

# LONGOOD UNIVERISTY-CSDS 285: Language Development

Spring 2010

<i>Instructor:</i> Randy L. Jennings, Ph.D., CCC/SLP	<i>Class begins:</i> January 11, 2010 <i>Classes end:</i> April 23, 2010
<i>E-mail:</i> jenningsrl@longwood.edu	<i>Last day to withdraw:</i> March 1 <sup>st</sup> <i>Exams:</i> April 26 <sup>th</sup> -30 <sup>th</sup>

**Course Description** An introduction to the normal acquisition of language, including the components of language, the physical, social, and cognitive bases for language, theories of language development, and how language evolves from infancy through adulthood. Cultural influences on language development will also be explored. 3 credits

## **Required Resources**

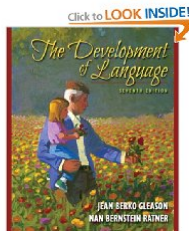
**Minimum Computer and Software Requirements for Longwood Online courses can be found at [www.longwood.edu/online](http://www.longwood.edu/online) . Please be sure that your computer meets these requirements.**

**Microsoft Word and PowerPoint are the only acceptable formats for submission of assignments.**

**Accessing the course through a high-speed Internet connection (DSL or cable) is advised. If you don't have high-speed access from your home computer, you may want to view the PowerPoint presentations from your work location or another location with high-speed access, as some of the presentations contain video clips. You should also take the quizzes on Blackboard with high speed access.**

### **Text:**

Gleason, J. B. & Ratner, N. B. (2005). *The development of language (7th edition)*. Boston: Allyn & Bacon.



This text can be ordered through the Longwood Bookstore (<http://longwood.bkstore.com>) by clicking “contact us” and completing the feedback form. Be sure to include your mailing address so the text can be sent to you.

Rosetti, L. (1990). *Rosetti infant toddler language scale record form*. Moline, IL: Linguisticsystems.

Note: This test protocol will be mailed to you during the course

# LONGOOD UNIVERISTY-CSDS 285: Language Development

---

## Course Objectives:

Through the successful completion of this course, the student will gain an understanding of normal language development from infancy through adulthood.

1. The student will describe the structural bases of human communication.
2. The student will describe the social-interactive bases of language.
3. The student will define language and its components.
4. The student will describe the major theories of language acquisition.
5. The student will discuss the development of each language component in infants, toddlers, preschoolers, school-age children, and adolescents.
6. The student will define emergent literacy and discuss the language base necessary for the development of reading skills.
7. The student will discuss language changes across the lifespan.
8. The student will discuss cultural and ethnic differences in language development.

**Honor Code:** Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The Longwood Honor Code can be found at <http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm#Philosophy%20of%20the%20Honor%20Code>

Please be advised that future speech-language pathologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics. (ASHA is the national accreditation agency.) This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists. The Code of Ethics can be found at <http://www.asha.org/NR/rdonlyres/F51E46C5-3D87-44AF-BFDA-346D32F85C60/0/v1CodeOfEthics.pdf>.

**Disability Statement:** The instructor is willing to meet reasonable accommodations for any students with a documented disability. The student should submit supporting material to the instructor. This includes the necessary accommodations as outlined by the Disability Support Center at Longwood University (<http://www.longwood.edu/disability>). **This information must be submitted within 8 days of the beginning of the course.**

## Assurance Statement

**All students are required to review the Honor Code, Code of Ethics and On-line policies, signing an assurance statement** attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in Bb. You may type your signature and submit it through the assignment feature of Bb.

**Online Course Policies:** Longwood online policies can be found at <http://www.longwood.edu/online>. On the left side of that screen are links to “Student

## LONGOOD UNIVERISTY-CSDS 285: Language Development

---

Responsibilities” and “Student Support”. Be sure to review ALL the student responsibilities before beginning this course. The Technical Support link ([http://www.longwood.edu/online/Tech\\_support.htm](http://www.longwood.edu/online/Tech_support.htm)) will provide you information about how to resolve technical issues if they should arise.

**Students must maintain current system software and virus definition updates.** User Support Services (877-267-7883) can assist in this matter. **Free anti-virus software** is available for downloading. **If your anti-virus software is not up-to-date, YOU MUST download the free anti-virus software!**

**Correspondence:** The instructor will respond to e-mail questions within 48 hours on weekdays .Please post any questions, whose answers will benefit the entire class, in the Q&A forum on Bb. The instructor will provide feedback on all assignments typically within a one-week time frame. Be sure to read the communication policies for all Longwood online courses at [www.longwood.edu/online](http://www.longwood.edu/online)

**Policy on Late Assignments:** Work may be submitted late but will be charged a 10% penalty of total possible points for each 24 hour period after the due date until date of actual submission up to a total of 30% of possible points. If you experience technical difficulties while trying to submit an assignment by the deadline you must e-mail me immediately. It’s best to **plan ahead**, so this does not become an issue for you.

