

Course Syllabus

Course Information

<i>Course Number/Section</i>	COMD 6307.001
<i>Course Title</i>	Language Acquisition
<i>Term</i>	Fall 2016
<i>Days & Times</i>	Mondays: 1:00 – 3:45 PM
<i>Location</i>	Callier Dallas B108

Professor Contact Information

<i>Professor</i>	Anne van Kleeck, PhD, CCC-SLP
<i>Office Phone</i>	214-905-3147 (not a good contact option as no voice mail)
<i>Email Address (best option)</i>	annevk@utdallas.edu
<i>Office Location</i>	CD A.131
<i>Office Hours</i>	By appointment
<i>Teaching Assistant</i>	Anna Middleton
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<i>TA Office Hours</i>	TBA

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

None. Students may have had previous coursework in language acquisition, but none is necessary.

Microsoft WORD. Please have a fairly recent version of Microsoft WORD installed on your computer. There are special prices available at the UTD Technology Store at www.utdtechstore.com.

COURSE DESCRIPTION

The goals of this course are to thoughtfully consider and understand:

1. The developmental trajectories of the different components of language
2. The varied and critical roles of language in human development
3. The impact of a language disorder on many aspects of a child's development
4. The impact of culture and other aspects the environment, as well as child factors, on language development
5. How to distill original data in order to discern the key conclusions
6. Key theoretical perspectives driving research and thinking in this area of inquiry

Goals of readings (not all readings will be covered in class, and not all class material will be covered in readings):

As this is a survey course, and an introduction to the topic for most students, different readings have been assigned with different goals in mind. These include:

1. Providing chapters from language development textbooks and handbooks that will be particularly helpful to those new to the study of language development, and will provide an update and review for those who have had previous coursework in language development (study guides are provided for most of these in order to narrow the amount of detail students are responsible for in this broad survey of the topic)
2. Sampling both pioneering and current empirical research within and across the various domains of language development

3. Making connections between language development and other areas of development, such as cognition
4. Making the connections that exist across the domains of language development apparent (because we separate the domains only for heuristic purposes; they are not separated in children as they develop)

Goals of different Application Activities:

1. Giving students the opportunity to review or practice concepts covered
2. Practicing the APPLICATION of information prior to examination
3. Giving students some hands-on experience with analyzing children's language from various perspectives

GRADING POLICY

- 40%: The first exam (multiple choice, matching, short answer, essay)
50%: 2nd cumulative exam
10% Weekly submission of the Time & Effort (T & E) Assessments, which will be graded, plus the first quiz on the course syllabus. The T & Es will subsume having readings, Study Guides and Application Activities fully completed at a graduate level of quality and in a timely fashion.

NOTE: MAKE UP EXAMS WILL NOT BE GIVEN.

Plus/minus grading scale (UTD does not provide an A+ option):

A	94.5 - 100+
A-	89.5 - 94.4
B+	86.5 - 89.4
B	84.5 - 86.4
B-	79.5 - 84.4
C+	76.5 - 79.4
C	69.5 - 76.4

Grades are non-negotiable: Should you ask to negotiate on the grade you received on an exam or for the course (and I fully understand that it's very hard not to when you are a couple of a hundredths of a point from the next grade), you will relinquish ALL extra credit that has been given during the semester. No exceptions.

If an error in grading has been made, however, by all means please bring it to my or the TA's attention so it can be corrected.

eLearning:

Materials for this course are available on the eLearning website. They are organized in folders for each major topic we will be covering.

It is strongly recommended that you view the two YouTube videos on eLearning if you are not already familiar with it.

