II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES:

This course reflects the following core values of the College of Education:

- The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:
  - Academic excellence through critical, reflective, and creative thinking
  - Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

**This course also supports the mission of the Department of Human Services:**

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

**This course also supports the mission of the Speech-Language Pathology Program:**

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

**This course also supports the Core Objectives/Outcomes of the THECB.**

**Critical Thinking Skills**
- To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis information
- Communication Skills
- To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
- To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Teamwork**
- To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility**
- To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**PROGRAM LEARNING OUTCOMES:**

This course supports the Communication Sciences and Disorders Program Learning Outcomes one, two, and five as listed below. These competencies are measured by successful completion of all course
requirements, including examinations, group discussion and activities, written assignments, and projects.

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

1. The student will demonstrate knowledge of basic terms and concepts pertaining to language.
2. The student will demonstrate knowledge of the components of language.
   2.1 Phonology
   2.2 Semantics
   2.3 Pragmatics
   2.4 Morphology
   2.5 Syntax
3. The student will demonstrate knowledge of language development models.
   3.1 Behavioral theory
   3.2 Generative/Transformational grammar theory
   3.3 Case grammar theory
   3.4 Semantic theory
   3.5 Sociolinguistic theory
4. The student will demonstrate knowledge of cognitive development.
   4.1 Piaget’s stages of cognitive development
   4.2 Relationship between cognition and language
5. The student will demonstrate knowledge of prelinguistic communication.
   5.1 Crying
   5.2 Cooing
   5.3 Babbling
   5.4 Echolalia
   5.5 Jargon
6. The student will demonstrate knowledge of sensory and perceptual bases of early language development.
   6.1 Reflexes
   6.2 Vision
   6.3 Hearing
   6.4 Speech perception

7. The student will demonstrate knowledge of the characteristics of single-word utterances and early word combinations.
   7.1 Phonetic characteristics
   7.2 Lexical characteristics
   7.3 Semantic characteristics
   7.4 Syntactic characteristics

8. The student will demonstrate knowledge of adult teaching strategies.
   8.1 Motherese
   8.2 Prompting
   8.3 Elicited imitation
   8.4 Expansion
   8.5 Extension
   8.6 Cultural variations

9. The student will demonstrate knowledge of child language learning strategies.
   9.1 Imitation
   9.2 Slobin’s universal principles
   9.3 Comprehension versus production
   9.4 Relationship between play and language development

10. The student will demonstrate knowledge of preschool language development.
    10.1 Brown’s stages of development
    10.2 Morphological development
    10.3 Sentence form development
    10.4 Embedding and conjoining
    10.5 Semantic development
    10.6 Phonological development
    10.7 Pragmatic development

11. The student will demonstrate knowledge of school-age and adult language development.
    11.1 Syntactic and morphological development
    11.2 Semantic development
    11.3 Phonological development
    11.4 Pragmatic development
    11.5 Metalinguistic abilities
12. The student will demonstrate knowledge of language differences.
   12.1 Regional dialects
   12.2 Social dialects
   12.2.1 Black English
   12.2.2 Hispanic English

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Completion of classroom activities is required for this course. You will do the following projects:

**Project 1:** Read 2 professional journal articles regarding the development of children's language and write an abstract about each following the provided format. Articles must be from journals published within the past fifteen years. You will discuss your articles in class on October 8, 2019.

**Project 2:** Gather a language sample from a child between the ages of 2 and 4 years following Brown's guidelines and analyze it according to MLU, morphological development, and syntax level. Bring your sample to class on November 7, 2019.

*These activities will require outside preparation prior to the class meeting during which they will be completed or presented. More information and formats will be provided in class.

**Exams:** There will be three exams in this course. Exams may be in multiple choice format, short answer, or fill-in-the-blank. Missed exams cannot be made up without prior approval & written documentation.

**Instructional Strategies:**

Each class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course. Read required chapters and peer-reviewed publications ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area. This course will employ aspects of distance learning technology which will include video presentations and correspondence online.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open door policy. I will be available to discuss any issues/concerns via email, phone, and in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in my course.