**Course Requirements: Blackboard:** *Blackboard*™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on *Blackboard*, <http://blackboard.longwood.edu> The *PowerPoint* (PPT) presentations are designed to help guide your reading in the text, not to supplant the reading. The *text readings* are necessary for full comprehension of the material and should be completed prior to completion of any assignment. *Assignments* will be posted on the assignment section of Blackboard. Review the *announcement* section on a daily basis for any new information.

**Note:** All assignments should be submitted with the **title of the assignment and your initials as the name of the document**. For example, if I were submitting the Language Sample, I would name the document **Langsamp.rlj** - **Please adhere to this policy for the submission of all assignments. For assignments that have multiple parts, please combine all parts into one document with this title format.**

- 1. Participation:** Students are expected to take an active part in discussions. LU policies for discussion forums are outlined at [http://www.longwood.edu/online/Discussion\\_Bds.htm](http://www.longwood.edu/online/Discussion_Bds.htm). Please be sure to review the policies. At various points during the semester, discussion questions/statements will be posted on *Blackboard*. Postings will be graded on both the number of posts and the quality of the post. Information related to online discussions, including instructions for participation and a grading rubric will be posted on *Blackboard* prior to the first discussion forum. Discussion forums will be announced in the *Announcement* section of *Blackboard*. The total point value for online discussion participation during the

# LONGOOD UNIVERISTY-CSDS 285: Language Development

---

semester will be 30 points.

**2. Features of Theories Chart – 10 points**

- 3. Quizzes:** Six scheduled quizzes will be interspersed throughout the semester. Each quiz will be worth 50 points. Each quiz will cover a specific announced topic. Quizzes will be administered through *Blackboard*. Posting dates for quizzes can be found in the course schedule (*these dates are tentative and may be altered at the instructor's discretion*). As a rule, quizzes will be posted by 10 am on the specified date. Quizzes will generally require about 30- 45 minutes to complete. **The quizzes will be available for a 36-hour period. Students must complete each quiz within 36 hours of the time it is posted.** Quizzes will be re-offered ONLY for extreme circumstances. If a technical problem (the server is down, computer failure, etc.) prevents you from completing the quiz by the designated time, e-mail me **IMMEDIATELY** stating the time and the nature of the technical problem. **(300 POINTS)**

The Introduction to Online Learning quiz is not included in these 300 points. That quiz will be worth 20 points.

**4. Parent Interview: 100 POINTS.**

The student will briefly observe a typically developing child who is **between 6 and 14 months of age**. A parent (of the same child) interview, using the *Rosetti Infant Toddler Language Scale*, will also be conducted. The purpose of this project is to provide the student with an opportunity to observe and describe a young child's prelinguistic development. **A protocol sheet for this observation/interview is posted in the Assignment section of Blackboard.** All assignments should be submitted through the *assignment feature* of *Blackboard*. Instructions for how to submit files can be found in the student FAQs on the *Blackboard* login site.

**5. Language Sampling Project: 110 POINTS TOTAL.**

A. A language sample plan will be submitted prior to the collection of the sample. **A protocol for developing this plan will be available in the Assignment section of Blackboard.** 10 POINTS

B. The student will collect a 25 utterance language sample from a preschool aged child (**3-4 years of age**), calculate MLU and define Brown's Stage of language development which this sample suggests. A reflection narrative will be completed as part of the language sample project. **FOLLOW THE PROTOCOLS POSTED ON BLACKBOARD.** 100 POINTS

C. The **entire project (sample, analysis, and reflection)** should be submitted **as one document** through the *Assignment Feature* in *Blackboard*. Please give attention to neatness and arrangement. Include a title page for this project. **Specific information as to expectations for each component of this project will be available on Blackboard during the semester.**

D. **This project requires the use of an audio tape recorder, preferably with an**

## LONGOOD UNIVERISTY-CSDS 285: Language Development

**external microphone, and a good quality audio cassette tape (a 30 minute tape is sufficient).** You will be responsible for procuring this equipment.

- 6. Final Project:** Information about the final project, including format, will be posted on *Blackboard* during the semester. 100 POINTS

<u>Requirement</u>	<u>Point Value</u>	<u>Due Date</u>
Discussion Board Participation	60	TBA during course
6 Quizzes	300 (50 pts each)	See dates in course schedule
Introduction to Online Quiz	20	<b>January 13th</b>
Features of Theories Chart	10	<b>February 8<sup>th</sup></b>
Parent Interview/Infant Observation	100	<b>February 17<sup>th</sup></b>
<b>Language Sampling Project</b> Language Sample Plan Language Sample, Analysis & Reflection	10 100	<b>Plan: February 26</b>  <b>April 5</b>
Final Project	100	<b>April 23<sup>rd</sup></b>
<b>TOTAL</b>	<b>700 POINTS</b>	

