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

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. (IIIA, 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. 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 of the exam is on the syllabus. 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 30 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:
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>.90-1.00 = A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>.80-.89 = B</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>.70-.79 = C</td>
</tr>
<tr>
<td>Projects</td>
<td>50</td>
<td>.60-.69 = D</td>
</tr>
<tr>
<td>Quizzes 4@ 25 points each</td>
<td>100</td>
<td>less than .60 = F</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic 1</td>
<td>Introduction. Syllabus The Territory</td>
</tr>
<tr>
<td></td>
<td>Topic 2</td>
<td>Describing Language</td>
</tr>
<tr>
<td></td>
<td>Topic 3</td>
<td>Neurological Bases of Speech and Language</td>
</tr>
<tr>
<td></td>
<td>Topic 4</td>
<td>Cognition, Perceptual, &amp; Motor Bases of Early Speech and Language</td>
</tr>
<tr>
<td></td>
<td>Topic 5</td>
<td>Social &amp; Communicative Bases of Early Language and Speech</td>
</tr>
<tr>
<td></td>
<td>Topic 6</td>
<td>Language Learning and Teaching Processes &amp; Young Children Culture and Difference</td>
</tr>
<tr>
<td></td>
<td>Topic 7</td>
<td>First Words, &amp; Word Combinations In Toddler Talk</td>
</tr>
<tr>
<td></td>
<td>Topic 8</td>
<td>Preschool Pragmatic &amp; Semantic Development</td>
</tr>
<tr>
<td></td>
<td>Topic 9</td>
<td>Preschool Development of Language Form</td>
</tr>
<tr>
<td></td>
<td>Topic 10</td>
<td>Early School Age Language Development</td>
</tr>
<tr>
<td></td>
<td>Topic 11</td>
<td>School Age Literacy Development</td>
</tr>
<tr>
<td></td>
<td>Topic 12</td>
<td>Adolescent and Adult Language</td>
</tr>
</tbody>
</table>