I. Course Description

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

This course is one of the required courses for admission into the undergraduate Communication Sciences and Disorders Program. You will need to fill out an application form and return the form to HSTC 205. Applications will be accepted in the fall and/or spring semesters.

Admission Criteria:
1. Must have at least 30 credit hours
2. Minimum of 2.75 overall GPA
3. Completion of SPH 130, SPH 210, & SPH 250
4. Grade of a B or higher in each of the required courses.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

IIA. This course reflects the following core values of the College of Education (see the COE Conceptual Framework at [www.sfasu.edu/education/about/accreditations/ncate/conceptual](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual)):

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

Department of Human Services Objectives:
The Department of Human Services prepares undergraduate 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 program to maximize the advancement of students' personal and professional developments.

Speech-Language Pathology Program:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.
Program Learning Outcomes:
This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) one and five. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, and projects:
1. The students will acquire and demonstrate knowledge of major anatomical structures and physiological processes underlying speech, hearing, and swallowing. (SPH 210, 230, 250, 334, 300)
2. The students will acquire and demonstrate knowledge of normal speech acquisition and speech disorders (articulation, fluency, and voice) including the fundamentals of prevention, assessment, and intervention in preparation for graduate studies. (SPH, 233, 480, 371)
3. The students will acquire and demonstrate knowledge of normal language acquisition and language disorders including the fundamentals of prevention, assessment, and intervention in preparation for graduate studies. (SPH 250, 320, 323, 334, 300)
4. The students will communicate effectively both orally and in professional writing in preparation for graduate studies. (SPH 300, 335, 320, 442)
5. The students will acquire and demonstrate knowledge of culturally and linguistically diverse populations as it relates to identification and intervention of communication disorders in preparation for graduate studies. (SPH 442, 210)
6. The students will acquire and demonstrate basic knowledge of the fundamentals of eBP in preparation for graduate studies (SPH 320, 300, 442)

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association (ASHA):
Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas.
- articulation
- fluency
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Specific Student Learning Outcomes for Phonetics (SLO):
1. The student will demonstrate knowledge of the basic terms and concepts pertaining to language as measured by a score of 70% or above on exams and projects.
2. The student will demonstrate knowledge of the components of language: phonology, semantics, pragmatics, morphology, and syntax as measured by a score of 70% or above on exams and projects.
3. The student will demonstrate knowledge of the distinctive features of language developments models: behavioral theory, generative/transformational grammar theory, case grammar theory, semantic theory, and sociolinguistic theory as measured by a score of 70% or above on exams and projects.
4. The student will demonstrate knowledge of cognitive development models: Piaget’s stages of cognitive development and relationship between cognition and language as measured by a score of 70% or above on exams and projects.
5. The student will demonstrate knowledge of pre-linguistic communication: crying, cooing, babbling, echolalia, and jargon as measured by a score of 70% or above on exams and projects.
7. The student will demonstrate knowledge of the development of intentionality: perlocutionary stage, illocutionary stage, and locutionary stage as measured by a score of 70% or above on exams and projects.
8. The student will demonstrate knowledge of sensory and perceptual bases of early language development: reflexes, vision, hearing, speech perception as measured by a score of 70% or above on exams and projects.
9. The student will demonstrate knowledge of the characteristics of single word utterances and early word combinations: phonetic characteristics, lexical characteristics, semantic characteristics, and syntactic characteristics as measured by a score of 70% or above on exams and projects.
10. The student will demonstrate knowledge of adult teaching strategies: motherese, prompting, elicited imitation, expansion, extension, and cultural variations as measured by a score of 70% or above on exams and projects.
11. The student will demonstrate knowledge of child language learning strategies: imitation, slobin’s universal principles, comprehension versus production, and relationship between play and language development as measured by a score of 70% or above on exams and projects.
12. The student will demonstrate knowledge of preschool language development: Brown’s stages of development, morphological development, sentence form development, embedding, conjoining, semantic development, phonological development, and pragmatic development as measured by as score of 70% or above on exams and projects.
13. The student will demonstrate knowledge of school-age and adult language development: syntactic and morphological development, semantic development, phonological development, pragmatic development, and metalinguistic abilities as measured by a score of 70% or above on exams and projects.
14. The student will demonstrate knowledge of language differences: regional dialects, social dialects, black English, and Hispanic English as measured by a score of 70% or above on exams and projects.

