

## Course Syllabus

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### Course Information

<i>Course Number</i>	COMD 7V86.001
<i>Course Title</i>	Developmental Neurobiology of Language and Cognition
<i>Term</i>	Fall, 2019
<i>Days &amp; Times</i>	Tuesday, 2:30– 5:15 p.m.
<i>Location</i>	Callier Dallas A.229

### Professor and Contact Information

<i>Professors</i>	Julia Evans, PhD
<i>Office Phones</i>	214-905-3105 (JE)
<i>Email Addresses</i>	<a href="mailto:jle130030@utdallas.edu">jle130030@utdallas.edu</a>
<i>Office Locations</i>	CD J2.16
<i>Office Hours</i>	By appointment

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

Basic coursework in neuroanatomy, anatomy and physiology, language acquisition, and language disorders.

### Course Description

In this seminar we will consider current neurological data concerning the pre/postnatal development of the brain and how changes in brain structure and function provide the foundations of children's language development and language disorders. We will examine models of the neural substrates and circuitry underpinning developmental changes in language, cognitive control and working memory, episodic memory and visual face processing in both typical (monolingual and bilingual) language users and in children with developmental language disorders including specific language impairment, reading disabilities, autism spectrum disorder, and cognitive-communicative language disorders.

### Student Learning Objectives/Outcomes (with corresponding ASHA standards)

1. Describe the dynamic relationships among genetic, organism, and environmental factors in language development (III-B)
2. Describe neural correlates of learning and memory (III-B)
3. Describe neural correlates of language (III-B)
4. Describe major milestones of neural development (III-B)
5. Describe neural correlates of language and learning disorders (III-C)
6. Describe strengths and weaknesses in evidence on neurobiology and language (III-F)

### Required Readings

Readings (available at e-learning) are listed on the course outline below.

### Recommended Resources

A number of helpful, free (or low-cost) apps and software packages are available for smartphones and tablets; see [http://www.brainvoyager.com/products/products\\_overview.html](http://www.brainvoyager.com/products/products_overview.html) for information on, e.g., the Brain Tutor HD and Brain Tutor 3D iPhone and iPad apps and the Brain Voyager software package.

## Academic Calendar

Topics and readings are listed by date below. Class members should have their comments on the assigned readings and paper versions of the reading(s) themselves with them during the class session.

### UNIT I. PRINCIPLES OF BRAIN DEVELOPMENT

#### AUGUST 20<sup>TH</sup> INTRODUCTION

#### AUGUST 27<sup>TH</sup> RE-THINKING BRAINS, GENES, AND LANGUAGE

- Stiles, J. (2009). On genes, brains and behavior: Why should developmental psychologists care about brain development? *Child Development Perspectives*, 3, 196-202.

#### SEPTEMBER 3<sup>RD</sup> PRINCIPLES OF BRAIN DEVELOPMENT

- Stiles, J. (2017). Principles of Brain Development. *WIREs Cogn Sci*, 2017, 8:e1402. Doi: 10.1002/wcs.1402. pg 1 – 5.

#### SEPTEMBER 10<sup>TH</sup> CONSTRUCTION OF THE BRAIN

- Jernigan T.L., & Stiles, J. (2017). Constructing a forebrain. *WIREs Cogn Sci*, 2017, e1409. Doi: 10.1002/wcs.1409. pg 1 – 13.

### UNIT II. BASICS OF PRENATAL BRAIN DEVELOPMENT

#### SEPTEMBER 17<sup>TH</sup> GENE EXPRESSION AND FIRST STEP IN BRAIN DEVELOPMENT

##### DIFFERENTIATION OF NEURAL PROGENITOR CELLS

- Stiles, J. & Jernigan, T. (2010). The basics of brain development. *Neuropsychol Rev*, 20, 328 – 332.
- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science*, 7<sup>th</sup> Edition. Lerner (Ed). Wiley & Sons, Inc. pg 8 – 9

##### FORMATION OF NEURAL TUBE: THE FIRST BRAIN STRUCTURE

- Stiles, J. & Jernigan, T. (2010). The basics of brain development. *Neuropsychol Rev*, 20, 332 – 334.
- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science*, 7<sup>th</sup> Edition. Lerner (Ed). Wiley & Sons, Inc. pg, 9 – 10
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##### BRAIN DEVELOPMENT IN THE FETAL PERIOD

- Stiles, J. & Jernigan, T. (2010). The basics of brain development. *Neuropsychol Rev*, 20, 334 - 339.
- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science*, 7<sup>th</sup> Edition. Lerner (Ed). Wiley & Sons, Inc. pg, 10 – 14.

## **SEPTEMBER 24<sup>TH</sup> GENE EXPRESSION AND FIRST STEP IN BRAIN DEVELOPMENT: (CONT.)**

### **FORMATION OF MAJOR BRAIN PATHWAYS IN THE PRENATAL PERIOD**

- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science, 7<sup>th</sup> Edition*. Lerner (Ed). Wiley & Sons, Inc. pg, **14 – 16**.