<http://www.youtube.com/watch?v=kDfHeFmzxVQ&feature=share&list=PLW1EXon7eEYZJ7shzDGSCkKde4cxKVQpn>

Your assignments, which consist of Study Guides and Application Assignments (the latter being in the second half of the course), are located in the Desk Top folder for each topic we will cover this semester. To learn or review how to upload assignments, please view:

<http://youtu.be/Bb4u6qZchls?hd=1>

Course Policies:

- Courtesy to your fellow students and professor
 1. Please remember to turn off cell phones. If you know you may need to be reached in an emergency, please use the silent options on your phone and leave the classroom to answer the call. Also let me know prior to the start of class time that you will need to take an emergency call.
 2. You may of course use your laptops during class sessions. However, unless requested to do so by the instructor, PLEASE DO NOT text, surf the web, answer or send e-mail, or read materials that are not part of the class you are attending. You will be asked to leave class if you are observed engaging in any of these activities during class time.
- Required Study Guides and Assignments:
 1. Study Guides and Assignments are due and must be uploaded on eLearning by 1 AM on the date specified on this syllabus (so effectively, the night before). All items must be adequately answered. It's best not to wait until the last minute to upload your assignments since you may run into computer issues. Study Guides and Application Assignments are uploaded to eLearning for auditing purposes only. You will not receive grades for them, but you will account for having done them on your Time and Effort Assessment.
 2. Do NOT upload anything until it is completed, as you will be given only one opportunity to upload.
 3. Uploaded files should be both embedded in eLearning (paste the text into eLearning where it says "Submission") AND uploaded as a WORD document right below that section (where there is a "Browse My Computer" button, and you can then get the file from your computer and upload it to eLearning).
 4. They must be uploaded **in the proper place** in *eLearning* by their due date and time. eLearning the TA and I will NOT ACCEPT late assignments. So, please do not ask to turn in late assignments, either in hard copy or via email. You will get to drop ample T & E grades to not be penalized if this occurs a couple of times.
 5. Each file must be properly named, and your name must also be at the top of the beginning of the document itself.
 - Study Guide files: Your Last Number + SG + Number (with NO space in between them). For example, **NumrichSG1** (if your last name is very long, you may abbreviate it).
 - Application Assignment files: Your Last Name + AA + Number (with NO space in between them), example **"JacobsenAA1.docx"** (if your last name is very long, you may abbreviate it).

6. Again, you will NOT receive grades for Study Guides or Assignments, but you will account for having done them on your Time and Effort Assessments. They are to help you regulate your pacing in the course, and to monitor your own learning so you can seek help when you need it.
- T & E Evaluations, back by popular demand from students who have taken this course previously.
 1. Time and Effort (T & E) Assessments will be available each class day (except when an exam is given on that day) at 6 AM, and will be due each class day by 11:30 PM on *eLearning*. Each one will account for activities related to the course during the previous week. Late T & E uploads will not be accepted by *eLearning* or the instructor. It is unfair to your colleagues for me to make exceptions for individual cases. See the VERY IMPORTANT THINGS TO NOTE below.
 2. Class Attendance (including displaying your name card) will count as a **very** small portion of your grade, as it is one item of four (worth 25 points each) on your weekly T & E Assessments, and your T & E Assessments make up 10% of your total grade. If you miss a class, please get notes and other relevant information regarding anything that happened during class **from a classmate**.
 3. T & Es will make up 10% of your final grade. This is 10% just for keeping up with course requirements, and feedback from previous students indicates it is very helpful to them in that respect. Grades on assignments are not part of your grade, as noted above. They are feedback to you on how well you understand the material so you can seek assistance if you are having any difficulties.
 4. If you prefer to not do the T & E Evaluations, please let me know via email before our third class time, and I will add 10% more weight to your cumulative final exam. If you opt out of the T & Es, you are still responsible for the material covered in the readings, Study Guides, and Application Assignments for exams.
 5. November 28th – At the **beginning of class**, turn in HARD COPY of your grades for each of your T& E Self-Assessments PLUS the grade you got on your first quiz on the syllabus, and then the average overall grade after the three lowest grades were dropped. Include the date each T & E was due and your grade for it that went into calculating your average. Also CLEARLY INDICATE which three dates you “dropped” when calculating your average (put those 3 grades and dates in the list you use to calculate your average and cross them out), or indicate which two T & E two grades you dropped along with dropping your initial syllabus quiz. A template will be provided for you to do this that will be uploaded on eLearning.
 - Please feel free to work with other students IN THIS CLASS when completing your application assignments. If you work with students who have taken this course during another semester, you may get conceptual assistance, but you are NOT to access their completed work, their PowerPoints, or their class outlines from other semesters of this course. For Study Guides, only consult with classmates AFTER YOU HAVE COMPLETED THEM (but before you upload them) for items on which you had difficulty.