III. Course Assignments, Activities, Instructional Strategies & Use of Technology

Reading Assignments:
Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. Each time we meet, I will assign specific chapters for you to read prior to our next class discussion.

Examinations:
There will be four scheduled examinations. Before each exam, I will give you a list of terms and questions to review. Know this material; if it is on the list, it will be on the exam! Examination dates are listed on the course schedule, below.

Projects:
1. Journal Article: Read one professional journal article regarding the development of children’s language and complete the provided worksheet for the article. A more detailed handout outlining all of the requirements will be given in class.
2. Vocal Play Cards: Prepare a set of 10 cards with colored photographs or pictures that would stimulate a variety of environmental sounds and singles word utterances. Type and place the sound(s) and/or word(s) to be stimulated on each of the cards. Laminate each card. A more detailed handout outlining all of the requirements will be given in class.
3. Language Sample & Analysis: Gather a language sample (minimum of 50 utterances) from a child between the ages of 2 and 4 years old following Brown’s guidelines. Analyze your language sample according to MLU, morphological development, and syntax level. A more detailed handout outlining all of the requirements will be given in class.

Participation:
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Please be respectful and considerate of your peers and instructor.
IV. Evaluation and Assessment (Grading)

Grading Policy:
Points for grade are as follows:

- Four scheduled examinations @ 100 pts each        400
- Language Sample & Analysis Project                100
- Vocal Play Cards                                    50
- Journal Article                                   50

Total Points:                                      600

The course grading scale is as follows:

- 600 – 537 = A
- 536 – 477 = B
- 476 – 417 = C
- 416 – 360 = D
- 359 – 0 = F

Grade Calculation: (Points Earned to Date) X 100 = (Grade)
(Points Possible to Date)

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Class attendance is required. Your course grade will be lowered by one letter grade for each unexcused absence after four unexcused absences. Late assignments are only accepted for excused absences or by the discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done within one week of your missed exam.

