

**CDS 303 Language Development  
Course Syllabus  
Spring, 2015**

**Instructor:** Kitty Martin

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**Office Hours:** By appointment. Email a couple of times that might work for a meeting. Appointments are advised to accommodate student/ faculty schedules. Consider coming for appointments in groups. Come to appointments with specific questions and/or comments. Office hours to be arranged.

**Class Meeting Times:** Tuesday and Thursday 12: 35- 1:50

**Course description:** This course is a study of language development across the lifespan with emphasis on basic concepts, theories of language development and an examination of dialect and English as a second language difference. Successful completion of this course earns the student three hours of credit.

**Course Objectives:** All objectives are designed to articulate with the first component of the SIU-C Teacher Education Program that focuses on the basic technical skills and knowledge required to perform the act of teaching.

### **Course Rationale**

The purpose of this course is to construct a scaffold of language understanding on which students may hang the multitude of vocabulary, concepts, components, and theories of normal language development as well as the myriad of language variations across the life span. This course is designed to increase awareness and appreciation of the complexity and magnificence of the symbolic system of language that allows the transforming experience of communication for human beings.

**Cognitive and Knowledge Objectives** (Cognitive domains: Remembering, understanding, applying, analyzing, evaluating, creating-Revised Bloom's Taxonomy) (Knowledge domains: factual, conceptual, procedural, and metacognition –Revised Bloom's Taxonomy) (ASHA Standards)

1. Student will **compare and evaluate** major **theories** of language acquisition. (III A, III-B)

2. Student will **identify** how language development **relates** to cognitive, social/cultural, economic, physical, moral and neurobiological development/experience. (III-A, III-B)
3. Student will **organize** and **differentiate** semantic, morphologic, phonological, syntactic, pragmatic, and metalinguistic components of language in **relation** to major developmental milestones and processes related to development. (III-A, III)
4. Student will **explain** and **compare** how language use **varies** across individuals and **generate** possible implications of such variation for the **identification** and **treatment** of people with communication disorders. (III-B, III-C, III-F)
5. Student will **apply** knowledge about language development to conduct basic language sample analyses. (III-B, III-F)
6. Student **will generate** predictions of how dialect and second language can have a potential impact on education. (III-C)
7. Student will **evaluate** pragmatic expression as appropriate or inappropriate in relation to communicative competence. (III-B, III-E)
8. Student will **infer** language challenges in **relationship** to various etiologies. (III-A, III-B)
9. Student will **understand** how language challenges impact education and life for all ages. (III-A, III-B, III-C, III-D, III-F, III-G)

**Affective objectives** (Addresses interests, attitudes, opinions, appreciations, values, and emotional set)

1. Students will acknowledge/discriminate/modify strengths and challenges in performance abilities in course participation. (III-A, III-B, III-C, IV-B)
2. Student will discuss/assist peers in determining strengths and challenges in their performance in course activity. (III-A, III-B, III-C, IV-G3, IV-B)
3. Student will listen, participate, express appropriately in collaborative efforts in activities, class discussion, written work, and peer/ faculty interactions. (IV-B, IV-G3)
4. Student will have language and interactions indicative of valuing diversity (i.e. socioeconomic, race, ethnicity, religion, gender, sexuality) advocating the recognition/value of all people. (IV-B, V-G3, )

5. In order to demonstrate valuing of clients/associates, student will adapt (code switch) manner (nonlinguistic), speech and language, writing, and listening as is appropriate for professional demeanor. Examples could include: addressing formal writing/speaking, correct grammar, communication style, monitor of effective voice quality, and listening skills. (IV-B, IV-G3)

### **Psychomotor Objectives:**

1. Student will demonstrate stamina and endurance by being physically present and participatory in an acceptable number of classes (note guidelines on the syllabus) in effort to gain adequate knowledge and skills for professional participation. (III-A, III-B, III-C, III-D, IV-B)
2. Student will address personal motor/sensory/physiological needs for meaningful participation and success in this course. (i.e. health, vision, auditory, sensory integration, mental/emotional) (IV-B, IV-G3)

**Methods and strategies of instruction:** Lecture, activities and discussion to supplement assigned readings will be the primary sources of instruction. Students will be expected to do/participate in projects, presentations, and class discussion/activities. Formative assessment as well as summative assessment will be used to shape skill and knowledge acquisition. You must own your own learning! ! Critical thinking is a must for your professional pursuit. Instruction will facilitate your opportunity for growth in critical thinking. Do take advantage of this opportunity!

### **Required Text:**

Owens, Robert E. Jr. (2012) *Language development: An introduction (8<sup>th</sup> ed.)*. Boston: Pearson Education Co.

### **Bibliography:**

Berko-Gleason, J. & Ratner, N.B.(2009). *The development of language (7<sup>th</sup> ed.)* Boston: Pearson.

Brice, A. & Brice, R. (2009). *Language development: Monolingual and bilingual acquisition*. Boston; Pearson.

Hulit, L.M., & Howard, M.R., (2002). *Born to talk: An introduction to speech And language development (3<sup>rd</sup> ed)*. Boston, MA: Pearson Education Co.

