

**COURSE: NORMAL LANGUAGE DEVELOPMENT**

SPPA321                      3 credits  
Fall 2006                    T Th 9:00-10:15 a.m.

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

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**REQUIRED TEXTBOOK:** Owens, R.E. (2005). *Language development: An introduction*.  
Needham Heights, MA: Allyn & Bacon.

**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 2006-2007 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 quarter, the student will be able to do the following:

1. Outline the general developmental milestones of child development.
2. Discuss the various theories of language acquisition.
3. Explain the cognitive, perceptual, social, and communicative bases of language.
4. Discuss the syntactic, morphologic, semantic, and pragmatic aspects of normal language development.
5. Delineate the general stages of speech (phonological) development for the normal child.
6. Relate how the processes of reading and writing develop.
7. 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. **Three 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 quarter.
4. **Language Sample Project.** The entire project will consist of *one main assignment* and *three (3) mini-projects* as outlined below:

**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.

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 SAVE THEIR TRANSCRIPTS ON A COMPUTER DISKETTE FOR FUTURE USE AND REFERENCE. Due October 19.**

**\*\*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 attached form). Due November 7.

**Mini-project #2**

A **pragmatic analysis** determining the pragmatic categories of each utterance. (See the attached pragmatic analysis form). Due November 21.

**Mini-project #3**

**Part A: A Grammatical Morpheme Analysis.** (See attached form). **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 December 5.

Note: Your syllabus contains sample sheets/guidelines of the set-up for the recording of your language sample. Analysis forms for the analyses you are required to perform, can be found in the supplementary test. 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, used 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 19 at 9:00 am**, and is worth **70** points. The three analyses are worth **30** points each.

**Late projects will not be accepted**

5. Assignments may be augmented or deleted at the discretion of the instructor.

**GRADES:**

Grades will be based on:

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

**Grading Scale:**

A	94.00-100%
A-	90-93
B+	87-89
B	83-86
B-	79-82
C+	77-81
C	73-76
C-	69-72
D	65.00-68
F	Less than 64

## **Relevant Policies**

### **ACADEMIC DISHONESTY:**

Andrews University as a Seventh-day Adventist 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 the university. Acts of dishonesty as described in the Bulletin are subject to disciplinary penalties with redemptive intent. In this class, dishonesty will be punishable by warning, receipt of a lower/failing grade, or dismissal from class. Students who are found to be dishonest will receive zero points toward any assignment used in fulfillment of a course requirement.

### **DISABILITY ACCOMMODATIONS:**

If you qualify for accommodations under the Americans Disabilities Act, please see the instructor as soon as possible for referral and as soon as possible for referral and assistance in arranging such accommodations.

### **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 cellphones 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.

**TENTATIVE SCHEDULE**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<b>August</b> 29	Orientation & Introduction	<u>Chapters 1</u>
31	Speech, language & Communication.	<b><u>SQ-1 Due</u></b>
<b>September</b> 5	Neurolinguistics/Brain Dev.	<u>Chapter 4</u>
7	Language Sampling	
12	Theories of Lang. Acq.	<u>Chapter 2</u>
14	Theories (cont'd)	<b><u>SQ-2 Due</u></b>
19	Cognitive Development	<u>Chapter 5</u>
WOP 21	Cognitive Development	<b><u>SQ-3 Due</u></b>
26	<b>EXAM # 1</b>	
28	Child Development	<u>Chapter 3</u> <b><u>SQ-4 Due</u></b>
<b>October</b> 3	Child Development	
5	Social Development	<u>Chapter 6</u> <b><u>SQ-5 Due</u></b>
10	<b>Fall Break</b>	
12	Social Development	
17	Language-Learning Strategies	<u>Chapter 7</u> <b><u>SQ-6 Due</u></b>
19	Language Learning Strategies	<b><u>Language Sample Due</u></b>
24	A First Language <b><u>Project Discussion 1: TTR</u></b>	<u>Chapter 8</u> <b><u>SQ-8 Due</u></b>

