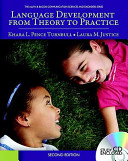
**2011 Fall *Language Development* (CSD 2318: Section #001)**

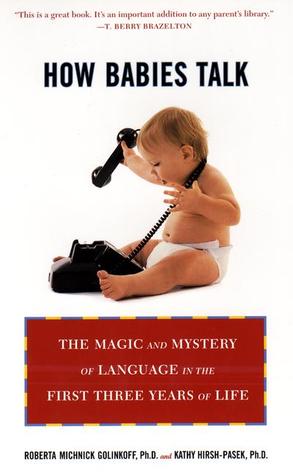
**GENERAL INFORMATION:**

* Instructor: Jungjun Park, Ph.D, CCC-SLP (email: **jungjun\_park@baylor.edu**).



* Classroom Location: **Neill Morris (#226)**
* Office Location: **Neil Morris (#250)** Phone: 710-3289
* Class Hours: **3:30 – 4:45 PM (T/R)**
* Office Hours: **(2:00 – 3:30 T/R/F):** Email appointment is always preferred.
* Semester Hours: **3 (credits)**

**TEXTBOOKS REQUIRED:**



1. **Pence, Khara L., & Justice, Laura M. (2011).** *Language Development: From Theory*

*to Practice:* Prentice Hall [ISBN: 013707347X ]. 2nd edition (1st edition is also ok.)

1. **Golinkoff, Roberta M., & Hirsh-Pasek, Kathy (2000).** *How Babies Talk: The Magic*

*and Mystery of Language in the First Three Years of Life* (paperback).

1. **Reference books:**
   * Hulit, L., & Howard, M., (2005). *Born to Talk* (5th ed.). Indianapolis, IN: Merrill/Macmillan

Publishing Company. [to be used for response papers – hardcopies will be distributed]

* + Berko-Gleason, Jean (Ed.) (2005). *The Development of Language* (6th ed.). Needham Heights,

MA: Allyn and Bacon.

* + Owens, R. E. (1996). *Language development: An introduction* (4th ed.). Boston: Allyn and

Bacon Publishers.

**COURSE DESCRIPTION AND OBJECTIVES*:***

This course provides a *theoretical and descriptiv*e framework in the study of language development. In this course we will explore **(1) the fundamental *stages and processes*** of language development. We will study **(2) *components of the language system*** (phonology, semantics, syntax, and pragmatics) and ***(3) examine the course of development*** of these components. We will also discuss the ***(4) biological bases of language*** and compare theories that attempt to account for speech and language development.

Our primary focus will be on *typical patterns* of development; however, we will also touch on development of language in *special populations*: speakers of a variety of dialects, second-language learners, and individuals with a variety of disabilities and impairments such as autism, cerebral palsy, SLI (specific language disorder), and hearing impairment. *No previous coursework experiences are necessary, but recommended.*

This course also provides background knowledge and skills that are a central requirement for students who plan to get a graduate degree in Speech-Language Pathology and to pursue a ***Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP).*** So, your effortful study is strongly recommended for later success.

**LEARNING OUTCOMES**

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA):** <http://www.asha.org/uploadedFiles/certification/KASASummaryFormSLP.pdf>

The ASHA KASA document details the ***Standards for the Certificate of Clinical Competence for Speech Pathologists (CCC-SLP).*** This document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements.

It includes **9** main knowledge areas (**articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities**) across **5** clinical parameters (**etiology, characteristics, prevention, assessment, and intervention**).

Because of the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standards for this course are noted



under each learning outcome. **After taking this course, students will:**

1. describe the *processes* of normal communication/language development and the major *developmental features* that are characteristic of different stages of language acquisition *(****ASHA KASA Standard III-B;*** *Knowledge of basic human communication such as biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.*
2. give examples of *social and cultural impacts* on language acquisition *(****ASHA KASA Standard III-B;*** *Culturally Sensitive, Knowledgeable, Reflective)*
3. describe the major components and characteristics of *at least three theories of language* acquisition *(****ASHA KASA Standard III-C;*** *Knowledgeable)*
4. explain the relationship between *cognitive development and language development* ***(ASHA KASA* Standard III-C;** *Knowledgeable, Reflective)*
5. describe the tenets behind the *biological bases* for language development *(****ASHA KASA******Standard III-C;*** *Knowledgeable, Reflective)*
6. *analyze language samples* characteristic of different stages of development *(****ASHA KASA******Standard III-D;*** *Decision Makers, Lifelong Learners)*

**STUDENTS WITH SPECIAL NEEDS**

If you have any special learning needs, please see me during the first week of class so we can be sure you get the proper accommodations. However, before seeing me you must first register with the ***Office of Access and Learning Accommodation*** (OALA) (http://www.baylor.edu/oala). Baylor OALA: 254-710-3605

**Baylor Blackboard:**

***Syllabus, lecture notes, handouts, special announcements, and other class material*** will be posted on the **Blackboard.** The student should become familiar with the BB asap. Inability to retrieve course information will not be an acceptable excuse for failure to acquire/master the information.

