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. 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 CANVAS with high speed access.

Text:
Language Development: An Introduction | Edition: 9
Author: Robert E. Owens Jr. Publication date: 1/14/2015
ISBN: 9780133810363 Publisher: Pearson
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.

Respect for Religious Diversity:
The Instructor will accommodate adjustments to due dates that conflict with a student’s religious observation, if informed in writing by the end of the first week of class.

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 CANVAS. Please submit this statement the first week of class via CANVAS.

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 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) 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, with the exceptions listed above in the instructor information box. Please note that all e-mail correspondence from the instructor to the student will be sent to the student’s Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working and you are able to access it regularly. Not having a valid Longwood University e-mail address will not excuse missed information. Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will provide feedback on all assignments within a one-week time frame.

Be sure to read the communication policies for all Longwood online courses at www.longwood.edu/online

Policy on Late Assignments: Work may be submitted late but will be charged a 5% penalty of total possible points for each 24 hour period after the due date until date of actual submission up to a total of 20% of possible points. Work will NOT be accepted more than one week late. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (757-288-3335) and leave a voice mail message stating the time and the nature of the technical problem. Only then will an assignment be accepted late without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty. It’s best to plan ahead, so this does not become an issue for you.

Course Requirements:

CANVAS: CANVAS ™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS, https://CANVAS.longwood.edu The PowerPoint (PPT) presentations are designed to help guide your reading in the text, not to replace the reading. The text readings are necessary for full comprehension of the material and should be completed prior to completion of any assignment. 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.sws - 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 (60 points): Students are expected to take an active part in discussions. At various points during the semester, discussion questions/statements will be posted on CANVAS. 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 CANVAS prior to the first discussion forum. Discussion forums will be announced in the Announcement section of CANVAS. The total point value for online discussion participation during the semester will be 60 points.

2. Introduction activities (40 points): Students will be required to submit the assurance statement, complete the introduction discussion board posting, and complete the CANVAS quiz.

3. Quizzes (300 points): Three scheduled quizzes will be interspersed throughout the semester. Each quiz will be worth 100 points. Each quiz will cover a specific announced topic. Quizzes will be administered through CANVAS. 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 7 am on the specified date. 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 or call my cell phone IMMEDIATELY and leave a message on my voice mail stating the time and the nature of the technical problem. The Introduction to CANVAS quiz is not included in these 300 points. That quiz will be worth 20 points.

Child Observation/Parent Interview (200 points):
The student will briefly observe a typically developing child who is between 6 and 14 months of age. The student will observe interactions between the caregiver and child as well as make applicable observations regarding communication and play skills demonstrated by the child. Specifically, you will observe for the following behaviors:

1) Child’s play skills
2) Child’s communication skills, both verbal and non-verbal
3) Parent/caregiver response to the child’s play
4) Parent/caregiver response to the child’s communication, both verbal and non-verbal

In addition, you will complete a parent/caregiver interview.

At the end of your observation/interview, you will write a MINIMUM 4-page summary of your experience using Arial or Times New Roman, 12-point font, in Word, double-spaced.

Do not write beyond the 4-page limit.

There is a rubric posted on Canvas to guide your paper. You are strongly encouraged to review this rubric before beginning your paper as the rubric clearly defines the expectations for your performance and how your grade will be calculated.

A protocol sheet for this observation/interview is posted in the Assignment section of CANVAS. Assignments should be submitted through the assignment feature in CANVAS.

5. Language Sampling Project (140 points):

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 CANVAS. 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 CANVAS. 100 POINTS

C. The entire project (analysis and reflection) should be submitted as one document through the assignment feature in CANVAS. Please give attention to neatness and arrangement. Specific information as to expectations for each component of this project will be available on CANVAS during the semester.

