiple choice, and matching questions. Each exam is worth 100 points and will be administered in Scantron form (Form 883-E). For each exam, please bring a blue Scantron form 883-ES and a No. 2 pencil to class. A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture. Thus, doing the readings is critical to good test performance. (*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take Test 5. You may not leave class to purchase a Scantron.) Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. To be fair and impartial, I will give you whatever grade the Scantron machine indicates you earned.

Children’s Book Assignment 60 points

Please collect 3 children’s books (new or gently used; ages 0-12 years). For each book, you will write one language therapy activity related to the book. Please write up one activity addressing morphology, and one activity dealing with increasing vocabulary skills. (for a definition and explanation of morphology, see Owens pp. 18-19). The third activity may be of your choice, included, but not limited to: a narrative, character development, speech sounds, or memory for repetition (Brown Bear, Brown Bear etc.) The entire paper should be 1-1.5 pages long.

This assignment is worth 60 points. Please make sure you use complete sentences and correct grammar and punctuation. Points will be taken off for incomplete sentences, incorrect spelling, incorrect grammar, and poor punctuation. This assignment must be turned in on October 18th for you to be eligible for the whole 60 points. If it is late, I will begin taking 5 points off per day starting on October 18th. I will take off 5 points per day for a maximum of -20 points. The last day the assignment may be turned in to me for consideration is the first week in December. Any paper handed in after that will receive a zero. You must give me a hard/paper copy of the paper. I do not accept papers that are emailed as attachments. I will keep the books to give to at-risk children in poverty.

**Note: if you recommend an iPad app or YouTube video, you need to write down the exact title of the app or video. It cannot just be a generic activity like “Find a YouTube video about tigers” or “use an iPad app that has turtles.” Again, you must be specific—thanks!
The assignment must be typed. I will hand out a rubric to follow for this assignment. Having a peer proofread is mandatory (in addition to spellcheck on your computer.)

**GRADING CRITERIA**

There are 460 points possible in the class. I will add up all your points to calculate your grade. I will calculate your grade objectively. The exact grading criteria are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>94.5-100</td>
<td>73.5-80.499</td>
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<td>89.5-94.499</td>
<td>69.5-73.499</td>
<td>A-</td>
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<td>86.5-89.499</td>
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<td>79.5-83.499</td>
<td>59.5-63.499</td>
<td>B-</td>
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<tr>
<td>76.5-79.499</td>
<td>Below 59.5</td>
<td>C+</td>
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I will not round your grade up so please do not ask me to do so.

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students can drop the course only for serious and compelling reasons.

REMEMBER: IN ORDER TO GRADUATE WITH YOUR BACHELOR'S DEGREE IN SPEECH PATHOLOGY, YOU NEED A MINIMUM GPA OF 2.5.

**Study Tips**

****Read the corresponding chapters before class****

1. Review each day’s lecture notes *later that same day* to aid retention.
2. Review a lot! Research with adult learners shows that to truly master information, you must hear it at least 4 times and practice it 6-8 times.
3. It is very helpful to study with other people. Being part of a study group is one of the biggest positive predictors of success.
4. Recite and write! Recite or repeat material out loud. Write it out (in longhand, not on the computer). Reciting and writing solidify information in your memory.
5. Study a little every day rather than cramming once or twice. For example, it is better to study 20-30 minutes a day than to study 6 hours the night before an exam.
6. Remember every course unit = 3 hours of studying outside of class. Thus, for a 3-unit class, you would study/do homework 9 hours a week.
7. Make flashcards—3 x 5 cards are good. Carry them with you everywhere and review whenever possible—even 2-3 minutes in the 10 or less items line at Safeway helps! Put the term/definition on one side and the exact definition from the book on the other side. However, aside from term definitions, flash cards are not as helpful as for some other classes such as neurology and phonetics.
A “narrative” approach to studying along with critical thinking as to which domains co-exist during a child’s development- and WHY- will be more helpful.

**SURVIVING & THRIVING IN THE SPEECH-LANGUAGE PATHOLOGY MAJOR**

Speech-language pathology is a fabulous and exciting field! There are SO MANY jobs out there; people will line up to hire you.

