

LONGWOOD UNIVERSITY-PCSD 285: Language Development Across the Lifespan

Spring 2026

<p>Instructor: Amanda C. Freitag, M.S., CCC-SLP</p> 	<p>Class Begins: January 14, 2026 Class Ends: May 8, 2026</p> 
<p>E-mail: freitagac@longwood.edu</p>	<p>Last day to Add/Drop: January 22, 2026 by 5 p.m. ET Last day to Withdraw: April 4, 2026 by 5 p.m. ET</p>
<p>Mailing Address: Longwood University 315 W. Third Street Farmville, Virginia 23901</p>	<p>Phone: (434) 414-4110 <i>emergency use only</i></p>

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*

Prerequisites: None

Course Expectations:

With this being a three-credit hour course, please acknowledge that this will entail 112.5 hours of work of the course of the semester. Break down: 37.5 hours will be of instruction and 75 hours will be used for studying, completion of assignments and projects, and reading outside of class.

Required Resources:

- Reliable, high speed internet
- Microsoft Office (specifically powerpoint and word)
- Computer with working speakers
- Recording device (phone, pocket recorder)
- Webcam

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CANVAS:

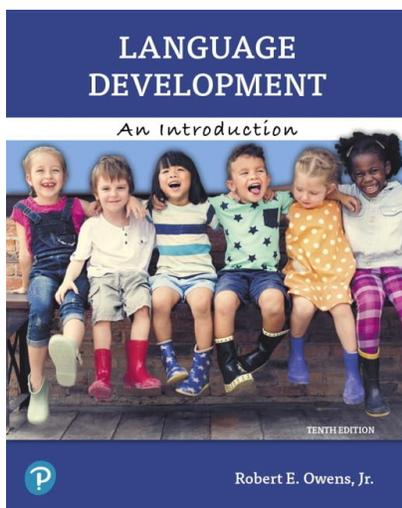
- CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS - <https://CANVAS.longwood.edu>
 - Privacy Policy: <https://www.canvaslms.com/policies/privacy>
 - Accessibility: <https://www.canvaslms.com/accessibility>

LockDown Browser:

- This course requires the use of LockDown Browser for online assessments
- More information regarding LockDown Browser can be found on CANVAS by clicking on the “LockDown Browser” button on the left hand navigation bar.
- If a violation of the honor code is suspected, consequences will be determined by the instructor based on the severity of the suspected violation.

Text (Required):

Owens, R. E. (2020). *Language development: An introduction* (10th Ed.). Hoboken, NJ: Pearson Education, Inc. ISBN 13: 978-0-135-20648-5 ISBN 10: 0-135-20648-0



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Course Objectives:

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

Objective	Learning Activities
The student will describe the structural bases of human communication.	Quiz
The student will describe the social-interactive bases of language.	Role of Play Discussion Board Quiz Child Observation/Parent Interview
The student will define language and its components.	Quiz Language Sample Project Teen Mom Final Project
The student will describe the major theories of language acquisition.	Quiz
The student will discuss the development of each language component in infants, toddlers, preschoolers, school-age children, and adolescents.	Quiz Language Sample Discussion Board Language Sample Project Teen Mom Final Project
The student will define emergent literacy and discuss the language base necessary for the development of reading skills.	Book Discussion Board Posting Quiz
The student will discuss language changes across the lifespan.	Quiz
The student will discuss cultural and ethnic differences in language development.	Quiz Child Observation/Parent Interview Language Sample Project

Student Resource Links:

- Speech-Language Pathology Prerequisites Online:
<http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Writing Center: <http://www.longwood.edu/academicsuccess/writing-center/>
- Accessibility Resources Office (ARO): <https://www.longwood.edu/accessibility/>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>
- Graduate and Distance Education Student Support:
<http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>
- Distance/Online Requirements: This link includes both technical skills, hardware/software requirements, and information regarding web browsers.
<http://www.longwood.edu/dec/distanceonline-education/requirements/>

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- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail salleysw@longwood.edu or slponline@longwood.edu
- Student Technology Handbook: <http://www.longwood.edu/usersupport/student-resources/student-technology-handbook/>

University and Class Policies:

- **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 link for the honor code can be found at: <http://www.longwood.edu/studentconduct/honor-code/>
 - Please be advised that future speech-language pathologists and audiologists 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 and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>
- **Accommodations and Accessibility Resources:**
 - If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Accessibility Resources Office \(ARO\)](#), Brock Hall, (434) 395-2391 or accessibilityresources@longwood.edu prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Mental Health Resources:**
 - Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in Pierson Hall (2nd floor), is available to all students at no cost. Appointments can be scheduled by phone (434) 395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. They can also be reached at CAPS@longwood.edu.
 - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Reporting of Crimes and Sexual Misconduct:**
 - In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services](#)

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- (CAPS) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>
- <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
 - **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.
 - **Adding/Dropping a Course:**
 - Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:
 - until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
 - until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
 - until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.
 - **Withdrawing from a Course:**
 - Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the 35th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.
 - **Correspondence:**
 - **E-mail:** The instructor will try to respond to e-mail questions within 48 hours on weekdays (Monday-Friday). 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 or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
 - **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will respond within 48 hours on weekdays (Monday-Friday).
 - You are encouraged to follow the rules of "netiquette" (<http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf>)

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when interacting on the discussion boards or in other communications with classmates and/or the instructor.

