

**COURSE: NORMAL LANGUAGE DEVELOPMENT**

SPPA321      3 credits  
Fall 2010      T Th 9:00-10:15 a.m.

**INSTRUCTOR:** Lena G. Caesar, Ph.D., Ed.D., CCC-SLP

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**E-mail: lcaesar@andrews.edu****REQUIRED TEXTBOOKS:** Owens, R.E. (2008). *Language development: An introduction*. Needham Heights, MA: Allyn & Bacon.  
Retherford, K.S. (2000). *Guide to analysis of language transcripts*. (3<sup>rd</sup> Ed.). Eau Claire, WI: Thinking Publications.**COURSE DESCRIPTION:** A comprehensive look at the normal development of speech and language in the child. Includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax, and pragmatics (AU 2008-2009 Undergraduate Bulletin).**RATIONALE:** "Understanding the similarities and differences among normally developing children is a necessary foundation upon which to build the ability to identify the child who is not developing normally . . . "  
(The Communication Game by Abigail P. Reilly, p. XXV).**OBJECTIVES:**

By the end of the semester, the student will be able to do the following:

1. Discuss the various theories of language acquisition.
2. Explain the cognitive, perceptual, social, and communicative bases of language.
3. Discuss the syntactic, morphologic, semantic, and pragmatic aspects of normal language development.
4. Delineate the general stages of speech (phonological) development for the normal child.
5. Relate how the processes of reading and writing develop.
6. Obtain and analyze a 100-utterance "free speech" conversational language sample.

## REQUIREMENTS:

1. Attendance is expected for all class periods. **Absence from more than 20% of the class (or more than 8 class periods) may result in an automatic F.** You are responsible for keeping track of your attendance.
2. **Two partial exams and one final exam.** Exams may not be made up.
3. **Chapter Summaries**, worth 10 points each, are due on the stated date during the first 10 minutes of the class period. Late summaries will NOT be accepted for any reason. Students are allowed to miss (i.e. not turn in) one summary over the course of the semester.
4. **Language Sample Project.** The entire project will consist of *one main project* and *three (3) mini-projects* as outlined below:

### A. Main-project (Language Sample transcription)

Find a child between the ages of 24 and 48 months who is developmentally normal in **all** areas. Complete a **100-utterance sample** of the child's speech. The sample should be tape-recorded for the sake of accuracy and ease of transcription but you will also need to take notes describing the contexts in which the utterances occur. Due Oct. 7  
Your language sample needs to be typewritten and recorded in the format indicated on the attached language transcript guideline sheet. It is *not necessary to submit the* audio-taped version. ALL SPPA MAJORS PLANNING TO TAKE SPPA 322 IN THE SPRING SHOULD PRESERVE AN ELECTRONIC VERSION OF THEIR TRANSCRIPTS FOR FUTURE USE AND REFERENCE.

**B. Mini-projects 1-3** consist of analyses of your language sample done on the last 50 utterances:

#### Mini-project #1

A **semantic analysis or Type-Token Ratio (TTR)**. (See Retherford, pp. 90-96; 238 & 239; 279 & 280). Due October 28.

#### Mini-project #2

A **pragmatic analysis** determining the pragmatic categories of each utterance. (See Retherford, pp. 170-187; 246 & 247; 287). Due November 11.

#### Mini-project #3

**Part A: A Grammatical Morpheme Analysis.** (See Retherford, pp. 97-118; 242 & 243). **Part B:** Using the last 50 utterances of your language sample, “code-slash” all morphemes, calculate an MLU, and assign a stage to your child. Due November 23.

Note: Your syllabus contains sample sheets/guidelines of the set-up for the recording of your language sample and also analysis forms for the analyses you are required to perform. Each analysis will be discussed in class before the due date. **Each of you is expected to obtain a language sample from a child no one else has used, or, at the very least, at a different time from your classmates. In other words, you may not work together or turn in one sample from one child.** Your materials are to be neat and clearly legible. **This project is worth 160 points.** The language sample is due on **October 7 at 9:00 am, worth 70 points.** The three analyses are worth **30** points each.