26	A First Language	
<b>31</b>	<b>Exam # 2</b>	
<b>November</b> 2	Preschool Pragmatic Development	<u>Chapter 9 (274-284)</u> <b><u>SQ-9 Due</u></b>
7	<b>Project Discussion 2: Pragmatics</b>	<b><u>Mini-Project #1 Due</u></b>
9	Morphological Development	<u>Chapter 10</u> <b><u>SQ-10 Due</u></b>
14	<b>Project Discussion 3: GM</b>	
16	Narrative Development	<u>Chapter 11</u> <b><u>SQ-11 Due</u></b>
21	Narrative Development	<b><u>Mini-Project #2 Due</u></b>
23	<b>THANKSGIVING</b>	
28	Literacy Development	<u>Chapter 12</u>
30	Literacy Development	
<b>December</b> 5	Bilingual Lang. Development	<u>Chapter 13</u> <b><u>Mini-Project # 3 Due</u></b>
7	Bilingual Lang. Development	
12	<b>FINAL EXAM</b>	<u>7:30-9:30 AM</u>
<b>HAVE A</b>	<b>VERY MERRY</b>	<b><u>CHRISTMAS!!!!!!</u></b>

GUIDELINES FOR MAIN-PROJECT

LANGUAGE SAMPLE FORMAT

1. The language sample should consist of 100 complete and intelligible utterances. Utterances that you do not understand or cannot transcribe **should** be included in the transcript and coded with **XXXX** but NOT counted as one of the 100 required.
2. The language sample should be typewritten (preferably word-processed) to ensure intelligibility, ease of editing and reliable retrieval.
3. The following information should appear at the top (heading) of the transcript:

**Child's initials:**

**Gender:**

**DOB:**

**DOE:**

**CA:**

**Context:**

(Situation; time of day; people present, etc.)

4. A key identifying individuals participating in the transcript should follow the header. For example:

**C = Child**

**E = Examiner (You!)**

**M = Mother**

5. The transcript should follow a dialog format, indicating turn-taking. For example:

**E: What do you like best about school?**

**C: Playing in the schoolyard.**

**E: What else?**

**C: Doing work around the house.**

6. Explanatory comments (if necessary) should follow the child's utterance and should be enclosed in curly brackets.

**E: How big is your dollhouse?**

**C: So big.**

**{Child gestures with hands and makes blowing sound}**

7. The child's utterances **ONLY** should be numbered and **bolded**. Do not number the examiner's utterances or those of any other person in the conversation.

**RUBRIC**  
**For**  
**STUDY QUESTIONS**

- |    |   |                  |
|----|---|------------------|
| 1. | <b>SUMMARY OF INFORMATION FROM TEXT</b><br>(Write in your own words what the text states in context of the SQ)                            | /5               |
| 2. | RELEVANCE OF INFORMATION TO CLASS (LANGUAGE ACQ.)<br>(Why/how is this information applicable to the field of speech-language pathology?). | /2               |
| 3. | PERSONAL REACTION TO INFORMATION<br>(How do <u>you</u> feel about this?)  | /3               |
|    | <b>TOTAL</b>  | ____ / <u>10</u> |

## **PRE-CHAPTER STUDY QUESTIONS**

### **SPPA 321-NORMAL LANGUAGE DEVELOPMENT**

#### **Chapter 1**

**SQ-1:** Discuss the difference(s) between speech and language. Is there any such thing as a “true language”?

#### **Chapter 2**

**SQ-2:** What are the four main theories that seek to explain how children acquire language? Which do you think is closest to the truth?

#### **Chapter 3**

**SQ-3:** Based on the information in this chapter, how best can development be defined? Justify the labels (examiner, experimenter, explorer, expert) used to describe the child at various stages.

#### **Chapter 5**

**SQ-5:** Which came first: Cognition or language? Defend your answer with factual info gleaned from the chapter.

#### **Chapter 6**

**SQ-6:** What adaptations do caregivers make to their speech as a means of encouraging infants to communicate?

## Chapter 7

**SQ-7:** What are some of the factors that determine which words(or what topics) children will use/address first. (In other words, how do children decide what to say and what not to say).

## Chapter 8

**SQ-8:** True or False: A two-year old child who says “wawa” instead of “water” is language impaired. Why or why not? (Pgs. 266-269).

## Chapter 9

**SQ-9:** At the pre-school age, who does the child talk to most and what does he talk about? How do these pre-school interactions differ from those of infancy?

## Chapter 10

**SQ-10:** Explain MLU. What kinds information can a language specialist obtain from this measure?

**SQ-11:** What are the different kinds of narratives that school-age children tell? Why is this information important to a speech pathologist/language specialist?

## **Project Guidelines and Forms**

**RUBRICS**  
**FOR CLASS ASSIGNMENTS**