VERY IMPORTANT THINGS TO NOTE

If you make a mistake in uploading an assignment, forget to submit an assignment, need to miss a class, etc., please do not mail the instructor or teaching assistant to be excused. Grade your T & E accordingly in an honest manner. At the end of the semester, you will be allowed to drop your 3 lowest T & E grades

of the total number to account for errors, necessary absences, and so forth. Or you may drop your two lowest T & E grades and the initial quiz on the syllabus.

If you email your instructor or teaching assistant seeking information that is on your syllabus, the instructor or TA will direct you to look at the syllabus, but you will need to be sure to deduct 20 points from ALL of your T & Es up to that date, since it will mean that you have falsely given yourself credit for being aware of information contained in the syllabus. Also, please look at eLearning announcements before submitting questions via email, as they are often answered there. Finally, check with your classmates about any announcement that may have been made in classes you missed (or parts of classes during which you may have zoned out – three hours is an impossibly long time to fully pay attention).

Topics, Readings, & Assignments

(Dates and assignments may change at the discretion of the Professor)

To access your readings:

Several of your readings (marked with an asterisk) are available online as electronic reserves at The URL for this page and the password will be given to you in class.

Most of the remaining readings are available for free download, because they are available electronically from the UTD library and you are an enrolled UTD student.

In the following schedule of topics and readings:

SG = Study Guide available in eLearning folder for the particular topic

- = Reading is available at a password-protected Website.

1. Why study language development? Moving beyond its role in communication

August 22nd Introductory Class

August 23rd Practice T & E (due at 11:59 PM)

August 29th readings:

In Class: Quick Quiz on key elements of course policy, procedures, and content that is found on first 9 ½ pages of syllabus, including dates of midterm and final exams and when T & E average is due (but not the date of classes, readings, assignments, or not any information on specific readings – just want to make sure you have read it).

SG1 (due at 1 AM):

Cimpian et al. (2007), Subtle linguistic cues affect children's motivation (2 pages) (journal article)

Dessalegn & Landau (2008), More than meets the eye (6 pages) (journal article)

Kray et al. (2006), Language and action control (4 pages) (journal article)

SG2 (due at 1 AM):

*DeLoache, Ganea, & Jaswal (2009) Early learning through language (17 pages) (book chapter).

August 29th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM.

September 5th Labor Day: NO CLASS

2. Components of language

September 12th reading:

SG3 (due at 1 AM):

*Owens, (2008a), The territory (23 pages) (book chapter)

3. Broad Cultural Issues

September 12th – Read Handouts in folder BEFORE class and bring them to class.

September 12th readings (continued)

SG4 (due at 1 AM):

van Kleeck (1994), Potential cultural bias in training parents as conversational partners with their language-delayed children (9 pages) (journal article)

September 12th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM.

September 19th readings

SG5 Cultural Reviews (due at 1 AM):

Westby (2007), Being smart in a diverse world (6 pages) (journal article)

Rogoff, Moreli, & Chavajay (2010). Children's integration in communities and segregation from people of differing ages (7 ½ pages) (journal article)

Imada, Carlson, & Itakura (2013). East–West cultural differences in context-sensitivity are evident

NOTE: See "Dove - Onslaught" on YouTube if you're interested in a very condensed portrayal what our society tells women about their bodies!

September 19th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

4. Infancy (across domains)

September 26th Read Handouts in folder BEFORE class and bring them to class.

September 26th readings:

SG6 (due at 1 AM):

Gomez et al. (2006), Naps promote abstraction in language-learning infants (4 pages) (journal article) (**Recommended, but not required.** Simply do not answer the two study guide questions covering this topic if you chose not to read it.)