1. Remember, there is a lot of studying in this major. You must read the books in our classes. Most our exams require very detailed knowledge, not just global essay answers.

2. Be on time, and don’t be absent. If you are constantly absent or late to class, please write me a brief email explaining your reason. Remember, I am here to help you. Let’s come up with a solution together!

3. If you disagree with something I just said, or think I am wrong, don’t contradict me publicly. A good way to approach this is to send me a brief email, explaining your point of view. Here is an example of an excellent way to approach on email:

   “Hi, Professor P., it’s Joanna Javier from your 112 class. I am really enjoying your lectures but was a little confused about something you said yesterday. During the lecture on theories of child language development, you said that B.F. Skinner was the founder of the cognitive theory. I thought Jean Piaget founded the cognitive theory. Can you please clear this up for me? Thanks.”

4. The same thing goes for grading. If you think I made a mistake in scoring your exam, approach me after class, email me or sign up for office hours. Courteously show me the item you think was scored incorrectly and ask me if I would mind taking a second look at it.

5. Let’s say that you studied hard for an exam and did not get the grade you hoped for. The best thing to do is sign up for an office hour, and request that I review your exam with you to explore how you can do better next time.

6. Please note: if a significant number of students miss an item on a test, chances are I will “throw that item out” and you will not be downgraded. I analyze all errors to search for error patterns.

9. Please don’t chat, laugh, text, or play on your computer or phone during class time. No texting during class! I notice this and view such behavior with disdain.

10. Please don’t ask me to make exceptions for you. For example, as you know, I don’t allow makeups on exams unless I have a doctor’s note. Please don’t come and tell me that you are going skiing on an exam day, and could you please make up the test? NO. It’s not fair to your classmates. Everyone is treated the same; there is no favoritism.

**LEARNING OUTCOMES RECORDING SHEET**

The student will:
1. Understand and apply various approaches to child language development as consistent with current research literature.
2. Demonstrate knowledge of basic definitions of language and bases of language functioning, including the relationship between language and cognition.
3. Demonstrate knowledge of typical language development in children, including being able to list major milestones of syntax, morphology, phonology, semantics, and pragmatics.
4. Describe the neurological bases of speech and language.
5. Critically analyze and explain implications of theories of child language development and disorders. These models and theories include behaviorism, transformational generative grammar and government binding theory, social interactionism, cognitivism, and information processing theory.
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7. Explain the concept of Mean Length of Utterance (MLU) and how MLU is determined.
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9. Explain how characteristics of school-aged language development relate to the demands of the Common Core State Standards.
10. Describe changes and developments in the language of adolescents and adults in the areas of pragmatics, syntax, morphology, and semantics.
11. Explain the impact of prenatal exposure to drugs and alcohol on language development.
12. Discuss the effects of linguistic and cultural diversity on language development, applying this information to children from a variety of cultural and linguistic backgrounds.
13. Demonstrate knowledge of the effects of poverty on language development.
14. Explain how neglect and abuse impact a child's language development.
15. List and describe ways that ADHD affects a child's developing language skills.

The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximization of students’ opportunities to learn and integrate information. The quantitative and qualitative data from these multiple assessment measures will be triangulated to evaluate students’ mastery of each learning outcome.

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<th>LEARNING OUTCOME</th>
<th>ASSESSMENT MEASURES</th>
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<td>1</td>
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<tr>
<td>2</td>
<td>Exam 1, group synthesis report</td>
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<td>3</td>
<td>Exam 1, Exam 2, case analysis, video summary</td>
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<td>4</td>
<td>Exam 1, integrative synopsis</td>
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<td>5</td>
<td>Exam 2, MLU count activity, language sample analysis</td>
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<tr>
<td>6</td>
<td>Exam 3, Case analysis, video summary</td>
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<tr>
<td>7</td>
<td>Integrative synopsis</td>
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<tr>
<td>8</td>
<td>Exam 3, case analysis, clinical application summary</td>
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<td>9</td>
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<td>11</td>
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<td>12</td>
<td>Exam 4, case analysis, integrative synopsis</td>
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<td>13</td>
<td>Case analysis, integrative synopsis, Exam 4</td>
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The following ASHA standards are met by successful completion of this course:

**Standard IV-B: Basic Human Communication Processes**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.

**Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)