You may contact me via my email: prezasrf@sfasu.edu, office phone: 936-468-1337, or my cell phone: 817-907-2670. I do check my email regularly and receive email notifications on my phone. I also check texts regularly and will respond more quickly that way. If you are sending me a text for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally check texts most days until 10pm.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1 – Journal Articles</td>
<td>100</td>
</tr>
<tr>
<td>Project 2 – Language Sample</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>
| **Total:**                   | **500**      

GRADING:  
100-90 A  
89-80 B  
79-70 C  
69-60 D  
59-0 F

**Letter Grade Conversion.** Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. I **WILL NOT** round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text.*

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

**Grade Calculation.** You can keep track of your progress in this course with the following equation:

\[
\frac{\text{(Points earned to date)}}{\text{(Points possible to date)}} \times 100 = \text{(Grade)}
\]
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Introduction to Course</td>
</tr>
<tr>
<td>August 29</td>
<td>Chapter 1 - The Foundation!!</td>
</tr>
<tr>
<td>September 3</td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>Chapter 2 - More Foundation Blocks</td>
</tr>
<tr>
<td>September 10</td>
<td>Continue</td>
</tr>
<tr>
<td>September 12</td>
<td></td>
</tr>
<tr>
<td>September 17</td>
<td>Chapter 3 - Neuroanatomy and Neurophysiology of Language</td>
</tr>
<tr>
<td>September 19</td>
<td></td>
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<tr>
<td>September 24</td>
<td><strong>EXAM 1</strong></td>
</tr>
<tr>
<td>September 26</td>
<td>Chapter 4 – Language Development Theories</td>
</tr>
<tr>
<td>October 1</td>
<td>More Theories</td>
</tr>
<tr>
<td>October 3</td>
<td>Discuss research articles</td>
</tr>
<tr>
<td>October 8</td>
<td>Continue research articles</td>
</tr>
<tr>
<td>October 10</td>
<td>Chapter 5 – Speech &amp; language development in infancy</td>
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<tr>
<td>October 15</td>
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<tr>
<td>October 17</td>
<td>Chapter 6 - Speech &amp; language development toddlerhood</td>
</tr>
<tr>
<td>October 22</td>
<td></td>
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<tr>
<td>October 24</td>
<td><strong>EXAM 2</strong></td>
</tr>
<tr>
<td>October 29</td>
<td>Chapter 7 - Speech &amp; language development preschoolers</td>
</tr>
<tr>
<td>October 31</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td><strong>No Class</strong> – Complete Sample analysis</td>
</tr>
<tr>
<td>November 7</td>
<td>Complete sample analysis</td>
</tr>
<tr>
<td>November 12</td>
<td>Chapter 8 - School Age and Beyond</td>
</tr>
<tr>
<td>November 14</td>
<td></td>
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<tr>
<td>November 19 &amp; 21</td>
<td><strong>No Class</strong> – ASHA Convention Narrative Development Online Module</td>
</tr>
<tr>
<td>November 26-28</td>
<td><strong>Thanksgiving Holiday</strong></td>
</tr>
<tr>
<td>December 3</td>
<td>Chapter 9 - Language Diversity</td>
</tr>
<tr>
<td>December 5</td>
<td></td>
</tr>
<tr>
<td>December 10</td>
<td><strong>Final Exam</strong> (@ 8:00AM, Tuesday)</td>
</tr>
</tbody>
</table>

*Course outline and content subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Text:** Pence, Khara and Justice, Laura: Language Development from Theory to Practice, Pearson (Third Edition)

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Note: Attendance at class is expected. Attendance will be taken every class period. If you arrive late, be sure to see me after class to make sure that you are not counted absent. If you have no more than one absence, you will receive 5 BONUS points. If you do not attend, you do not receive attendance points...even if the absence is excused. If you are absent from class and miss an assignment or an exam, a medically documented excuse will be allowed to make up that assignment, but the absence is still counted. Attendance points are added to the sum of your grades before totalling your final grade. If you are absent from an exam, documentation is required to schedule a make-up exam. The make-up exam is the student’s responsibility to schedule with the instructor and must be done within 7 days of the missed exam. If you are absent, you are responsible for obtaining class notes and information from a fellow student. If you miss more than eight class periods, you will receive a failing grade in this class.

Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325,
468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides
students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.

Communication Sciences and Disorders at Stephen F. Austin State University