**ACADEMIC INTEGRITY**

Students in this course are expected to firmly abide by the Baylor University Student Honor Code as outlined in the Student Handbook. Students who violate the Honor Code will suffer the consequences:

* Any evidence of dishonorable conduct (i.e., **cheating in and out of the class for class activities such as exams and projects**) as outlined in the Baylor Honor Code will result in at least an **"F"** in this course (<http://www.baylor.edu/honorcode/index.php?id=44060>).
* Example: Cheating in the exam! Copying/pasting contents from books, articles, websites, and other peers’ papers without proper citation. When detected, Baylor Honor Code will be strictly applied to any plagiarism. Especially, take-home assignments will be ‘carefully’ reviewed against this.
* All Honor Code violations will be **reported** to Baylor University’s Office of Academic Integrity *right away throughout the semester* and *will follow the student through their entire time at the university*. Please guard your ethical reputation beginning now. All books/notes/electronic devices must be out of sight during exams. No hats!



**COURSE REQUIREMENTS AND ORGANIZATION**

1. **Class participation**:
   1. According to the attendance policy of the Collage of Arts and Sciences, “***to earn course credit in the College of Arts and Sciences, a student must attend at least 75% of all scheduled class meetings.*** Any student who does not meet this minimal standard will automatically receive a grade of “F” in the course. ***Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings.*”** (Please visit <http://www.baylor.edu/artsandsciences/> for more information.)
   2. **As a CSD major**, you are basically expected to attend **all** classes. In the event you are unable to attend a class session, it is your responsibility to obtain (a) class notes and/or handouts from another student, and (b) any changes in the class schedule.
   3. **Exam:** You are also expected to take tests on time. If you are ill, it is your responsibility to notify the instructor ***prior to*** the time of the test. If you miss a test ***without prior approval from your instructor***, you will be subject to receiving a zero for the test. When returning from the illness, it is the student’s responsibility to take the makeup exam ***within 3 days*** or the student will automatically receive a zero for the test.
   4. **Excused absence:** Contact the instructor through email prior to class if you are unable to attend a class meeting. You are required to verify the nature of an absence before or after the class meeting that you missed (e.g., doctor’s note). Excused absences will be decided on a case-by-case basis by the instructor based on the documents and situational consideration.
   5. Each student is expected to **read assigned material prior to** class, attend, and actively participate in class lectures, discussions, and activities. Please be respectful of your classmates and your instructor by **arriving on time** and remaining throughout the entire class session. **All electronics** should be turned off in the class.
2. **Course Evaluation (a total of 1,000 points)**
3. Evaluation will be based on **3 exams (2 midterms and 1 comprehensive final**), 5 **easy-to-do hands-on homework activities,** and **4 response papers** (1.5 to 2 page long essay on selected book chapters or articles).
4. **Exams (500 points):** Exams will be based on *book chapters, slides, lectures, and class activities*. ***Reading the textbook is strongly required for the best outcome***. There will be a variety of questions consisting of, but not limited to, multiple choice, true/false, fill-in-the-blank, and short answer.
   * *Each midterm exam has a max score of* ***150 pts (a total of 300 pts).***
   * *Final comprehensive has a max score of* ***200 pts.***
5. **Response paper (200 points):** You will submit ***4 response papers*** to selected readings from Golinkoff & Hirsh-Pasek (2000)’s book which has eight chapters. Each response paper should be about two consecutive chapters. For example, the 1st RP will deal with chapters 1 and 2 and the 2nd RP with chapters 3 and 4, etc.
   * ***Email submission is not allowed in any case*.**
   * Each RP has ***a max score of 50.***
   * For each day after the deadline, ***10 points will be subtracted automatically***. Please see the table in the last page of the syllabus for the due dates.
6. **5 Hands-on activities (Homework: 300 points):** This is a set of 5 ***easy-to-do activities*** designed to facilitate your understanding of the information covered in your readings and class discussions **(each assignment = 60 pts)**
   * Every assignment should be turned in on the designated day. For each day after the deadline, ***10 points will be subtracted automatically***.
7. ***Course portfolio (30 bonus pts):*** Due by ***November 29 (Tuesday)***
   * The course portfolio will be your own personal handbook to help you in your career after you have completed the course. The good portfolio earning a max score of 30 bonus points must include ***all*** of the Powerpoint slides, assignments, exams, hand-outs, and additional study materials created/collected by you.
   * This is NOT a required assignment, **but a bonus activity.**

