CDS 303 Language Development
Course Syllabus
Spring, 2017

Instructor: Kitty Martin
Office: Rehn Hall, Room 322, Southern Illinois University
Phone: 536-7704 or 453-7723
Email: kittym@siu.edu

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
Lawson 121

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. (IIIA, 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)


**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:**


**Bibliography:**


**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. Thirty 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 be announced or unannounced. 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. 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.

480 points total for class
Summary of grading: addition of + and – will be given per university directive

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<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
<th>Grading</th>
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<tr>
<td>Exam 1</td>
<td>100</td>
<td>.90-.1.00 = A</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
<td>.80-.89 = B</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
<td>.70-.79 = C</td>
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<tr>
<td>Projects</td>
<td>50</td>
<td>.60-.69 = D</td>
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<tr>
<td>Quizzes 4@ 25 points each</td>
<td>100</td>
<td>less than .60 = F</td>
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<tr>
<td>Attendance</td>
<td>30</td>
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<td>Total</td>
<td>480</td>
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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, Department of Public Safety's website 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.engr.ncsu.edu/learningstyles/ilsweb.html)

and


### Course Topics

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<th>Resources</th>
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<td>Introduction. Syllabus The Territory</td>
<td>Chapter 1 pp. 3-32 Owens</td>
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<tr>
<td>Topic 2</td>
<td>Describing Language</td>
<td>Chap 2 pp. 33-51 Owens <a href="#">Quiz 1 on Chapter 1 &amp; 2</a></td>
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<td>Topic 3</td>
<td>Neurological Bases of Speech and Language</td>
<td>Appendix C Developmental Summary pp.387</td>
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<td>Topic 4</td>
<td>Cognition, Perceptual, &amp; Motor Bases of Early Speech and Language</td>
<td>Chap. 4 pp.74-100 Appendix A American English Speech Sounds pp. 373</td>
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<td>Topic 5</td>
<td>Social &amp; Communicative Bases of Early Language and Speech</td>
<td>Chap 5 Owens pp. 101-134 <a href="#">Test 1 Chapter 1-5</a></td>
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<td>Topic</td>
<td>Language Learning and Teaching Processes &amp; Young Children Culture and Difference</td>
<td>Chap 6 Owens pp. 135-170 Appendix B Major Racial and Ethnic Dialects of American English p 377</td>
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<td>Topic 7</td>
<td>First Words, &amp; Word Combinations In Toddler Talk</td>
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<td>Topic 8</td>
<td>Preschool Pragmatic &amp; Semantic Development</td>
<td>Chap. 8 Owens pp. 208-248 Appendix D Calculating MLU pp. 394</td>
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<td>Topic 9</td>
<td>Preschool Development of Language Form</td>
<td>Chap. 9 Owens pp. 249-294</td>
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<td>Topic 10</td>
<td>Early School Age Language Development</td>
<td>Chapter 10 Owens pp. 295-334</td>
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<td><strong>Quiz Chap 9 &amp; 10</strong></td>
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<td>Topic 11</td>
<td>School Age Literacy Development</td>
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<td><strong>Test 3 Chaps. 10, 11, 12</strong></td>
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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
IMPORTANT DATES
Semester Class Regime: 01/17/2017
Last day to add a full term course: 01/17/2017
Last day to withdraw from a full term course: 01/29/2017
Last day to drop a full term course for a refund: 01/29/2017
Final examinations: 04/2/2017
Commencement: 05/13/2017

For more information about the above dates, please visit http://Registrar.cnw.siu.edu/Schedules/ScheduleMain.php

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr. (Birthday) Holiday: 01/18/2017
Spring Break: 03/01 - 03/11/2017

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being assessed as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit http://Registrar.cnw.siu.edu/students/withdrawal.php

INCOMPLETE POLICY - Undergraduate only
An INC grade may be assigned to a student for reasons beyond the control of the student, such as illness, personal emergencies or family matters. A student who is unable to complete all course assignments and or take the final examinations, may request to have a grade of INC assigned. The INC grade must be converted to a grade of F and such grade will be computed in the student's grade point average. For more information visit http://Registrar.cnw.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale effective for courses taken Summer 2013 or later. The most recent (last) grade will be calculated in the overall GPA and counted toward hours earned. This policy will be applied to all transferable credits in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://Registrar.cnw.siu.edu/grades/repeatcourse.php

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit the graduate catalog at http://ap这一切 cnw.siu.edu/about/graduatecatalog

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides case management and referral services. Teamwork DSS services, students must contact DSS to provide cases. The process involves interviews, review of student supplied documentation, and completion of a Disability Accommodation Agreement. http://disability.cnw.siu.edu

PLAGIARISM
Student Conduct Code http://cnw.siu.edu/student/conduct-code
Guidelines for Faculty http://cnw.siu.edu/communication/interaction/Guidelines/studentsplagiarism.pdf

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 kind of support to students as 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 Care is to develop, facilitate and coordinate a university wide program of care and support for students in any type of distress—physical, mental, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to develop 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 Care call (618) 453-1492 email salukicare@siu.edu or http://salukicare.siu.edu

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU's Early Warning Intervention Program might be contacted by University staff during a routine. More information can be found at the Care Curriculum's Overview webpage:
http://carecurriculum.cnw.siu.edu/program-overview

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness at SIU. Emergency response information is available on posters in all buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit http://emergency.siu.edu

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues to grow, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Gramblin Commons, to see the resources available and discover ways you can get involved on campus. Visit us at http://indiversity.cnw.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and online. To find more information please visit the Center for Learning and Support Services website:
http://tutoring.cnw.siu.edu

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.cnu.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.cnw.siu.edu

MILITARY COMMUNITY
There are challenges of being a member of the military community and also a student. Military students need support services that are active duty, military and veteran related development that will facilitate academic success. If you are a member of the military community and need to schedule services please visit Veterans Services at http://vets.cnw.siu.edu

Additional Resources
SALUKI SOLUTION Finder http://solutionfinder.cnw.siu.edu
MORRIS LIBRARY HOURS http://library.cnw.siu.edu/hours