Attendance: You will be responsible for signing an attendance sheet at the beginning of each class. The attendance sheet will be placed on the table at the front of the classroom. It is your responsibility to sign the attendance sheet at the beginning of each class period. Do not have a friend sign the attendance sheet for you. You must sign the attendance sheet yourself. The attendance sheet will be taken up at the beginning of each class. If you are late, it is your responsibility to come to the instructor (after class) and ask for the attendance sheet to sign. Your course grade will be lowered by one letter grade for each unexcused absence after four unexcused absences. Excused absences must have documentation, i.e. documented illness from a physician, etc.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>W</td>
<td>Jan. 20</td>
<td>Syllabus &amp; Course Overview</td>
<td>Syllabus</td>
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<tr>
<td>M</td>
<td>Jan. 25</td>
<td>Language Development: An Introduction</td>
<td>Ch. 1</td>
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<td>W</td>
<td>Jan. 27</td>
<td>Language Development: An Introduction</td>
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<td>M</td>
<td>Feb. 1</td>
<td>Science &amp; Theory of Language Development</td>
<td>Ch. 2</td>
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<td>W</td>
<td>Feb. 3</td>
<td>Science &amp; Theory of Language Development</td>
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<td>M</td>
<td>Feb. 8</td>
<td>Building Blocks of Language</td>
<td>Ch. 3</td>
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<td>W</td>
<td>Feb. 10</td>
<td>Building Blocks of Language</td>
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<tr>
<td>M</td>
<td>Feb. 15</td>
<td>Wrap-up and Review for Exam</td>
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<td>Journal Articles Due</td>
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<td>W</td>
<td>Feb. 17</td>
<td>EXAMINATION I</td>
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<td>Day</td>
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<td>Topic</td>
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<td>M</td>
<td>Feb. 22</td>
<td>Neuroanatomy &amp; Neurophysiology of Language</td>
<td>Ch. 4</td>
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<td>Feb. 24</td>
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<td>M</td>
<td>Feb. 29</td>
<td>Infancy: Let the Language Achievements Begin</td>
<td>Ch. 5</td>
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<td>W</td>
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<td>M</td>
<td>March 7</td>
<td>Toddlerhood: Exploring the World &amp; Experimenting with Language</td>
<td>Ch. 6</td>
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<td>March 14</td>
<td>SPRING BREAK</td>
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<td>W</td>
<td>March 16</td>
<td>SPRING BREAK</td>
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<td>M</td>
<td>March 21</td>
<td>Wrap-up &amp; Review for Exam</td>
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<td><em>Vocal Play Cards Due</em></td>
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<td>W</td>
<td>March 23</td>
<td>EXAMINATION II</td>
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<td>M</td>
<td>March 28</td>
<td>Easter</td>
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<td>W</td>
<td>March 30</td>
<td>Preschool: Building Literacy on Language</td>
<td>Ch. 7</td>
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<td>M</td>
<td>April 4</td>
<td>Preschool: Building Literacy on Language</td>
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<td>W</td>
<td>April 6</td>
<td>School-Age Years &amp; Beyond: Developing Later Language</td>
<td>Ch. 8</td>
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<td>M</td>
<td>April 11</td>
<td>School-Age Years &amp; Beyond: Developing Later Language</td>
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<td>W</td>
<td>April 13</td>
<td>Language Differences &amp; Disorders</td>
<td>Ch. 9</td>
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<td>M</td>
<td>April 18</td>
<td>Wrap-up &amp; Review for Exam</td>
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<td><em>Language Sample Project Due</em></td>
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<td>W</td>
<td>April 20</td>
<td>EXAMINATION III</td>
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<td>M</td>
<td>April 25</td>
<td>Guest Speaker</td>
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<td>W</td>
<td>April 27</td>
<td>Wrap-up &amp; Review for Final Examination</td>
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<td>M</td>
<td>May 2</td>
<td>DEAD WEEK</td>
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<td>W</td>
<td>May 4</td>
<td>DEAD WEEK</td>
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<tr>
<td>M</td>
<td>May 9</td>
<td>FINAL EXAM, 4:00-6:00</td>
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</tbody>
</table>
VI. Readings

**Required texts and materials:**

1. Pence, Khara and Justice, Laura: Language Development from Theory to Practice, Pearson (2nd Edition)

**Recommended texts & websites:**

1. [www.pearsonhighered.com/pence2e](http://www.pearsonhighered.com/pence2e)

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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 will not be available to the instructor until after final grades are posted. 10 POINTS WILL BE ADDED TO YOUR FINAL POINT TOTAL IF YOU COMPLETE THE ONLINE COURSE EVALUATION FORM.**

In addition to the electronic course evaluation you will be asked to complete at the conclusion of the semester, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy 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.

As stated above, attendance in class is required. Your course grade will be lowered by one letter grade for each unexcused absence after 4 unexcused absences. Absences will be excused only by documentation and instructor approval. You will sign an attendance sheet at the beginning of each class period. **If you miss a class, it is your responsibility to obtain handouts and class notes from your peers.** Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam, quiz or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are also responsible for scheduling the make-up within one week of the missed class.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, or an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy A-54**

At the discretion of the instruction 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Other Relevant Course Information**
RETURN AT THE SECOND CLASS MEETING

RECEIPT OF SYLLABUS VERIFICATION FOR SPRING 2015

I have read the syllabus for SPH 250.020, and understand the course requirements. I have read and understand the attendance and assignment policies for SPH 250.002.

_______________________________________  __________________________________
Printed Name                                           Signature

_______________________________________
Date