

ANDREWS UNIVERSITY  
SPEECH LANGUAGE AND HEARING DEPARTMENT

**COURSE:**                   **NORMAL LANGUAGE DEVELOPMENT**  
SPPA 321           3 Credits  
Fall 2011           T R 8:30 - 9:45 a. m.  
Bell Hall           Rm 161

**INSTRUCTOR:**           **Heather Ferguson MS, - CCC/SLP**  
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**REQUIRED TEXT:**       Owens, R.E. (2012). *Language Development: An introduction*.  
Pearson Education Inc., Upper Saddle River, New Jersey

Retherford, K. S. (2007). *Guide to Analysis of Language Transcript*.  
(3<sup>rd</sup> Ed.) Pro-Ed Inc. Austin Texas.

**COURSE DESCRIPTION:** A comprehensive look at the normal development of speech and language in the child. This includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax, and pragmatics (AU 2011-2012 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).

**COURSE OBJECTIVES:**   By the end of this course the student will be able to:

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

**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

## 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 a failing grade.** Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. This class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.
2. **Two partial exams and one final exam.** Exams missed due to an excused absence may be made up within three days of the original administration of the absence.
3. Five **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.
4. **Language Sample Project.** The entire project will consist of four parts. This includes the initial language sample and three analyses consisting of a semantic analysis, pragmatic analysis, and grammatical morpheme analysis.

- Language Sample Analysis: This is to be conducted with a child that is considered to be developing “normally” between the ages of 24 – 48 months of age. Complete a **100 – utterance sample** of the child’s speech. The sample should be recorded for later transcription and accuracy. It is suggested that you take notes as to the context or circumstances surrounding the utterances as they occur. Due Oct 13.

The language sample must be typewritten and recorded in the format indicated on the attached language transcript guideline sheet. It is **not necessary** to submit the recorded 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

- **Semantic Analysis** or Type-Token Ratio (TTR). (See Retherford, pp. 90-96; 238 & 239; 279 & 280). Due October 27.
- **Pragmatic Analysis** determining the pragmatic categories of each utterance. (See Retherford, pp. 170-187; 246 & 247; 287). Due November 10.
- **Grammatical Morpheme Analysis Part A** (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 Nov 22.

Note: This syllabus contains sample sheets/guidelines of the set-up for the recording of your language sample. However, specific guidelines can be found in the Guide to Analysis of Language Transcripts textbook on the pages noted below. Each analysis will be discussed in class before the due date. This is an independent project. Therefore, **each student 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 their classmates. This project is worth 200 points.** The language sample is due on **October 13 at 8:30 am, worth 80 points.** The three analyses are worth **40 points** each.

5. **All assignments and projects are due at the beginning of class on the noted due date.** Late assignments and projects will not be accepted.
6. Additional assignments may be prescribed at the discretion of the instructor.

### GRADES:

Grades are based on the following

1. Attendance and class participation - 50 pts
2. Project - 200 pts
3. Three (3) examinations (300 points)
4. Summaries/Additional Assignments (50 pts)

### Grading Scale:

A	94.0 - 100%
A-	90.0 - 93.99%
B+	87.5 - 89.99%
B	83.5 - 87.49%
B-	80.0 - 83.49%
C+	77.5 - 79.99%
C	73.5 - 77.99%
C-	70.0 - 73.49%
D	65.0 - 69.99%
F	Below 65%

### COURSE POLICIES

- **Academic Integrity:** In harmony with the mission statement of Andrews University expects that all students will demonstrate moral integrity. Therefore, plagiarism, copying other students work, stealing quizzes or exams is a serious offense. Possible consequences are a warning, reduced or failing grade, suspension or dismissal from the class, expulsion from the university, and/or degree cancellation.
- **Cell phones:** All cell phones are to be turned off during class time. Ringing and/or vibrating cell phones are a distraction to the students as well as to the instructor.
- **American Disabilities Act:** If you qualify for accommodations under this act, please see the instructor as soon as possible for referral and assistance in arranging such accommodation.
- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class

schedule is tentative and subject to change.

## TENTATIVE CLASS SCHEDULE

DATE		TOPIC	CHAPTER	ASSIGNMENT
August	23	Orientation and Introduction		
	25	Speech, Language and Communication	1	
	30	Linguistic Theories	2	Chapter Summary Due
September	01	Neurological Bases of Speech & Language (Cognition and Language)	3	
	06			
	08	Cognitive, Perceptual and Motor Bases of Language and Speech (Speech, Language, Hearing and Cognition)	4	Chapter Summary Due
	13			
	15			<b>Exam (Chapter 1 - 4)</b>
	20	Review Language Sample Procedure		
	22	Social and Communicative Bases Of Early Language and Speech	5	
	27			
	29	Language Learning and Teaching Processes and Young Children	6	Chapter Summary Due
	October	04	First Words and Word Combinations	7
06				
11		<b>Fall Recess - No Class</b>		
13		Preschool Pragmatics and Semantic Development	8	Language Sample Due
18				
20		<b>Exam (Chapter 5 - 8)</b>		
25		Preschool Development of Language Form  (Discussion of Semantic Analysis for Project)	9	
27				Semantic Analysis Due
November	01	Early School Aged Language Development	10	
	03			Chapter Summary Due
	08			
	10	School-Age Literacy Development	11	Pragmatic Analysis Due
	15			
	17	?		
	22	Adolescent and Adult Language	12	Grammatical Morpheme Analysis Due
	24	<b>THANKSGIVING BREAK</b>		
	29	Adolescent and Adult Language (cont'd)		Chapter Summary Due
December	01	Review		
	08	<b>Exam (Chapter 9 - 12)</b>		<b>FINAL EXAM 7:30 - 9:30 a.m.</b>

## LANGUAGE SAMPLE FORMAT

1. The language sample should consist of 100 complete and intelligible utterances of your sample subject. Therefore, the recorder's (you) utterances do not count. Utterances that are not understood should also not count. Unintelligible utterances should be marked with a XXXX but not counted in the 100 utterances. .
2. The language sample should be "typewritten" 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?