CSD 2320-Normal Speech and Language Development  
Department of Human Services  
Fall Semester, 2023

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 (Communication Disorders office) 936-462-0689 (cell)  
Credits: 3 hours  
Other Contact Information: 936-462-0689  
Email: debrabankston@yahoo.com

Prerequisites: CSD 2300 or consent of instructor.

I. COURSE DESCRIPTION:

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

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

PCOE Diversity Statement:  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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 African American English
12.2.2 Chicano 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, October 5, 2023.

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, 2023.

*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.

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<td>100-90</td>
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V. Tentative Course Outline/Calendar:

August 29  Introduction to Course
August 31  Chapter 1 - The Foundation!!
September 5 Chapter 1 - Continue
September 7 Chapter 2 - More Foundation Blocks
September 12 Chapter 2 - Continue
September 14 Chapter 3 - Neuroanatomy and Neurophysiology of Language
September 19 Chapter 3 - Continue
September 21 Outside assignment
September 26 Review for exam
September 28 EXAM 1
October 3  Chapter 4 – Language Development Theories
October 5  Present research articles
October 10 Present research articles
October 12 Chapter 5 – Speech & language development in infancy
October 17 Chapter 6 - Speech & language development toddlerhood
October 19 Chapter 6 – Continue toddlers
October 24 Review for exam
October 26 EXAM 2
October 31 Chapter 7 - Speech & language development preschoolers
November 2 Chapter 7 - Continue preschool development
November 7 Analyze language samples
November 9 Complete language analysis
<table>
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<tr>
<th>Date</th>
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<tr>
<td>November 14</td>
<td>Chapter 8 - School-aged development</td>
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<td>November 16</td>
<td>Chapter 8 - Continue school-aged</td>
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<td>November 21 &amp; 23</td>
<td>Thanksgiving Holiday</td>
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<td>November 28</td>
<td>Narrative Development – Handouts will be provided</td>
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<td>November 30</td>
<td>Continue narration</td>
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<td>December 5</td>
<td>Chapter 9 - Language Diversity</td>
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<td>December 7</td>
<td>Chapter 9 - Continue language diversity</td>
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<tr>
<td>December 12</td>
<td><strong>Final Exam</strong> (@ 8:00AM, Tuesday)</td>
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*This schedule is subject to change as needed and announced*

CSD 2320, “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. (2020). Language Development from Theory to Practice, Pearson (Third Edition)

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Important course related policies:

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1
1. Resources

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX: Additional Information Specific to Certification/Licensing Requirements in Texas:

To complete licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for clinical experiences; your first background check is paid for you by the program; however, additional background checks (if needed) must be covered by you; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/register/id. YOU must provide legal documentation to be allowed to take this mandated examination that is related to licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

X. Other Relevant Course 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.

**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.

**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.

**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.