

ANDREWS UNIVERSITY
SPEECH-LANGUAGE AND HEARING DEPARTMENT

COURSE: **NORMAL LANGUAGE DEVELOPMENT**
SPPA 321 3 Credits
Fall 2013 M & W 4:30pm – 5:45pm
Buller Hall Rm. 251

INSTRUCTOR: **Sue Mondak, M.A., CCC-SLP**
Speech-Language Pathologist
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REQUIRED TEXT: Pence-Turnball, Khara L., Laura M. Justice (2012).
Language Development from Theory to Practice.
Pearson Education, Inc., Upper Saddle River, New Jersey

Retherford, K.S. (2007). *Guide to Analysis of Language Transcript.* (3rd 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.
- 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 (CFCCC):

- Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, 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 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 **Case History Questions and Oral Presentations**, worth 20 points each, are due on the stated date (see rubric). You may complete these individually or in groups of 2-3 students. **One and a half to two (1 ½ - 2) double spaced typed written pages** are expected per individual or group. Oral presentation of this information will be completed on the same date, with all participants of the group expected to present a portion of the information. List all student names on assignment paper if more than one person participated. No credit will be given if name is not listed. Each student will be graded separately on the oral presentation.
4. **Language Sample Project.** The entire project will consist of four parts. This includes the initial language sample and three analyses consisting of phonetic transcription, semantic 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. 30.

- The language sample must be type written and recorded in the format outlined in Retherford, K.S. (2007). *Guide to Analysis of Language Transcripts*, Appendix C. 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.
- The language sample should consist of 100 complete and intelligible utterances of your sample subject. Therefore, the recorder's 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.
- **Semantic Analysis: Templin's Type-Token Ratio.** (See Retherford, pp. 90-96; 238-239. Due Nov. 13.
- **Syntactic 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 Dec. 2.

Note: 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 classmate. This project is worth 200 points.** The language sample is due on October 23 and is worth **100 points.** The two analyses are worth **50 points** each, with the Semantic Analysis due on November 13 and the Syntactic Analysis due on December 2.

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. Project (3) – 200 points
2. Examinations (3) – 300 points
3. Case History Questions and Oral Presentation – 100 points

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 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.

CLASS SCHEDULE
NORMAL LANGUAGE DEVELOPMENT (SPPA 321)
(Schedule is Tentative and Subject to Change)

DATE	TOPIC	CHAPTER	ASSIGNMENT
8/26/13	Orientation & Introduction		
8/28/13	Language Development: An Introduction	1	Power Point

9/2/13	LABOR DAY – NO CLASS		
9/4/13		1	Power Point
9/9/13		1	Case History Questions and Oral Presentations Due
9/11/13	The Science and Theory of Language Development	2	Power Point
9/16/13		2	Power Point
9/18/13	Building Blocks of Language	3	Power Point
9/23/13		3	Power Point
9/25/13	Review for Exam	3	Case History Questions and Oral Presentation Due
9/30/13	EXAM (Chapters 1-3)		
10/2/13	Review Language Sample Project		
10/7/13	Infancy: Let the Language Achievements Begin	5	Power Point
10/9/13		5	Power Point
10/14/13	FALL RECESS – NO CLASS		
10/16/13		5	Case History Questions and Oral Presentation Due
10/21/13	Toddlerhood: Exploring the World And Experimenting with Language	6	Power Point

**Class Schedule
Normal Language Development**

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10/23/13	Review for Exam	6	Power Point
10/28/13	EXAM (Chapters 5 & 6)		
10/30/13	Language Sample Due		

In Class Child Assessment

11/4/13	Preschool: Building Literacy on Language	7	Power Point
11/6/13		7	Power Point
11/11/13		7	Case History Questions and Oral Presentation Due
11/13/13	School-Age Years and Beyond: Developing Later Language	8	Semantic Analysis Language Sample Due
11/18/13		8	Power Point
11/20/13		8	Power Point
11/25/13	Autism	9	Power Point
11/27/13	THANKSGIVING BREAK – NO CLASS		
12/2/13	Autism	9	Syntactic Analysis of Language Sample Due
12/4/13	Review for Final	9	Case History Questions and Oral Presentation Due (Chapter 8)
12/9/13	FINAL (Chapters 7-9/AUTISM)		4:00-6:00pm