CSD 220-Normal Speech and Language Development
Spring Semester, 2020

Instructor: Debra W. Bankston, CCC/SLP
Course Time & Location: Tues/Thurs. 8:00 AM, Human Services 321
Department: Human Services
Office: Human Services 205
Office Hours: By Appointment
Office Phone: 936-468-7109 (Whitney) ; 936-462-0689 (cell)
Credits: 3 hours
Other Contact Information: 936-462-0689
Email: debrabankston@yahoo.com

Prerequisites: SPH 130 or consent of instructor.

I. COURSE DESCRIPTION:

Normal acquisition of speech and language from infancy through adolescence, including an introduction to language acquisition theories.

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:

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, February 25, 2020.

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 March 26, 2020.

*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.

IV. Evaluation and Assessments (Grading):

The three exams will be averaged for your final grade. Points will be included in Exams 2 and 3 for the successful completion of the classroom projects. Missed exams cannot be made up without prior approval & written documentation.

GRADING:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<td>89-80</td>
<td>B</td>
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<td>79-70</td>
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<td>69-60</td>
<td>D</td>
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<td>59-0</td>
<td>F</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Introduction to Course</td>
</tr>
<tr>
<td>January 20</td>
<td>Chapter 1 - The Foundation!!</td>
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<tr>
<td>January 22</td>
<td>Chapter 1 - continued</td>
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<tr>
<td>January 27</td>
<td>Chapter 2 - More Foundation Blocks</td>
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<tr>
<td>January 29</td>
<td>Continue</td>
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<tr>
<td>February 4</td>
<td>Chapter 3 - Neuroanatomy and Neurophysiology of Language</td>
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<td>February 6</td>
<td>Chapter 3 - continued</td>
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<td>February 11</td>
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<tr>
<td>February 13</td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>February 18</td>
<td>Chapter 4 – Language Development Theories</td>
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<td>February 20</td>
<td>More Theories</td>
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<tr>
<td>February 25</td>
<td>Discuss research articles</td>
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<tr>
<td>February 27</td>
<td>Chapter 5 – Speech &amp; language development in infancy</td>
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<td>March 3</td>
<td>Chapter 5 - continued</td>
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<tr>
<td>March 5</td>
<td>Chapter 6 - Speech &amp; language development toddlerhood</td>
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<td>March 9-13</td>
<td><strong>Spring Break</strong></td>
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<td>March 17</td>
<td>Chapter 6 - continued</td>
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<td>March 19</td>
<td><strong>EXAM 2</strong></td>
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<td>March 24</td>
<td>Chapter 7 - Speech &amp; language development preschoolers</td>
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<td>March 26</td>
<td>Analyze language sample</td>
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<td>April 7</td>
<td>Complete sample analysis</td>
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<td>April 9</td>
<td><strong>Easter Holiday</strong></td>
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CSD 220, “Normal Speech and Language Development,” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular exams and a final examination, complete abstracts of research articles, and conduct and interpret a language sample. These activities average at a minimum of five hours of work each week to prepare outside of classroom hours.

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 totaling 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/disabilitieservices/.

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:

Office Hours: I am an adjunct faculty member, and so my time on campus is not as regular as other members of this department. I will make time to see you, either before or after class or at other times which fit our schedules. If you want or need to talk with me, I will make every effort to see you as soon as possible. Use my email address (debrabankston@yahoo.com) if you prefer. For more immediate concerns, you may text me.