Kovacs & Mehler (2009), Flexible learning of multiple speech structures in bilingual infants. (1½ pages) (journal article)

Seal (2010), About baby signing (5 pages)

SG7 Review articles (due at 1 AM):

Kuhl, P.K. (2004), Early language acquisition: Cracking the speech code (10½ pages) (journal article)

Werker, Yeung, & Yoshida, 2012, How Do Infants Become Experts at Native-Speech Perception? (4 pages) (journal article)

Richert, Robb & Smith (2011), Media as social partners: The social nature of young children's learning from screen media (10 pages) (journal article)

September 26th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM.

October 3rd readings:

SG8 (due at 1 AM):

*Goldin-Meadow (2009), From gesture to word (15 pages) (book chapter)

Werker & Byers-Heinlein (2008), Bilingualism in infancy (7 pages)

October 3rd T & E is available at 6 AM today on eLearning, and is due by 11:59 PM.

5. Theories of Language Development

October 10th readings

SG9 (due at 1 AM):

*Turnball & Justice (2011). Chapter 2: The science and theory of language development (What are some major language development theories? pps. 54 – 73; 19 pages) (from book chapter)

October 10th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

MIDTERM EXAM: October 17th

6. Phonological development

October 24th readings

SG10 (due at 1 AM):

*Stoel-Gammon & Dunn (1985), Normal phonological development (28 pages) (book chapter)

SG11 (due at 1 AM):

*Stoel-Gammon, C. & Sosa, A. V. (2007), Phonological development (16 pages) (book chapter)

SG12 (due at 1 AM):

Goldstein & Schwade (2008), Social feedback to infants' babbling facilitates rapid phonological learning (8 pages) (journal article)

October 24th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

Application activity #1 (AA1): Analyzing phonological processes (due before next class after discussed in class)

7. Morpho-Syntactic Development

October 31st readings:

SG13 (due at 1 AM):

*Owens (2008b) Preschool development of language form (38 pages) (book chapter)

Wagner, Swensen, & Naigles (2009). Children's early productivity with verbal morphology (journal article)

October 31st T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

Application activity #2 (AA2): Basic grammar exercises (due before next class after discussed in class)

Application activity #3 (AA3): Berry-Talbot Test (English grammatical morphology generalization).
When you click on Berry-Talbot videos in the AA3 Assignment folder, you will download a ZIP file with the two videos in them (due before next class after discussed in class)

8. Semantic Development

November 7th readings:

SG14 (due at 1 AM):

*Pan & Uccelli (2009), Semantic development (27 pages) (book chapter)

SG15 (due at 6 AM):

Nelson et al. (2004), When children ask, ‘What is It?’ what do they want to know about artifacts? (5 pages) (journal article)

Nurmsoo & Bloom (2008), Preschoolers’ perspective taking in word learning (3½ pages) (journal article)

Shatzman & McQueen (2006), Prosodic knowledge affects the recognition of newly acquired words (4½ pages) (journal article)

November 7th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

Application activity # 4 (AA4): Linguistic Ambiguity Humor (due next class after discussed in class)

9. Putting Language to Use: Pragmatic Development

Application activity # 5 (AA5): Model building instructions analysis of two children (due next class after pragmatics first discussed)

November 14th assignments and readings:

SG16 (due at 1 AM):

*Ninio & Snow (1999), The Development of Pragmatics: Learning to Use Language Appropriately (book chapter)

Application activity # 5 (AA5): Model building instructions analysis of two children (will be due on November 28th at 1 AM)

Cameron (2007). What language barrier?

November 14th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM

November 28th readings:

SG17 (due at 1 AM):

van Kleeck (2014). Distinguishing between casual and academic talk beginning in the preschool years

November 28th T & E is available at 6 AM today on eLearning, and is due by 11:59 PM, but you will have to do it earlier than this so you can turn in your T & E semester average at the beginning of class.

November 28th – At the **beginning of class**, turn in HARD COPY of your T & E PLUS your first quiz on the syllabus Final Grade AVERAGE. Include the date each T & E was due and your grade for it that went into calculating your average. Also CLEARLY INDICATE which three dates you “dropped” when calculating your average (put those 3 grades and dates in the list you use to calculate your average and cross them out), or indicate which two T & E two grades you dropped along with dropping your initial syllabus quiz.

