

# LONGWOOD UNIVERSITY-PCSD 285: Language Development Across the Lifespan

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**SPRING 2023**



<b><i>Instructor:</i></b> Jo Dixon	<b><i>Class begins:</i></b> January 11, 2023 <b><i>Classes end:</i></b> May 05, 2023
<b><i>E-mail:</i></b> dixonja@longwood.edu	<b><i>Last day to Add/Drop:</i></b> January 19, 2023 <b><i>Last day to withdraw:</i></b> March 29, 2023

## **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

## **Required Resources:**

- Reliable, High Speed Internet
- Microsoft Office (specifically power point and word)
- Computer with working speakers
- Recording device (phone, pocket recorder)
- Webcam

## **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>

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## **Lockdown Browser and Respondus:**

### **LockDown Browser + Webcam Requirement**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### **Download Instructions**

- Select a quiz from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

### **Guidelines**

When taking an online exam, follow these guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
  - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
  - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

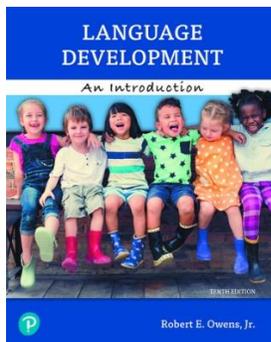
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- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- **Digital Education Collaborative (DEC)**  
The Digital Education Collaborative (DEC) supports faculty and students utilizing educational technology tools. DEC supports Canvas, Panopto, LockDown Browser, Poll Everywhere, Longwood Blogs, etc. Feel free to contact the DEC with questions regarding your teaching and learning needs.  
[Click here to access.](#)
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve.

## **Text (Required):**

Owens, R. E. (2012). *Language development: An introduction* (10<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 978-0133810363 ISBN-10: 9780133810363



## **Course Objectives:**

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

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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/>
- Disability Resources: <http://www.longwood.edu/disability>
- 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/>
- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail [salleysw@longwood.edu](mailto:salleysw@longwood.edu) or [slponline@longwood.edu](mailto:slponline@longwood.edu)

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- 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 Disability 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 [Office of Disability Resources](#), Brock Hall, (434) 395-2391 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 the Health and Fitness Center, 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. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434) 395-2091.
- <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 \(CAPS\)](#) 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

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- 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>) 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.

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- **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 (434-441-0076) and leave a voice mail message or e-mail me 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.

- **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.

## 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.jad - 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 analysis this sample based on several parameters. More information regarding this assignment can be located on CANVAS

### **5. Teen Mom Final Project**

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- 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 or call my cell phone (434-441-0076) **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.

## 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	February 18
Language Sampling Project	115	April 1
Teen Mom Final Project	100	April 17
Quizzes	300	See course schedule
<b>TOTAL</b>	<b>700 POINTS</b>	

## 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.

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- 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%

**Tentative Course Schedule:**

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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><b>Introduction Activities</b></p> <ul style="list-style-type: none"> <li>• Assurance Statement</li> <li>• Introductions</li> <li>• CANVAS Quiz</li> </ul> <p>Located in the “Modules” button on CANVAS within the “Introduction Activities” module.</p>	<ol style="list-style-type: none"> <li>1. Participation Quiz (<b>Due: 1/14</b>)</li> <li>2. Assurance Statement (<b>Due: 1/14</b>)</li> <li>3. Introduction Discussion Board (<b>Due 1/14</b>)</li> <li>4. CANVAS Quiz (<b>Due: 1/14</b>)</li> </ol>
<p><b>Module 1 (January 11 – February 4)</b></p> <ul style="list-style-type: none"> <li>• Chapters 1-4</li> <li>• Topics               <ul style="list-style-type: none"> <li>○ Describing Language</li> <li>○ Neurological Basis of Speech and Language</li> <li>○ Cognitive, Perceptual, and Motor Bases of Early Language and Speech</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Quiz 1 (<b>Due: 2/7</b>)</li> </ol>
<p><b>Module 2 (February 5 - March 18)</b></p> <ul style="list-style-type: none"> <li>• Chapters 5-8</li> <li>• Topics               <ul style="list-style-type: none"> <li>○ The Social and Communicative Bases of Early Language and Speech</li> <li>○ Language-Learning and Teaching Processes and Young Children</li> <li>○ First Words and Word Combinations in Toddler Talk</li> <li>○ Language Sampling</li> <li>○ Preschool Pragmatic and Semantic Development</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Child Observation Assignment (<b>Due: 2/18</b>)</li> <li>2. Role of Play Discussion Board (<b>Due: 2/26</b>)</li> <li>3. Language Sample Discussion Board (<b>Due: 3/5</b>)</li> <li>4. Quiz 2 (<b>Due: 3/24</b>)</li> </ol>
<p><b>Module 3 (March 19 – May 5)</b></p> <ul style="list-style-type: none"> <li>• Chapters 9-12</li> </ul>	<ol style="list-style-type: none"> <li>1. Language Sample Project (<b>Due: 4/1</b>)</li> <li>2. Book Discussion Board (<b>Due:</b></li> </ol>

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<ul style="list-style-type: none"><li>• Topics<ul style="list-style-type: none"><li>○ Preschool Development of Language Form</li><li>○ Early School-Age Language Development</li><li>○ School-Age Literacy Development</li><li>○ Adolescent and Adult Language</li></ul></li></ul>	<p><b>4/7)</b></p> <ol style="list-style-type: none"><li>3. Teen Mom Project (<b>Due: 4/17</b>)</li><li>4. Quiz 3 (<b>Due: 4/29</b>)</li></ol>