**FALL SEMESTER 2011 (**<http://www.baylor.edu/content/services/document.php/123151.pdf>)

1. August 22: Classes Begin (Monday)
2. September 5: Labor Day – University Holiday
3. September 23-24 Parents Weekend
4. October 14-16: Fall Break (Friday through Sunday)
5. November 5(Sat): Homecoming
6. November 23-27: Thanksgiving Holidays (Wednesday through Sunday)
7. December 5: Last Day of Classes (Monday)
8. December 8-14 Final Examinations

(Thursday through Wednesday, including Saturday)

1. **Grading Policy:** Your final grade will be determined according to the following scale:

|  |  |  |
| --- | --- | --- |
| **Grade** | **%-ile** | **Raw scores (after bonus pts)** |
| **A** | >90% | 900-1000 |
| **B+** | 85.0% – 89.99% | 850-899.99 |
| **B** | 80.0% – 84.99% | 800-849.99 |
| **C+** | 75.0% – 79.99% | 750-799.99 |
| **C** | 70.0% – 74.99% | 700-749.99 |
| **D+** | 65.0% – 79.99% | 650-699.99 |
| **D** | 60.0% – 74.99% | 600-649.99 |
| **F** | 59.99% or below | <600 |

**Response paper format:**

1. Spacing: **Double-spaced**
2. Font: **Times New Roman** (font size=12).
3. Length: **1.5 to 2 pages per chapter**
4. Content: **Critical summary** of what you have newly learned in the provided book chapters. It should not be regarded merely as a summary paper. *The more creative it is, the higher grade will it get!!*
5. **Plagiarism:** Submission of work taken **directly or indirectly** from other sources such as books, internet, or materials developed by peers ***without a proper citation*** will be considered **plagiarism** and **no credit** will be assigned on the assignment.



**TENTATIVE CLASS OUTLINE (subject to change, but NOT the dates for exams/quizzes)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Contents** | **Memo** | **HW Due** | **RP Due** |
| **1** | Aug 23, 25 | Orientation (Syllabus) & Ch 1. Language Development |  |  |  |
| **2** | Aug 30,Sep 1 | Ch 2. The Science and Theory of Language Development |  |  |  |
| **3** | Sep 6,8 | Ch 3. Building Blocks of Language |  | ***HW 1: Sep 6*** |  |
| **4** | Sep 13,15 | Ch 3. Building Blocks of Language |  |  | ***RP1: Sep 15*** |
| **5** | Sep 20,22 | Ch 3. Building Blocks of Language |  |  |  |
| **6** | Sep 27,29 | Ch 4. Neuroanatomy of Language |  | ***HW 2: Sep 27*** |  |
| **7** | Oct 4,6 | Ch 5. Language Development During Infancy | ***Exam 1 (Oct 4)*** |  | ***RP2: Oct 6*** |
| **8** | Oct 11, 13 | Ch 6. Language Development During Toddlerhood |  |  |  |
| **9** | Oct 18, 20 | Ch 7. Language Development of Preschoolers |  | ***HW 3: Oct 18*** |  |
| **10** | Oct 25, 27 | Ch 8. Language Development During School-Age |  |  |  |
| **11** | Nov 1,3 | Ch 9. Language Diversity |  |  | ***RP3: Nov 3*** |
| **12** | Nov 8, 10 | Ch 10. Language Disorders | ***Exam 2 (Nov 10)*** | ***HW4: Nov 8*** |  |
| **13** | Nov 15, 17 | Ch 10. Language Disorders | **NO class on Nov 17** |  |  |
| **14** | Nov 22, 24 | **No class** | | | |
| **15** | Nov 29, Dec 1 | Reading Development. Semester summary | ***Portfolio: Nov 29*** | ***HW5: Nov 29*** | ***RP4: Dec 1*** |
|  | **Final comprehensive exam: December 12 (Monday): 4:30 – 6:30 PM @ NM 226)**  <http://www.baylor.edu/sfs/index.php?id=69401> | | | | |