FINAL EXAM

Last Day of Class, December 5th

Full References for Readings

Cameron, D. (2007). What language barrier? *The Guardian*, October 1, 2007.

Cimpian, A., Aree, H. C., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues affect children’s motivation. *Psychological Science*, 18(4), 314 – 316.

DeLoache, J. S., Ganea, P. A., & Jaswal, V. K. (2009) Early learning through language. In J. Colombo, P. McCardle, & L. Freund (Eds.), *Infant pathways to language: Methods, models, and research directions* (pp. 119 – 140). New York: Taylor & Francis Group (17 pages) (book chapter).

Dessalegn, B. & Landau, B. (2008), More than meets the eye: The role of language in binding and maintaining feature conjunctions. *Psychological Science*, 19(2), 189 – 195.

Goldin-Meadow, S. (2009). From gesture to word. In E. L. Bavin (Ed.), *The Cambridge Handbook of Child Language* (pp. 145 - 160), Cambridge: Cambridge University Press.

Goldstein, M. H. & Schwade, J. A. (2008). Social feedback to infants’ babbling facilitates rapid phonological learning. *Psychological Science*, 19(3), 515 – 523.

- Gomez, R. L., Bootzin, R. R., & Nadel, L. (2006), Naps promote abstraction in language-learning infants. *Psychological Science*, 17 (8), 670 – 674.
- Kray, J., Eenshuistra, R., Kerstner, H., Weidema, M. & Hommel, B. (2006), Language and action control: The acquisition of action goals in early childhood. *Psychological Science*, 17(9), 737 – 741.
- Kovacs, A. M. & Mehler, J. (2009). Flexible learning of multiple speech structures in bilingual infants. *Science*, 31, 611 – 612.
- Kuhl, P. K. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews Neuroscience*, 5, 831 - 843.
- Nelson, D. G., Egan, L. C., & Holt, M. B. (2004). When children ask, “what is it?” what do they want to know about artifacts? *Psychological Science*, 15 (6), 384 - 389.
- Ninio, A. & Snow, C. E. (1999). The Development of Pragmatics: Learning to Use Language Appropriately. In W. C. Ritchie & T. K. Bhatia (Eds) *Handbook of child language acquisition* (pp. 347-383). San Diego: Academic Press.
- Nurmsoo, E. & Bloom, P. (2008), Preschoolers’ perspective taking in word learning: Do they blindly follow eye gaze? *Psychological Science*, 19(3), 211 – 215.
- Owens, R. E., Jr. (2008a). The territory. Chapter in book by Owens *Language development: An introduction* (7th ed., pp. 1-27). Boston: Pearson Education.
- Owens, R. E. Jr. (2008b). Preschool development of language form. Chapter in book by Owens *Language development: An introduction* (7th ed., pp. 151-187). Boston: Pearson Education.
- Pan, B. A. & Uccelli, P. (2009). Semantic development: Learning the meanings of words. In J. B. Gleason & N. B. Ratner (Eds.), *The development of language* (7th ed., pp. 104-138). Boston: Pearson Education.
- Richert, R. A., Robb, M. B. & Smith, E. I. (2011), Media as social partners: The social nature of young children’s learning from screen media. *Child Development*, 82 (1), 82–95.
- Rogoff, B. Morelli, G. A., & Chavajay, P. (2010). Children’s integration in communities and segregation from people of differing ages. *Perspectives on Psychological Science*, 5(4) 431–440.
- Seal, B. (2010, November 02). About Baby Signing. *The ASHA Leader*. Rockville, MD: American Speech-Language-Hearing Association.
- Shatzman, K. B. & McQueen, J. M. (2006). Prosodic knowledge affects the recognition of newly acquired words. *Psychological Science*, 17(5), 372 – 377.
- Stoel-Gammon, C. & Sosa, A. V. (2007). Phonological development. In E. Hoff & M. Shatz (Eds), *Blackwell handbook of language development* (pp. 238 – 256). Malden, MA: Blackwell Publishing.