Richard, G. (2001) *The source for processing disorders*, East Moline:

Linguistics. Rosetti, L.M. (1996). *Communication intervention: Birth to Three*. San Diego, CA:

Sacks, Oliver (1985). *The man who mistook his wife for a hat, and Other Clinical Tales*. Summit Books.

Simon, Charlann S. (Ed.) 1991. *Communication skills and classroom success: Assessment and therapy methodologies for language and learning disabled*. Eau Claire: thinking Publications.

Wolf, M., & Stoodley, C. J. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: HarperCollins

### **Course policies and requirements:**

1. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
2. Bring textbook and notes to each class. It is expected that students will read assignments prior to class. Not all text content will be addressed in class. However, student is responsible for information in the text (metacognition-know how you think and learn—own your learning—you earn your grade and acquired knowledge).
3. **Attendance** is required. You are responsible for getting any work missed from a classmate. There will be information presented in lecture/class activity that will not be in the text. These items could be on a quiz and/or exam. Participation in class activities and discussion is expected!! If you have a challenge with talking in class, see me for a plan of intervention. Twenty points (**30**) will be given each student at the beginning of the semester. After three (3) times of being absent the student will lose 10 points for each absence.
4. There will be four quizzes each worth 25 points. Content of the quizzes will be application of information from readings, lectures, discussions, activities, assignments and/or projects. Quizzes may **not** be made up if missed. Quizzes are given to encourage reading, attendance, learning, and thinking.
5. There will be three exams based on lectures, activities, readings,

assignments, and projects. Each exam will be worth **100** points, for a total possible **300** points. If an exam is missed it cannot be taken at another time. Date and content of exam may be adjusted as instructor deems necessary.

6. There will be a **comprehensive final exam** that will be worth **100 points**. **Only** students who have not completed the three regular exams will be required to take the final exam. Also students who do complete the three regular exams may **elect** to take the final exam in which case the grade of the final exam will be **substituted for a lowest of the three exam grades**. In the event that the final exam grade is a lower than any of the three regular exam grades then the final will not be substituted for one of the regular exams. The student will need to inform the instructor of their desire to take the final exam one week prior to the final exam.
7. Students will be asked to assess **strengths and challenges** on quizzes, tests, projects, presentations and activities. Students are encouraged to develop reflective thinking, owning their learning. Remember to be precise, specific, and describe versus label. Learning to think, reflect, and "talk the talk" prepares you for graduate school and professional work as a speech language pathologist/ audiologist.
8. There will be one project worth 50 points. This project gives you opportunity to apply understanding of language in the environment.

### **Project (50 points)**

#### Humor notebook

1. Read article on humor (provided by instructor)
2. Collect jokes (cartoons, written jokes, environmental language, movies etc.)
3. Design project reflecting language analysis in humor
4. Consider **Revised Bloom's Taxonomy** to increase ability to think critically. Critical thinking is a clinical characteristic that is essential for success in CDS.

## Summary of grading:

Requirement	Maximum Points	Grading
Exam 1	100	.90-1.00 = A
Exam 2	100	.80-.89 = B
Exam 3	100	.70-.79 = C
Projects	50	.60-.69 = D
Quizzes 4@ 25 points each	100	less than .60 = F
Attendance	30	
Total	480	

## Notes:

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the Catalog on human subjects and the Student Conduct Code (especially regarding Acts of Academic Dishonesty).
2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).
3. Please be advised that only work with a grade assigned by the instructor of record, Kitty Martin, will count for your final grade for CDS 303.
4. Instructor reserves the right to change or modify course when deemed appropriate and/or necessary.
5. Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency

Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

6. **Academic honesty:** In keeping with the college policy, academic dishonesty (cheating on class assignments/exams, etc.) will not be tolerated; students so engaged will be subject to disciplinary action.

Explore your learning style

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

<http://www.usd.edu/trio/tut/ts/stvleres.html>

and

multiple

intelligence. <http://literacyworks.org/mi/assessment/findyourstrengths.html>. Consider what challenges you might have with learning efforts. Sort out differences in learning and challenges in learning. Consider remediation and compensation strategies for learning

## Course Topics

Date	Topic	Resources
Topic 1	Introduction. Syllabus The Territory	Chapter 1 pp. 3-36 Owens
Topic 2	Describing Language	Chap 2 pp. 37-55 Owens <b>Quiz 1 on Chapter 1 &amp; 2</b> Appendix C Developmental Summary pp.415-424
Topic 3	Neurological Bases of Speech and Language	Chap 3 pp.57-80 Owens
Topic 4	Cognition, Perceptual, & Motor Bases of Early Speech and Language	Chap. 4 pp.81-110 <b>Test 1 Chapters 1-4</b> Appendix A American English Speech Sounds pp. 397-401
Topic 5	Social & Communicative Bases of Early Language and Speech	Chap 5 Owens pp. 111-146
Topic 6	Language Learning and Teaching Processes & Young Children Culture and Difference	Chap 6 Owens pp. 147-186 Appendix B Major Racial and Ethnic Dialects of American English <b>Quiz 2 on Chap 5 &amp; 6</b>
Topic 7	First Words, & Word Combinations In Toddler Talk	Chap 7 Owens pp.187 -226
Topic 8	Preschool Pragmatic & Semantic Development	Chap. 8 Owens pp. 227-268 Appendix D Calculating MLU pp. 425-427 <b>Test 2 Chaps. 5, 6, 7, 8,</b>
Topic 9	Preschool Development of Language Form	Chap. 9 Owens pp. 269- 313
Topic 10	Early School Age Language Development	Chapter 10 Owens pp. 315- 358 <b>Quiz Chap 9 &amp; 10</b>
Topic 11	School Age Literacy Development	Chap 11 Owens pp. 359-380 Appendix E Back ground Grammar pp. 429-434
Topic 12	Adolescent and Adult Language	Chap 12 Owens pp. 381- 396 <b>Test 3 Chaps. 9, 10, 11, 12</b>



