SPHP 112: LANGUAGE SCIENCE AND DEVELOPMENT

Instructor: Celeste Roseberry-McKibbin, Ph.D., C.C.C.  
Office: email is celeste@csus.edu  
Website: www.hhs.csus.edu/homepages/SPA/Roseberry  

Fall, 2018, Tues-Thurs.

All course information is posted on my website above. I do not use SacCT.

TEXTBOOK


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._

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/18</td>
<td>INTRODUCTION TO COURSE: review syllabus and class requirements, view children’s literacy powerpoint</td>
</tr>
<tr>
<td>8/30/18</td>
<td>INTRODUCTION TO CHILD LANGUAGE</td>
</tr>
<tr>
<td></td>
<td>Foundations: speech, language, communication</td>
</tr>
<tr>
<td></td>
<td>Components of language: pragmatics, semantics, syntax, morphology, phonology</td>
</tr>
<tr>
<td></td>
<td>Owens chapter 1</td>
</tr>
<tr>
<td>9/4/18</td>
<td>LANGUAGE DEVELOPMENT THEORIES: PRACTICAL IMPLICATIONS</td>
</tr>
<tr>
<td></td>
<td>Language development theories</td>
</tr>
<tr>
<td></td>
<td>Practical implications of language theories for intervention</td>
</tr>
<tr>
<td>9/6/18</td>
<td>LANGUAGE DEVELOPMENT THEORIES: CONTINUED</td>
</tr>
<tr>
<td>9/11/18</td>
<td>NEUROLOGICAL BASES OF SPEECH AND LANGUAGE</td>
</tr>
<tr>
<td></td>
<td>Central nervous system</td>
</tr>
<tr>
<td></td>
<td>Language processing (comprehension and production)</td>
</tr>
<tr>
<td></td>
<td>Hemispheric functions and specializations</td>
</tr>
<tr>
<td></td>
<td>Executive functioning</td>
</tr>
<tr>
<td>9/13/18</td>
<td>SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>Infant communication development</td>
</tr>
<tr>
<td></td>
<td>Socialization and early communication</td>
</tr>
<tr>
<td></td>
<td>Role of the caregiver</td>
</tr>
</tbody>
</table>
Owens chapter 5

9/18/18  SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT (continued)

9/20/18  Test 1

9/25/18  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  TODDLER LANGUAGE DEVELOPMENT

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

Owens chapter 7

Children’s book assignment due on October 2, 2018

10/2/18  TODDLER LANGUAGE DEVELOPMENT CONTINUED

10/4/18  Dr. R. in Ohio

10/9/18  PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT

Pragmatic development
Narrative development
Semantic development
Theory of Mind

Owens chapter 8

10/11/18  PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT (continued)

10/16/18  PRESCHOOL SYNTACTIC AND MORPHOLOGICAL DEVELOPMENT

Development of milestones of syntax
Development of milestones of morphology
10/18/18  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

10/25/18  EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT
Pragmatic development and conversational abilities
Narrative skills
Semantic development
Owens chapter 10

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

11/1/18  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  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  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  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  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  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; test 4 back; you will be given your course total; discussion of what will be on final exam (Test 5), which is offered during finals week

COURSE REQUIREMENTS

I do not allow students to take pictures of slides. None of the faculty do.

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 the 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 the one offered during finals week.

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. 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, guest speakers, 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 50 true-false, multiple choice, and matching questions worth 2 points each. 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. In order 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 up 2 language therapy activities 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). You will need to pick a target vocabulary word for each book and base your therapy activities on teaching that particular word. The 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 2 October for you to be eligible for the whole 60 points. If it is late, I will begin taking 5 points off per day on 2 October. 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 11/20/18. 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.

**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:

| 94.5-100 | A       | 73.5-76.499 | C       |
| 89.5-94.499 | A-      | 69.5-73.499 | C-      |
| 86.5-89.499 | B+      | 66.5-69.499 | D+      |
| 83.5-86.499 | B       | 63.5-66.499 | D       |
| 79.5-83.499 | B-      | 59.5-63.499 | D-      |
| 76.5-79.499 | C+      | Below 59.5  | F       |

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to 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.

Letters of recommendation: Please see my website for specifics. Click on the Courses link. I need everything turned in to me at least 4 weeks—28 days—in advance. I only accept requests and materials, both paper and electronic, by November 15 in the fall and April 15 in the spring. I do not accept anything turned in after this. If electronic or paper forms or requests come in after these dates, I will regard them as having come in on the first day of the next semester, and will give myself 28 days from that time to complete things for you.
Study Tips

****Read the readings 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 in order to truly master information, you have to 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.

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. Here are a few helpful hints as you start in this major. These tips are calculated to help you succeed in major classes. Remember: you will need 3 letters of recommendation when you apply for our (or any) graduate program. This means that you will need to be on the radar of 2-3 professors who like you and will say nice things about you in the letter. 😊 Let’s look at some ways to make a good impression and to succeed:

1. Remember, there is a lot of studying in this major. You have to actually 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, that leaves a bad impression! If you are absent or late, write us a brief email explaining your reason.

3. In order to get on the professor’s radar, it’s important to volunteer in class occasionally. Also, join NSSLHA and show up for events. There’s nothing worse than someone asking me for a letter of recommendation, and I have no idea who she is! Being a NSSLHA member and attending events is extremely important. Be sure to come up and say hi and get on our radar. 😊

4. If you disagree with something your professor just said, or think she is wrong, don’t contradict her publicly. Most of us consider that really rude. A good way to approach is to send the professor a brief email, explaining your point of view. Here is an example of an excellent way to approach on email:

“Hi, Dr. R., 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.”

5. Same thing goes for grading. If you think the professor made a mistake in scoring your exam, approach him after class, email him, or sign up for office hours. Courteously show him the item you think was scored incorrectly, and ask him if he would mind taking a second look at it. DON’T accuse him of being unfair! And don’t try to take him on in front of the whole class. You will get nowhere.

6. Let’s say that you studied really 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 your professor go over your exam with you to explore how you can do better next time. As long as the student is courteous and takes responsibility for her grade, I am always very happy to do this.

7. Don’t ever chat, laugh, text, or play on your computer or phone during class time. No texting during class! We notice this, and it leaves a VERY bad impression. I personally will not write letters of recommendation for students who do this. Most of my colleagues won’t either. We do talk, and word spreads!!

8. Please don’t ask your professors 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 exactly 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.
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.

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.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>ASSESSMENT MEASURES</th>
<th>RECORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exam 1, Exam 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exam 1, group synthesis report</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Exam 1, Exam 2, case analysis, video summary</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exam 1, integrative synopsis</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Exam 2, MLU count activity, language sample analysis</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Exam 3, Case analysis, video summary</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Integrative synopsis</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Exam 3, case analysis, clinical application summary</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Exam 3, case analysis</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Exam 3, video summary, case analysis</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Exam 3, case analysis, group synthesis report</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Exam 4, case analysis, integrative synopsis</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Case analysis, integrative synopsis, Exam 4</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Exam 4, clinical application summary</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Exam 4, case analysis</td>
<td></td>
</tr>
</tbody>
</table>

The following ASHA standards are met by successful completion of this course:

**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.)

**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.