- Stoel-Gammon, C., & Dunn, C. (1985). Normal phonological development. In *Normal and disordered phonology in children* (pp. 15-46). Baltimore: University Park Press.
- Turnball, K. L. P. & Justice, L. M. (2011). Chapter 2: The science and theory of language development (What are some major language development theories? pps. 54 – 73). From *Language Development From Theory to Practice* (2nd Edition). Boston: Allyn & Bacon.
- van Kleeck, A. (1994). Potential cultural bias in training parents as conversational partners with their language-delayed children. *American Journal of Speech Language Pathology*, 3, 67-78.
- van Kleeck, A. (2014). Distinguishing between casual talk and academic talk beginning in the preschool years: An important consideration for speech-language pathologists. *American Journal of Speech Language Pathology*, 23, 724-741.
- Wagner, L., Swensen, L. D., & Naigles, L. R. (2009). Children's early productivity with verbal morphology. *Cognitive Development*, 24, 223 – 239.
- Werker, J. F. & Byers-Heinlein, K. (2008). Bilingualism in infancy : First steps in perception and comprehension. *Trends in Cognitive Science*, 12 (4), 144 – 151.
- Werker, J. F., Yeung, H. H., & Yoshida, K. A. (2012). How do infants become experts at native-speech perception? *Current Directions in Psychological Science*, 21(4) 221 – 226
- Westby, C. (2007). Being smart in a diverse world. *Communication Disorders Quarterly*, 29(1), 7 - 13.

STUDENT LEARNING OBJECTIVES for those seeking master's degrees in SLP

For students in this course who are master's students in speech-language pathology, 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: IV-B, IV-C, IV-D, IV-F, IV-G, and V-B

Students will be able to:

- Analyze myriad perspectives regarding the role of language in human development (that extend far beyond its obvious role in communication), and speculate regarding the many and varied ways in which development might therefore be affected by a language and/or communication delay or disorder (Std. IV-B, IV-C).
- Define the various components of language and the basic terminology used to discuss them (Std. IV-B).
- Recall the developmental sequences in English of the various components of language (phonology, syntax, morphology, semantics, & pragmatics) and apply them to analyzing children's language samples (Std IV-B, IV-C, IV-D).
- Describe how different dialects and different first languages might influence children's development of English in systematic ways (Std. IV-B, IV-C, IV-D, IV-F, IV-G).
- Analyze and evaluate basic theories of language development, and determine how each would influence language assessment and intervention (Std. IV-B, IV-C, IV-D; IV-F).
- Interpret data illuminating how cultural and linguistic differences can influence all dimensions of language development and communicative processes, compare and contrast how different cultural values and beliefs might result in different patterns of communication with children that are often not considered optimal for language development, and debate the potential applications of this information to clinical or educational practices (Std. IV-B, IV-C, IV-D, IV-F, IV-G).

- Explain endogenous (biological, neurological, cognitive, and psychological) and exogenous (cultural, socioeconomic, and familial) factors that influence language development (Std. IV-B, IV-C, IV-D, IV-F).
- Analyze, synthesize, and evaluate information in order to draw conclusions from direct empirical data and reason through discrepancies presented by different data sets focused on the same area of inquiry (IV-B, IV-C, IV-D, IV-F).
- Apply ethical considerations and knowledge about professional issues that relate to the assessment and treatment of language delays and disorders in children

ASHA STANDARDS ADDRESSED IN THIS CLASS (including how knowledge will be conveyed and how knowledge and skill acquisition will be demonstrated)

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.

Specific knowledge will be demonstrated in this class in the area of normal language and communication development, including the impact of cultural and linguistic diversity on communication. Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/psychological, acoustic, psychological, developmental, and linguistic and cultural correlates in all areas.

Specific knowledge in this course will be focused on the range of normal development across cultural groups, which is foundational information for defining disordered development, and differentiating disordered development from development that is different. This course will foster thinking about these issues regarding:

- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, modalities
- cognitive aspects of communication
- social aspects of communication

Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams.

Standard IV-D: For each of the areas specified in Standard VI-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/psychological, psychological, developmental, and linguistic and cultural correlates.