**SIUC Teacher Education Conceptual Framework:**

This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:

The student demonstrates **professionalism:**

- 1. Dependability and reliability
- 2. Honesty, trustworthiness, ethics
- 3. Enthusiasm, love of learning and commitment to the profession

The student values human **diversity:**

- 1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals
- 2. Shows respect for, and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- 3. Strives for best practices to address diverse learning needs and abilities of all individuals
- 4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- 5. Collaborates with diverse peers, professional colleagues, staff and families

The candidate engages in **professional development:**

- 1. Engages in ongoing acquisition of knowledge
- 2. Engages in development of research-based practices
- 3. Assesses own performance and reflects on needed improvements



CARBONDALE  
Syllabus Attachment Spring 2015

<http://pvcaa.siu.edu>

**IMPORTANT DATES \* Semester Class**

Begins.....01/20/2015 Last day to add a class  
 (without instructor permission): .....01/25/2015 Last day to withdraw  
 completely and receive a 100% refund: ....02/01/2015 Last day to drop a course  
 using SalukiNet: .....04/05/2015 Last day to file diploma application  
 (for name to appear in Commencement program):  
 .....03/13/2015 Final examinations:  
 .....5/11–5/15/2015 Note: For outreach, internet, and

short course drop/add dates, visit Registrar's Academic webpage  
<http://registrar.siu.edu/> **SPRING SEMESTER HOLIDAYS** Martin Luther  
 King, Jr.'s Birthday 01/19/2015 Spring Vacation 03/07  
 03/15/2015 **WITHDRAWAL POLICY ~ Undergraduate only** Students who  
 officially register for a session may not withdraw merely by the stopping of  
 attendance. An official withdrawal form needs to be initiated by the student and  
 processed by the University. For the proper procedures to follow when dropping  
 courses and when withdrawing from the University, please visit  
<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

**INCOMPLETE POLICY~ Undergraduate only** An INC is assigned when, for  
 reasons beyond their control, students engaged in passing work are unable to  
 complete all class assignments. An INC must be changed to a completed grade within  
 one semester following the term in which the course was taken, or graduation,  
 whichever occurs first. Should the student fail to complete the course within the time  
 period designated, that is, by no later than the end of the semester following the term  
 in which the course was taken, or graduation, whichever occurs first, the incomplete  
 will be converted to a grade of F and the grade will be computed in the student's  
 grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html> **REPEAT POLICY** An  
 undergraduate student may, for the purpose of raising a grade, enroll in a course for  
 credit no more than two times (two total enrollments) unless otherwise noted in the  
 course description. For students receiving a letter grade of A,B,C,D, or F, the course  
 repetition must occur at Southern Illinois University Carbondale. Only the most  
 recent (last) grade will be calculated in the overall GPA and count toward hours  
 earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf> **GRADUATE**  
**POLICIES** Graduate policies often vary from Undergraduate policies. To view the  
 applicable policies for graduate students, please visit [http://gradschool.siu.edu/about-](http://gradschool.siu.edu/about-us/grad-catalog/index.html)  
[us/grad-catalog/index.html](http://gradschool.siu.edu/about-us/grad-catalog/index.html) **DISABILITY POLICY** Disability Support Services  
 provides the required academic and programmatic support services to students with  
 permanent and temporary disabilities. DSS provides centralized coordination and  
 referral services. To utilize DSS services, students must come to the DSS to open  
 cases. The process involves interviews, reviews of student-supplied documentation,  
 and completion of Disability Accommodation  
 Agreements. <http://disabilityservices.siu.edu/>

#### PLAGIARISM CODE

[http://pvcaa.siu.edu/\\_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf](http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf)

#### MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

#### SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

### SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>

### EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

### INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

### LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: <http://tutoring.siu.edu/>

Math Labs [http://tutoring.siu.edu/math\\_tutoring/index.html](http://tutoring.siu.edu/math_tutoring/index.html) WRITING

CENTER The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit

<http://write.siu.edu/> AFFIRMATIVE ACTION & EQUAL OPPORTUNITY Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: <http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin> ADVISEMENT:  
<http://advisement.siu.edu/> SIU ONLINE: <http://online.siu.edu/>

Spring 2015 R.O'Rourke