D. This project requires the use of an audio tape recorder, preferably with an external microphone, and a good quality audio cassette tape (a 30 minute tape is sufficient). You will be responsible for procuring this equipment.
LONGOOD UNIVERSITY-PCSD 285: Language Development

6. **Final Project (100 points):** Students will be divided into groups and will create a presentation and flyer that could be used by parents to facilitate language development. More details can be found with the assignment on CANVAS.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion Board/Blog/Journal Participation</td>
<td>45</td>
<td>TBA during course</td>
</tr>
<tr>
<td>3 Quizzes</td>
<td>300</td>
<td>*See dates in course schedule</td>
</tr>
<tr>
<td>Introduction Activities</td>
<td>40</td>
<td><strong>September 2</strong></td>
</tr>
<tr>
<td>Parent Interview/Infant Observation</td>
<td>200</td>
<td><strong>October 6</strong></td>
</tr>
<tr>
<td>Language Sample Plan</td>
<td>10</td>
<td><strong>October 13</strong></td>
</tr>
<tr>
<td>Language Sample, Analysis &amp; Reflection</td>
<td>130</td>
<td><strong>October 27</strong></td>
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<tr>
<td>Final Project</td>
<td>100</td>
<td><strong>November 17</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>825 POINTS</strong></td>
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**Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Assurance Statement</td>
<td><strong>Due by August 26 by 11 pm EST</strong></td>
</tr>
<tr>
<td>Located in the “Modules” button on CANVAS within the “Introduction Activities” module.</td>
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</tr>
<tr>
<td>Introductions</td>
<td>Due September 2 by 11pm EST</td>
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<tr>
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<tr>
<td>Virtual Student Union (VSU) – Information about yourself. Located in the “Modules” button on CANVAS within the “Introduction Activities” module. You can also post to this discussion board by clicking on the “Discussions” button on CANVAS</td>
<td><strong>Due September 2 by 11pm EST</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Introduction to CANVAS quiz</th>
<th>Due September 2 by 11pm EST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located in the “Modules” button on CANVAS within the “Introduction Activities” module.</td>
<td><strong>Due September 2 by 11pm EST</strong></td>
</tr>
</tbody>
</table>

(August 29 - September 4):
Chapter 1: The Territory

(September 5 - 11)
Chapter 2: Describing Language

(September 12 - 18)
Chapters 3-4: Neurological Basis of Speech and Language AND Cognitive, Perceptual, and Motor Bases of Early Language and Speech

(September 19 - 25)
Chapter 5: The Social and Communicative Bases of Early Language and Speech

Quiz 1 (Chapters 1-4) **Due September 22 by 11 pm**

REMINDER Parent Interview Project Due: October 6

Good time to work on it!

(September 26 - October 2)
Chapter 6: Language-Learning and Teaching Processes and Young Children **AND Assigned readings in CANVAS**
### Chapter 7: First Words and Word Combinations in Toddler Talk AND Language Sampling information

- **Role of play posting and response on discussion board**
  - *Original response due October 3, reply to classmate due October 6 by 11 pm EST*
  - *Parent Interview Due October 6 @ 11 pm EST*

### Chapter 8: Preschool Pragmatic and Semantic Development

- **Language Sample Discussion Board**
  - *Due October 11 - by 11 pm EST*

- **Language Sample Plan**
  - *Due October 13 by 11 pm EST*

- **REMINDER**
  - *Language Sampling Project Due: October 27*
  - *Good time to work on it!*

### Chapter 9: Preschool Development of Language Form

- **Quiz 2 (Chapters 5-8)**
  - *Due October 20 by 11 pm EST*

### Chapter 10: Early School-Age Language Development

- **Language Sampling Project**
  - *Due October 27 by 11 pm EST*

### Chapter 11: School-Age Literacy Development and Adolescent and Adult Language

- **Book discussion board posting**
  - *Due November 3 by 11 pm EST*

### Chapter 12: School-Age Literacy Development and Adolescent and Adult Language (Cont’d)
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<table>
<thead>
<tr>
<th>(November 14 - 20)</th>
<th>Final project Due November 17 by 11 pm EST</th>
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<tbody>
<tr>
<td>(November 21 - 27)</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>(November 28 - December 2)</td>
<td>Quiz 3 (Chapters 9-12) Due December 1 by 11 pm EST</td>
</tr>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A: 93 – 100%
- A-: 90 – 92%
- B+: 88 – 89%
- B: 83 – 87%
- B-: 80 – 82%
- C+: 78 – 79%

**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.
Additional Resources:


