Department of Speech-Language Pathology & Audiology

SPPA321-001

Normal Language Development

Fall 2016

BULLETIN COURSE DISCRIPTION
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.

Karen Kellogg, M.S. CCC-SLP
Adjunct Professor of Speech-Language Pathology

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ANDREWS UNIVERSITY
SPEECH-LANGUAGE AND HEARING DEPARTMENT

COURSE: **NORMAL LANGUAGE DEVELOPMENT**
SPPA 321   3 Credits
Fall 2016   Tues/Thurs 2 pm-315 pm
Buller Hall   Rm. 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; includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax and pragmatics.
(AU 2016-2017 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.

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.

- <u>Language Sample Analysis:</u> 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. 1**
- 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. 15**
- **Grammatical Analysis: Compilation of Obligatory Morphemes** <u>Due Nov. 29</u>

<u>Note</u>: Language sample and semantic/grammatical 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 2-4, 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 Semantic Analysis is worth 5**0 points**, and is due on **November 17**. The Grammatical Analysis is due with the final hand-in of your personalized language sample and is worth another 50 points.

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   10%
6. Grammatical Analysis 10%

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

MONTH	DATE	TOPIC	CHAPTER	ASSIGNMENT
August	23	Orientation & Introduction		
	25	Language Development: An Introduction	1	Case Study #1 Assigned
	30	Language Development: An Introduction	1	
September	1	Poor Kids – PBS		
	6	No Class		

	8	**Presentation in class**		**Case Study #1 Oral Presentations/Report**
	13	Building Blocks	2	Case Study #2 Assigned
	15	Building Blocks of Language	2	
	20	The science and Theory of Language	4	
	22	The Science and Theory of Language Sensitive Periods	4	
	27	**Presentation in class** **Review for Exam**		**Case Study #2 Oral Presentations/Report**
	29	**EXAM (Chapter 1 – 4)**		
October	4	Review Language Sample Project Infancy: Let the Language Achievements Begin	5	Case Study #3 assigned
	6	Infancy: Let the Language Achievements Begin	5	
	11	**FALL RECESS - NO CLASS**		
	13	**Presentations in Class**		**Case Study #3 Oral Presentations/Report**
	18	Toddlerhood: Exploring the World	6	
	20	Toddlerhood: Exploring the World and Experimenting with Language Review for Exam	6	
	25	Workshop day for Language Sample – *Attend if you have questions about how to write up language samples*		
	27	**EXAM #2 (Chapter 5 & 6)**		
November	1	**Language Sample Due** Preschool: Building Literacy on Language	7	Case Study #4 assigned **Language Sample MLU/Stage/Age Range Due**
	3	Preschool: Building Literacy on Language	7	
	8	Presentation on how to do a Semantic Analysis on Language Sample and Practice in Class Type/Token Ratio		
	10	**Presentation in Class**		**Case Study #4 Oral Presentations/Reports Due**
	15	School-Age Years and Beyond: Developing Later Language	8	**Semantic Analysis Language Sample Due**
	17	School Age Years and Beyond:	8	Case study #5 assigned
	22	NO CLASS TODAY		
	24	**THANKSGIVING BREAK – NO SCHOOL**		
	29	Autism	9	Grammatical Analysis Due
December	1	Autism **Presentations in Class**	9	**Case Study #5 Oral Presentations/Report**
	8	**FINAL (CHAPTERS 7 – 9 AUTISM)** **1:30 – 3:30**		

Department of Speech-Language Pathology & Audiology

Karen Kellogg, M.A. CCC-SLP
Adjunct Professor Speech-Language Pathology

Education

Michigan State University BA Elementary Education 1981
Michigan State University MA Speech Pathology 1984

Biography

Karen Kellogg is an Adjunct Professor for Andrews University in the department of Speech-Language Pathology and Audiology.

Born in Southwestern Michigan, Karen graduated from Michigan State University with a B.A. in Elementary Education in 1981. She received her M. A. in Speech Pathology in 1984 from the same institution. She has worked over 30 years in the public and private sector as a school speech-language pathologist.

Karen teaches Introduction to Speech-Language Pathology and Audiology, Normal Language Development and Child Language Disorders.

 She is the mother of one daughter Megan, and proud grandmother of Nico and Jake.