Specific knowledge will be demonstrated in this class for language development, differences, delays, and disorders. Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

One tool we will use in this course to explore language and communication development is to look together at data sets, and think about how to best interpret them. In some cases, different data sets will appear to “say” different things. As such, it is critically important to be able to analyze, synthesize, and evaluate information in order to draw conclusions from direct empirical data and reason through discrepancies presented by different data sets focused on the same area of inquiry.

Research is conducted and interpreted through a wide variety of theoretical lenses. For this reason, in this course students will learn to analyze and evaluate theories of language development, understand empirical evidence refuting or supporting them, and understand how they influence how research is conducted and what is focused upon in that research.

All of the developmental information in this course will be based on empirical studies of children’s language development. The extent to which we can “trust” this data varies, however, due to such factors as the narrow range of children who have been study, the amount of research available, and the quality of research available. As a result, some things we know about communication development are much more firmly established than others. We will remain very cognizant of these issues as we explore the various topics in the class.

Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams.

Standard IV-G: The applicant must have demonstrated knowledge of professional contemporary issues.

A professional issue that has become increasingly important, and will only continue to do so, relates to having as much information as possible about cultural issues that impact communication. Because communication is so very culturally shaped, we will be continually exploring the role of culture in each and every dimension of communication development.

Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams.

STANDARD V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes: Evaluation, Intervention, and Interaction and Personal Qualities.

In addition to clinical experiences, skills may be demonstrated through successful performance on academic coursework and examinations, independent projects or other appropriate alternative methods.

Specific knowledge will be demonstrated in this class in the area of language. Knowledge will be conveyed via class readings, lectures, videotapes, and discussion. Acquisition will be demonstrated via class discussion, homework projects, and exams.

Students will demonstrate the following skills:

1. Ability to discuss the pervasive roles of language in many aspects of children’s development, and speculate about the impact a language disorder might have on those dimensions of development

As measured by:

Class discussion

Successful completion of exam items on topic

Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques

2. Ability to define the components of language
As measured by:
 - Class discussion
 - Successful completion of exam items on topic
 - Homework assignments
 - Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques
3. Identify phonological processes characteristic of children's early speech development and speech disorders in older children
As measured by:
 - Ability to accurately identify phonological processes in examples of children's speech in homework assignment
 - Successful completion of exam items on topic
 - Ability to identify examples of different processes discussed in class
 - Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques
4. Ability to recall the sequence of development of phonological, semantic, syntactic, and pragmatic skills in children learning English as a first language
As measured by:
 - Class discussion
 - Successful completion of exam items on topic
 - Successful completion of homework assignment on MLU, semantic relations, & morphological development
 - Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques
5. Ability to describe and analyze the influence of different dialects and different first language on the development of the phonological and syntactic subsystems of English
As measured by:
 - Class discussion
 - Successful completion of exam items on topic
6. Ability to identify and discuss environmental influences on language development and issues in prevention
As measured by:
 - Successful completion of exam items on topic
 - Class discussion
 - Successful completion of homework assignment on family interaction patterns with young children
 - Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques
7. Ability to interpret data illuminating how cultural values and beliefs shape the way in which interaction with young children unfolds, compare and contrast the impact different cultural practices might have on interaction patterns with young children, and debate the potential applications of this to clinical or education practices
As measured by:
 - Successful completion of exam items on topic
 - Class discussion
 - Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques
8. Ability to identify and discuss endogenous variables that influence language

development

As measured by:

Successful completion of exam items on topic

Class discussion

Successful completion of readings, including answering questions about them or providing summaries or commentaries/critiques

9. Ability to discuss, analyze, evaluate, and explain theories of language development

As measured by:

Successful completion of exam items on topic

Class discussion

Successful completion of readings, including answering questions about them or providing summaries or commentaries/critique

UT Dallas Syllabus Policies and Procedures

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at

<http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (<http://catalog.utdallas.edu>).

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 Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). 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 (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their 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 its 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

Academic Dishonesty: 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 demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain>.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are

required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy at <http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm>.

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. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/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 originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

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

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments 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 President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code*

51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Campus Carry Policy: Carrying is illegal at Callier Dallas. See <http://www.utdallas.edu/campuscarry/>