

## *Course Syllabus*

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### **Course Information**

Normal Language Development (SPAU 3303-001; CLDP 3303-001)  
T 2:30 p.m. – 5:15 p.m., GR4.428  
Spring, 2008

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### **Professor Contact Information**

Instructor: Dr. Mandy J. Maguire  
mandy.maguire@utdallas.edu  
Office: GR 4.820 (214-905-3163)  
Office hours: Tuesday 12:30-2:30 or by appointment

T.A.: TBA

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

None.

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### **Course Description**

This course provides an overview of language development, focusing on theories, experimental findings and milestones in typically developing children. The course will cover theories of language acquisition and development, the biological basis of acquisition and development, and the basic stages of typically and atypically developing populations with regard to language. Assigned readings come from the text listed below. Students are encouraged to be active participants in class discussions.

**This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B.**

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### **Student Learning Objectives**

Students will:

- Be able to discuss foundation knowledge in speech and language sciences (STD. III-B)
  - Be able to explain biological, neurological, psychology, developmental and cultural bases of communication disorders (STD. III-B)
  - Discuss and apply the cultural correlates of communication with patients and families from diverse cultural/linguistic backgrounds (STD. III-B)
  - Recognize and differentiate among fundamental concepts and theories in language acquisition, development and processing (STD. III-B)
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### **Required Textbooks and Materials**

Hoff, E. (2005). *Language Development* (3rd Edition), Wadsworth/Thomson Learning.

**Students are strongly encouraged to do the assigned readings before coming to each class. Lecture outlines and announcements will be placed on Blackboard (<http://blackboard.utdallas.edu>) and UTD emails weekly. It is the student's responsibility to check Blackboard regularly for class information.**

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## Assignments & Academic Calendar

**\*\*These descriptions and timelines are subject to change at the discretion of the instructor**

Date	Topic	Readings
<b>Jan. 8</b>	Introduction and Course Information Movie- Baby Talk/discussion	
<b>Jan. 15</b>	Theories and methods of language development	Ch. 1
<b>Jan. 22</b>	Human brain and language	Ch. 2
<b>Jan. 29</b>	<b>Exam 1</b>	
<b>Feb. 5</b>	Phonology	Ch. 3
<b>Feb. 12</b>	Course of lexical development How are new words learned?	Ch. 4
<b>Feb. 19</b>	<b>Exam 2</b>	
<b>Feb. 26</b>	Early grammar development	Ch. 5: pp. 182-205
<b>Mar. 4</b>	Comprehension and theories of grammar development	Ch. 5: pp. 205-237
<b>Mar. 11</b>	<b>SPRING BREAK</b>	
<b>Mar. 25</b>	Communicative Competence	Ch. 6
<b>Apr. 1</b>	<b>Exam 3</b>	
<b>Apr. 8</b>	Language in special populations	Ch. 7
<b>Apr. 15</b>	Childhood bilingualism	Ch. 8
<b>Apr. 22</b>	Language in the school years Graduate student papers due	Ch. 9
<b>Apr. 29</b>	<b>Final Exam</b>	

## Grading Policy

Acquired knowledge will be assessed via exams, which will cover information presented in lectures, readings and videotapes. Knowledge will be applied and skills demonstrated via class discussion and exams.

<u>Assignment:</u>	<u>Percentage:</u>
Exam 1	20%
Exam 2	25%
Exam 3	25%
Final Exam	30%

**ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated**

*Standard III – B*

The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis. *Knowledge will be conveyed via class lectures and readings. Acquisition will be demonstrated via class discussions, and exams.*

**Students will demonstrate the following skills:**

1. Discuss and explain the domains of language.  
As measured by:  
Successful completion of exams and class discussion.
2. Identify the biological bases underpinning language development.  
As measured by:  
Successful completion of exams and class discussion.
3. Discuss and explain theories of language development.  
As measured by:  
Successful completion of exams and class discussion.
4. Identify phonological aspects normal language development.  
As measured by:  
Successful completion of exams and class discussion.
5. Discuss and explain semantic components of language development.  
As measured by:  
Successful completion of exams and class discussion.
6. Identify and describe the grammatical components of normal language.  
As measured by:  
Successful completion of exams and class discussion.
7. Discuss pragmatic development.  
As measured by:  
Successful completion of exams and class discussion.
8. Identify differences in language development and use across different linguistic, cultural and socioeconomic groups.  
As measured by:  
Successful completion of exams and class discussion.
9. Identify and describe the impact of language disorders on reading and academics.  
As measured by:  
Successful completion of exams and class discussion.
10. Identify and discuss populations who do not develop language in a typical manner.  
As measured by:  
Successful completion of exams and class discussion.

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**Course & Instructor Policies**

- While class attendance will not be monitored, it should be noted that regular attendance is required to do well in the course.
- Three exams will be given throughout the semester, and students are expected to arrive for the exams on time. Students who arrive late for an exam will not be permitted to take that exam.
- MAKE-UP EXAMS are only given in extreme cases with appropriate written documentation and at least 12 hours notification. In case of emergency or illness, you are to notify the instructor before the scheduled exam. If you are given a chance to take a make-up exam, it will be in a different format and must be completed within a week of the original test date.
- Exams will cover assigned readings, class lectures, discussions and movies.

**You will need to bring a pink Pearson NCS #229630 Scantron form for each of the exams (can be purchased at the bookstore).**

### **Professional Dispositions**

Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward instructors, peers, and those in the community. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving at class at the designated class start time.
2. Turning off all cell phones and pagers prior to entering the classroom.
3. Preparing for class by reading the assigned materials.
4. Participating in class discussions in a constructive manner.
5. Interacting in a professional manner (verbally and nonverbally) with the instructor and other students.
6. Taking responsibility for his/her professional learning.

This list of professional behaviors is not limited. Other professional behaviors may be taken into account by the instructor when grading the student at the end of the semester.

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### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address*

*[http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

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### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be

resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.