**Projects will not be accepted after class time**

5. Additional assignments may be prescribed at the discretion of the instructor.

**GRADES:**

Grades will be based on:

1. Attendance & participation (50 pts)
2. Project (**160 points**)
3. Three (3) Exams (**300 points**)
4. Summaries/Additional Assignments (**90-100 points**)

**Grading Scale:**

A	94.00-100%
A-	90.00-93.99%
B+	87.50-89.99%
B	83.50-87.49%
B-	80.00-83.49%
C+	77.50-79.99%
C	73.50-77.49%
C-	70.00-73.49%
D	65.00-69.99%
F	0.00-64.99%

**TENTATIVE SCHEDULE**

<b><u>Date</u></b>		<b><u>Topic</u></b>	<b><u>Assignment</u></b>
<b>August</b>	24	Orientation & Introduction	<u>Chapter 1</u>
	26	Speech, Language & Communication.	<b><u>SQ-1 Due</u></b>
<b>September</b>	31	Language & the Brain	<u>Chapter 3</u>
	02	Theories of Lang. Acq	<u>Chapter 2</u> <b><u>SQ-2 Due</u></b>
	07	Theories of Lang. Acq. <b>Language Sampling</b>	<u>Chapter 8 - R</u> <u>Chapter 14</u>
	09	Cognitive Bases of Lang.	<u>Chapter 4</u> <b><u>SQ-4 Due</u></b>
<b>WOP</b>	14	Cognitive Bases (cont'd)	
	16	Social Bases of Lang.	<u>Chapter 5</u> <b><u>SQ-5 Due</u></b>
	21	Social Bases of Lang.	
	23	<b>EXAM # 1</b> (chaps. 1 – 5)	
	28	Language-Learning Strategies	<u>Chapter 6</u> <b><u>SQ-6 Due</u></b>
	30	**	
<b>October</b>	05	A First Language	<u>Chapter 7</u> <b><u>SQ-7 Due</u></b>
	07	A First Language	<b><u>Language Sample Due</u></b>

12	<b>FALL RECESS</b>	
14	Pragmatic & Semantic Development <b>Project Discussion #1</b> <b>TTR</b>	<u>Chapter 8</u> <b><u>SQ-8 Due</u></b>
19	Pragmatic & Semantic Development	
21	<b>EXAM # 2</b>	
26	Morphological Development	<u>Chapter 9</u> <b><u>SQ-9 Due</u></b>
28	Morphological Development <b>Project Discussion #2</b> Pragmatics (Chapter 4 – R)	<b><u>Mini-Project #1 Due</u></b> <u>Pgs. 78-83 (R)</u>
<b>November</b> 2	Second Language Acquisition <b>Project Discussion #3</b> Chapter 3 – R	<u>Chapter 13</u> <b><u>SQ-13 Due</u></b>
4	Second Language Acquisition	
09	Narrative Development	<u>Chapter 10</u> <b><u>SQ-10 Due</u></b>
11	Narrative Development	<b><u>Mini-Project #2 Due</u></b>
16	Adolescent & Adult Language	<b><u>Chapter 12</u></b> <b><u>SQ 12 Due</u></b>
18	<b>(cont'd)</b>	
23	Lang & Literacy in bilingual populations	<b><u>Mini-Project #3 Due</u></b>

25	<b>THANKSGIVING</b>	
30 <b>December</b> 02	Reading, Writing & Spelling Reading, Writing & Spelling	<u>Chapter 11</u> <b><u>SQ-11 Due</u></b>
07 <b>HAVE A</b>	<b>FINAL EXAM</b> <b>VERY MERRY</b>	<u>7:30-9:30 AM</u> <b><u>CHRISTMAS!!!!!!</u></b>

### ASHA Certification Standards

This course addresses the following Knowledge and Skill Areas (KASA) required for ASHA certification in Speech-Language Pathology by ASHA's Council for Clinical Certification (CFCC):

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 bases.

- Basic Human Communication Processes
  - Biological
  - Neurological
  - Acoustic
  - Psychological
  - Developmental/Lifespan
  - Linguistic
  - Cultural

## **Course Policies**

**Academic dishonesty:** Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to): Falsifying official documents; Plagiarizing, which includes copying others' published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another's work as one's own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2008-2009 Bulletin, p. 28). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

**American Disabilities Act:** If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

**Changes:** At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

### **Cell Phones:**

Cell phone disruptions of any type are not permitted during class time. Students are therefore requested to turn cell phones completely off—including vibration mode—when entering the class. Students, whose cell phones are deemed responsible for disrupting classes, will be asked to leave class immediately and to create no further disruptions.

### **Examination Exits:**

Students will not be allowed to leave the classroom during examinations. All personal matters (tissue, bathroom trips, etc.) should be handled prior to the start of examinations.