

**ANDREWS UNIVERSITY
SPEECH-LANGUAGE AND HEARING DEPARTMENT**

COURSE: **NORMAL LANGUAGE DEVELOPMENT**
SPPA 321 3 Credits
Fall 2014 M & W 4:30pm – 5:45pm
Buller Hall Room 108

INSTRUCTOR: **Karen Kellogg, M.A., CCC-SLP**
Speech-Language Pathologist

E-mail: Karnekellogg@gmail.com

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.

For ISBN and price information, please see the listing at the Andrews University
Bookstore www.andrews.edu/bookstore<<http://www.andrews.edu/bookstore>>.

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.

Estimation of Time Use for Completing Assignments for this Course

This course is offered for 3 credits; therefore, it is expected that you will spend 2 times 3 (6) hours per week during the 15 week duration of this class on out of class assignments. A suggested semester schedule (90 hours) outside of class time should include:

- Text Readings: 25 hours
- Case History Paper and Presentations: 35 hours
- Language Sample and Analysis: 30 hours

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. **Three exams.** Exams missed due to an excused absence may be made up within three days of the original administration of the absence. Contact with instructor should be made immediately.
3. Five **Case History Questions and Oral Presentations**, worth 20 points each, are due on the stated date (see rubric). You will complete these in groups of 3 students. **At least two (2) double spaced typed written pages** are expected per

individual or group. **Reference to textbook required.** 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 3 - 4 years 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 Nov 2**
 - 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. 18**

Note: Language sample and semantic analysis will be discussed in class before the due date. These are independent projects. 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 150 points.** The language sample is due on **October 23** and is worth **100 points**. The semantic analysis is worth **50 points**, and is due on **November 17**.

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 10%
2. Case Histories 20%
3. Examinations 30%
4. Language Sample 20%
5. Semantic Analysis 20%

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 accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu<mailto:disabilities@andrews.edu> or [269-471-6096](tel:269-471-6096)) as soon as possible so that accommodations can be arranged.
- **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.
- **Emergency Protocol:** Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

CLASS SCHEDULE – Fall 2015
NORMAL LANGUAGE DEVELOPMENT (SPPA 321)
(Schedule is Subject to Change)

DATE	TOPIC	CHAPTER	ASSIGNMENT
8/24/15	Orientation & Introduction		
8/26/15	Language Development: An Introduction	1	Power Point
8/31/15		1	Power Point
9/2/15		1	Power Point
9/07/15	Labor Day : No classes		
9/09/15	Case History Paper & Oral Presentations (Chapter 1)		
9/14/15	The Science and Theory of Language Development	2	Power Point
9/16/15		2	Power Point
9/21/15	Building Blocks of Language	3	Power Point
9/23/15		3	Power Point
9/28/15	Case History Paper & Oral Presentations (Chapter 3) / Review for Exam		
9/30/15	EXAM (Chapters 1-3)		
10/05/15	Review Language Sample Project		
10/07/15	Infancy: Let the Language Achievements Begin	5	Power Point
10/12/15	FALL RECESS – NO CLASS		
10/14/15		5	Power Point

Class Schedule
Normal Language Development

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10/19/15	Case History Paper & Oral Presentations (Chapter 5)		
10/21/15	No Class		
10/26/15	Toddlerhood: Exploring the World And Experimenting with Language	6	Power Point
10/28/15	Complete Chapter Power Point Review for Exam	6	Power Point
11/02/15	EXAM (Chapters 5 & 6) Language Sample Due		
11/04/15	Preschool: Building Literacy on Language	7	Power Point
11/09/15		7	Power Point
11/11/15	Case History Paper & Oral Presentations (Chapter 6 or 7)		
11/16/15	School-Age Years and Beyond: Developing Later Language	8	Power Point
11/18/15	Semantic Analysis of Language Sample Due	8	Power Point
11/23/15	In Class Child Assessment		
11/25/15	Thanksgiving Break		
11/30/15	Autism	9	Power Point
12/02/15	Case History Paper & Oral Presentations (Chapter 8)		
12/07/15	FINAL (Chapters 7-9/AUTISM)		4-6 pm in classroom