**Grading Scale:**

A+	686-700 pts	C+	546-559 pts
A	645-685 pts	C	505- 545 pts
A-	630-644 pts	C-	490-504 pts
B+	614-629 pts	D+	475-489 pts
B	575-615 pts	D	435-474 pts
B-	560-574 pts	D-	420-434 pts
		F	<420

# LONGOOD UNIVERISTY-CSDS 285: Language Development

---

**Note: If you already have a bachelor's degree, you are considered a graduate student. Longwood University does not allow grades of D for graduate students; therefore, if you earn less than 490 points, the grade will be F.**

## Course Schedule

Units Dates	Topic	Assigned Readings	Assignments
<p><b>INTRODUCTION:</b></p> <p><b>1. Enter first discussion forum by Thursday, January 14 and follow instructions</b></p> <p><b>2. Click on the <i>Getting Started</i> link on Bb and review that information along with the Student Responsibilities and Student Support information at <a href="http://www.longwood.edu/online">www.longwood.edu/online</a>.</b></p> <p><b>3. Then take the introduction to online learning quiz by January 18.</b></p>			
Unit 1 <b>Jan 11- Jan 22</b>	Biological Bases for Language Acquisition & Components of Language	Text: Ch 1 PPT: Biological Bases PPT: Components of Language	<i>All quizzes posted on Blackboard</i> <b>Online Learning Quiz Jan 18</b> <b>Quiz 1-Jan 22</b>
Unit 2 <b>Jan 25- Jan 31</b>	Early Communication – The Pre-verbal stage (infancy) Introduction to the <i>Rosetti</i>	Text: Ch 2 PPT: Communication in Infancy <b>Parent interview documents in assignment section of Bb. Protocols for this assignment are being mailed to you.</b>	
Unit 3 <b>Jan 31- Feb 12</b>	Theories of Language Acquisition	Text, Ch. 7 PPT: Theories	<b>Quiz 2</b> <b>Feb 12</b> <i>Includes units 2&amp;3</i> <b>Theories chart due Feb 8<sup>th</sup> – submit through the assignment feature</b>
Unit 4 <b>Feb 13- Feb 19</b>	Caregiver/Child Interaction: Caregiver Strategies That Support the Emergence of Communication	PPT: Caregiver Strategies Reading on Electronic reserve (see link in PPT)	<b>Quiz 3</b> <b>Feb 19</b> <b>Unit 4</b> <b>Parent Interview</b> <b>Due: Feb 17<sup>th</sup></b>

## LONGOOD UNIVERISTY-CSDS 285: Language Development

---

Unit 5 <b>Feb 20- Feb 27</b>	Language Sampling: Planning For and Collecting the Sample	PPT: Language Sampling	<i>Language Sample Plan Due Feb 26</i>
Unit 6 <b>Feb 26- March 5</b>	Phonological Development	Text, Ch. 3 PPT: Phonology	<i>Quiz 4 March 5</i>
Unit 7 <b>March 11- March 19</b> <small>(March 8—12 Spring Break)</small>	Development of Semantics	Text, Ch. 4 PPT: Semantics	<i>Information from this unit will be assessed in a discussion forum posting</i>
Unit 8 <b>March 22- March 26</b>	Constructing Utterances – Morphology & Syntax	Text, Ch. 5 PPT: Morph & Syntax	
Unit 9 <b>March 29- April 2</b>	Communicative Competence - Pragmatics	Text: Ch. 6 PPT: Pragmatics	<i>Quiz 5 April 2 Units 8 &amp; 9 Language Sampling Project Due: April 5</i>
Unit 10 <b>April 5-- April 9</b>	Individual Differences	Text: Ch 8	
Unit 11 <b>April 12- April 16</b>	Metalinguistic Development Language & Literacy	Text: Ch 10 PPT: Language & Lit.	
Unit 12 <b>April 19- April 23</b>	The Adult Years	Text: Ch 11 Word document to help guide your reading	<i>Quiz 6 April 29 Open Notes/Book Units 10-12</i>
	<b>Final Project</b>	Details will be provided during the semester	<b>Due April 26</b>

## LONGOOD UNIVERISTY-CSDS 285: Language Development

---

### *Additional Resources:*

Arwood, E. L. (1983). *Pragmaticism: Theory and application*. Rockville, MD: Aspen Systems, Inc.

Bernstein, D. & Tiegerman-Farber, E. (1997). *Language and communication disorders in children*. Needham Heights, MA: Allyn & Bacon.

Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.

Carroll, D. W. (1999). *Psychology of language*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Manolson, A.. (1992). *It takes two to talk*. Toronto, Ontario: The Hanen Centre.

McLean, J. & Snyder-McLean, L. (1999). *How children learn language*. San Diego, CA: Singular Publishing Co.