- **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame from due date.
- **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 50% 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 (434-414-4110) and leave a voice mail message or e-mail me (freitagac@longwood.edu) stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.
 - *For extra credit, email me a picture of your pet. If you do not have a pet, pick your favorite animal.*
- **Artificial Intelligence:**
 - Entering client information into Artificial Intelligence third-party services or sites (AI-generated content) is a violation of HIPAA/FERPA. Submitting work that was completed using AI-generated content creates a false representation of the knowledge and skills competencies that are measured for graduation and ASHA certification. When submitting work that receives a grade or assessment of knowledge and skills, you should be doing that work independently. Using AI-generated content as your own work is plagiarism. Lack of citing the use of AI-generated content would be considered plagiarism as it is not your own unique work. The use of Generative AI tools such as, but not limited to, ChatGPT, is not permitted for use within the Department of Communication Sciences and Disorders unless this it is explicitly permitted in writing as part of a specific assignment. The unauthorized use of Generative AI tools is prohibited and will result in an academic integrity violation, which may result in dismissal from the CSD program.
 - You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.
 - Content generated by AI-generated content without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the Office of Student Conduct.
- **References:**
 - References are expected on ALL assignments using the American Psychological Association (APA) 7th edition style. See the Greenwood Library web site for information. Points will be deducted for failure to use APA style.
- **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.

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Course Requirements:

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 Parent Interview, I would name the document parentinterview.af - 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.

More information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on CANVAS

1. Introduction Activities

- a. Assurance Statement
- b. Introduction Discussion Board
- c. CANVAS quiz

2. Participation/Discussion Board Postings

- a. Role of Play Discussion Postings
- b. Language Sample Discussion Postings
- c. Book Discussion Postings

3. Child Observation

- a. The student will watch the videos posted in CANVAS and write a 3-5 page paper regarding skills observed regarding communication and play. Some of the questions posted on CANVAS with the assignment may help guide your observations. Please note these questions are not the only information you should include but are rather just things that may pop out. Please describe any communication you see (both caregiver and child - and remember communication does not have to be only verbal). Also, please describe any caregiver interaction that you think is notable.

4. Language Sample Project

- a. Students will be given a language sample and will be required to analyze this sample based on several parameters. More information regarding this assignment can be located on CANVAS.

5. Teen Mom Final Project

- a. Students will be divided into groups and will create a presentation and flyer that is geared towards teenage mothers/fathers regarding developmental norms, how to facilitate language development, and what to do if a problem is suspected.

6. Quizzes

- a. 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 (freitagac@longwood.edu) or call my cell phone (434-414-4110) IMMEDIATELY and leave a message on my voice mail stating the time and the nature of the technical problem.
- b. LockDown Browser will be used for ALL quizzes.

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Assignment Summary:

<u>Requirement (Due by 11:59 PM EST)</u>	<u>Point Value</u>	<u>Due Date</u>
Introduction Activities	40	See course schedule
Discussion Board Postings	45	See course schedule
Child Observation	100	March 5th
Language Sampling Project	115	April 8th
Teen Mom Final Project	100	April 24th
Quizzes	300	See course schedule
TOTAL	700 POINTS	

Grading Scale:

Grades are earned, not gifts. The instructor does not give grades; rather the student earns the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

- Grades are assigned based on how the student's overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
- Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.
- The grading scale below reflects the grade that will be earned based on the percentage of total points earned.

A	94-100%
A-	90-93.9%
B+	88-89.9%
B	83-87.9%
B-	80-82.9%
C+	78-79.9%

C	73-77.9%
C-	70-72.9%
D+	68-69.9%
D	63-67.9%
D-	60-62.9%
F	0-59.9%

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Tentative Course Schedule:

Please be advised this course schedule may change at the discretion of the instructor, but students will be notified of all adjustments.

<i>Module</i>	<i>Assignment</i>
<p>Introduction Activities</p> <ul style="list-style-type: none"> • Assurance Statement • Introductions • CANVAS Quiz <p>Located in the “Modules” button on CANVAS within the “Introduction Activities” module.</p>	<ol style="list-style-type: none"> 1. Participation Quiz (Due: 1/18) 2. Assurance Statement (Due: 1/18) 3. Introduction Discussion Board (Due: 1/18) 4. CANVAS Quiz (Due: 1/18)
<p><u>Module 1 (January 14th -February 18th)</u></p> <ul style="list-style-type: none"> • Chapters 1-4 • Topics <ul style="list-style-type: none"> ○ Describing Language ○ Neurological Basis of Speech and Language ○ Cognitive, Perceptual, and Motor Bases of Early Language and Speech 	<ol style="list-style-type: none"> 1. Theories of Language Development Discussion Board (Due: 2/11) 2. Quiz 1 (Due: 2/20) <ul style="list-style-type: none"> • On information from module 1
<p><u>Module 2 (February 19th -March 25th)</u></p> <ul style="list-style-type: none"> • Chapters 5-8 • Topics <ul style="list-style-type: none"> ○ The Social and Communicative Bases of Early Language and Speech ○ Language-Learning and Teaching Processes and Young Children ○ First Words and Word Combinations in Toddler Talk ○ Language Sampling ○ Preschool Pragmatic and Semantic Development 	<ol style="list-style-type: none"> 1. Child Observation Assignment (Due: 3/5) 2. Role of Play Discussion Board (Due: 3/12) 3. Language Sample Discussion Board (Due: 3/19) 4. Quiz 2 (Due: 3/27) <ul style="list-style-type: none"> • On information from module 2

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Module 3 (March 26th - May 8th)

- Chapters 9-12
- Topics
 - Preschool Development of Language Form
 - Early School-Age Language Development
 - School-Age Literacy Development
 - Adolescent and Adult Language

1. Language Sample Project
(Due: 4/8)
2. Book Discussion Board
(Due: 4/15)
3. Teen Mom Project
(Due: 4/24)
4. Quiz 3
(Due: 4/30)
 - On information from module 3