## **UNIT III. POSTNATAL BRAIN DEVELOPMENT**

### **OCTOBER 1<sup>ST</sup> BRAIN DEVELOPMENT IN THE POSTNATAL PERIOD**

- Stiles, J. & Jernigan, T. (2010). The basics of brain development. *Neuropsychol Rev, 20, 339 - 341*.
- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science, 7<sup>th</sup> Edition*. Lerner (Ed). Wiley & Sons, Inc. pg, **16 – 17**.
- Brown, T.T. & Jernigan, T.L. (2012). Brain development during the preschool years. *Neuropsychol Rev 22, 313 – 333*.

### **OCTOBER 8<sup>TH</sup> NO CLASS (YOM KIPPUR)**

### **OCTOBER 15<sup>TH</sup> INDIVIDUAL DIFFERENCES, BIOLOGICAL MATURITY**

- Brown, T.T. et al. (2012). Neuroanatomical assessment of biological maturity. *Current Biology, 22, 1693-1698*.
- Brown T.T. (2017). Individual differences in human brain development.

## **UNIT IV. BRAIN AND COGNITIVE DEVELOPMENT IN THE POSTNATAL PERIOD**

### **OCTOBER 22<sup>ND</sup> BRAIN SYSTEMS FOR VISUAL PROCESSING OF FACES**

- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science, 7<sup>th</sup> Edition*. Lerner (Ed). Wiley & Sons, Inc. pg, **23 – 45**.

### **COGNITIVE CONTROL: WORKING MEMORY, INHIBITION, COGNITIVE CONTROL**

- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science, 7<sup>th</sup> Edition*. Lerner (Ed). Wiley & Sons, Inc. pg, **25 – 31**.

### **OCTOBER 29<sup>TH</sup> DEVELOPMENT OF BRAIN SYSTEMS FOR LANGUAGE**

- Stiles, J., Brown, T.T., Haist, F., & Jernigan, T.L. (2015). Brain and Cognitive Development. *Handbook of Child Psychology and Developmental Science, 7<sup>th</sup> Edition*. Lerner (Ed). Wiley & Sons, Inc. pg, **31 – 45**.

**NOVEMBER 5<sup>TH</sup> DEVELOPMENTAL SHIFTS IN LANGUAGE NETWORKS**

- Friederici, A. (2012). Language development and the ontogeny of the dorsal pathway. *Frontiers in Evolutionary Neuroscience*, 4(3), 1-7
- Brown, T. T., Lugar, H. M., Coalson, R. S., Miezin, F. M., Petersen, S. E., & Schlaggar, B. L. (2004). Developmental changes in human cerebral functional organization for word generation. *Cerebral Cortex*, 15(3), 275-290.

**November 12<sup>th</sup> NEURODEVELOPMENTAL DISORDERS**

- D'Souza, H., & Karmiloff-Smith, A. (2017). Neurodevelopmental disorders. *WIREs Cogn Sci*, 2017, 8:e1398. Doi: 10.1002/wcs.1398. pg 1 – 10.
- Elsabagh, M., & Johnson, M. (2016). Autism and the Social Brain: The First-Year Puzzle. *Biological Psychiatry*, 80:94-99.
- Badcock, N. A., Bishop, D. V., Hardiman, M. J., Barry, J. G., & Watkins, K. E. (2012). Co-localisation of abnormal brain structure and function in specific language impairment. *Brain and language*, 120(3), 310-320.

**November 12<sup>th</sup> Project I Due**

**November 19<sup>th</sup> ENVIRONMENT AND BRAIN DEVELOPMENT**

- Goyal, M.S., Venkatesh, S., Milbrandt, J., Gordon, J.I., Raichle, M.E. (2015). Feeding the brain and nurturing the mind: Linking nutrition and the gut microbiota to brain development. *PNAS*, 112 (46) 14105 – 14112.
- Kim, D., Davis, E.P., Sandman, C.A., Glynn, L., Sporns, O., O'Donnell, B.F., Hetrick, W.P., (2019). Childhood poverty and the organization of structural brain connectome. *NeuroImage*, 184, 409-416.
- Lapp, H. E., & Hunter, R. G. (2019). Early life exposures, neurodevelopmental disorders, and transposable elements. *Neurobiology of stress*, 100174.

**November 26<sup>th</sup> THANKSGIVING BREAK**

**DECEMBER 4<sup>TH</sup> FINAL CLASS PROJECTS**

**Grading Policy**

Grades will be determined according to the following elements:

- 33% Directed reading/discussion. Active, thoughtful, respectful and productive participation in all class sessions, including attendance, preparation, engagement, and contributions to discussion
- 33% Project I
- 33% Project II

Updates to required readings and assignments will be announced via e-learning; class members are responsible for checking e-learning on a regular basis.

## **Project I**

Position paper.

Why SLPs should care about brain development. Intended audience. ASHA, TSHA, Dr. Stillman, Callier Clinic directors, DISD administrators, UTD M.S. Students (your choice)

**Due: November 12<sup>th</sup>**

## **Project II**

Class Presentation

How do principles of neurobiology of language and cognitive development change our models of assessment and intervention?

**Due: DECEMBER 4<sup>TH</sup>**

## **Course Policies**

Extra Credit

Extra credit will not be offered.

Late Work

Late work will not be accepted.

Class Attendance

Mandatory.

## **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.

## **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.

### **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 given below. Additional information is available from the office of the school dean. ([http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

These descriptions and timelines are subject to change at the discretion of the Professor.