

CDI 340 – Speech & Language Development

(3 hours)

*Communication
- the human connection –
Is the key to personal and
career success*

Paul Meyer

TITLE: Speech and Language Development

DEPARTMENT: COEHS

COURSE PREFIX: CDI

COURSE NUMBER: 340.01

CREDIT HOURS: 3

Instructor: Karen Coulter

Class T & R 11:00 am-12:15 pm 08/19-12/12

Office Hours: TBA

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- II. **CATALOG DESCRIPTION:** A survey of speech and language acquisition in children.
Prerequisites: none.
- III. **PURPOSE:** To familiarize the student with the normal development of speech and language and its relationship with communication and to lay a strong language foundation for upper level courses in Communication Disorders.
- IV. **COURSE OBJECTIVES:** Through written examination and class participation the student will demonstrate knowledge of:
1. The terminology associated with language and its development [VIII.1],
 2. Traditional and current theories of language acquisition [VIII.2],
 3. The interrelated development of pragmatics, semantics, syntax, morphology and phonology [VIII.5],
 4. The developmental sequence for each aspect of language from birth to school-age [I.5, III.4],
 5. Regional, racial and ethnic dialects, language variations and differences [III.4, VIII.5].
- V. **CONTENT OUTLINE:**
- Ch. 1 Dimensions of Human Communication
- Ch.2 The Structural Bases

Ch. 3 The Interactive Bases of Human Communication

Ch. 4 Models of Language Development

Ch. 5 The Beginnings - Infant Communication

Ch. 6 Early Language Dev - Toddlers

Ch. 7 Pragmatic & Semantic Dev - Preschoolers

Ch. 8 Developing Grammar – Preschoolers

Ch. 9 Language Changes, School & Beyond

Ch. 10 Language Differences, Diversity, Disorders

	Tues	Thurs
1	8/19	8/21 Chapter 1
2	8/26 Chapter 1	8/28 Chapter 1
3	9/2 Chapter 2	9/4 Chapter 2
4	9/9 Chapter 3	9/11 Chapter 3
5	9/16 Chapter 3	9/18 Chapter 4
6	9/23 Chapter 4	9/25 Chapter 4
7	9/30 Midterm	Fall Break

8	10/7 Chapter 5	10/9 Chapter 5
9	10/14 Chapter 5	10/16 Chapter 6
10	10/21 Chapter 6	10/23 Chapter 6
11	10/28 Chapter 7	10/30 Chapter 7
12	11/4 Chapter 8	11/6 Chapter 8
13	11/11 Chapter 9	11/13 Chapter 9
14	11/18 Chapter 9	11/20 Chapter 10
15	11/25 Chapter 10	Thanksgiving
16	12/2 Presentation	12/4 Presentation
	12/8 – 12 Finals	
	30 classes total	

Relevant Professional Standards Met by Course

Kentucky Teacher Standards & ASHA Standards

Standard	Description	Evidence
Standard 1, 3.1B	Demonstrates Applied Content Knowledge	Reflections, Quizzes, Midterm, Final
Standard 7, 3.1B	Reflects/Evaluates Teaching/Learning	Reflections, Development Portfolio, Matrix

Council for Exceptional Children Standards:

Standard	Description	Evidence
TE 2, 3.1B	Development and Characteristics of Learners	Development Portfolio, Matrix
TE 3, 3.1B	Individual Learning Differences	Development Portfolio, Reflections, Matrix
TE 4, 3.1B	Instructional Strategies	Development Portfolio, Matrix
TE 5, 3.1B	Learning Environments and Social Interactions	Development Portfolio
TE 8, 3.1B	Assessment	Development Portfolio, Quizzes, Midterm, Final, Reflections

Course Objectives & Program Information: Speech-Language Pathology

ASHA Standards for Accreditation within this course

The goal of 340.01 is to challenge you to develop an understanding of communication development. This course addresses the following ASHA standards:

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities must be provided in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation

- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
- social aspects of communication (e.g., behavioral and social skills affecting communication)
- communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
- contemporary professional issues and advocacy

The program must provide opportunities for students to acquire and demonstrate skills in the following areas:

- oral and written or other forms of communication
- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior
- delivery of services to culturally and linguistically diverse populations

3.3B The scientific and research foundations of the profession are evident in the curriculum. -

5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students. - See more at:

Formative Assessment—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning

Summative Assessment—comprehensive evaluation of learning outcomes, including acquisition of knowledge and skills, at the culmination of an educational experience (e.g., course, program)

- See more at:

<http://www.asha.org/academic/accreditation/accredmanual/section3/#sthash.C3yAZW ho.dpuf>

- VI. **INSTRUCTIONAL ACTIVITIES:** The objectives of this course are developed through activities such as lectures and class discussions, on-demand tasks such as four tests, analyzing video tapes, and the preparation of skits for oral presentations, as well as a portfolio task in the form of a speech/language development chart.

Course Requirements - NOTE -

- a. Completion of all readings when assigned.
- b. Students will participate fully by attending all classes. Students are expected to adhere to the ***MSU Attendance Policy outlined in the current MSU Bulletin.***
- c. Students will complete all readings and assignments

Students will engage in small and large group discussions as well as activities around the readings.

- VII. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** The student will view videotapes of children who are in the various stages of normal language acquisition. The student will also identify children from various stages of development, develop their own resource chart and portray communication at various developmental stages.

- VIII. **RESOURCES:** Videotapes to provide language samples; developmental information for speech/language charts.
- IX. **GRADING PROCEDURES:** Student learning will be evaluated based on performance on quizzes, midterm and a final examination, a Speech/Language Development Chart, and a presentation.
- 1. Readings (*no direct grade)**
Reading assignments are provided within course task list, class timeline and within the 'To Do' doc. Students are responsible for the content material included within the documents assigned. Reading materials will include the following:
 - **Selected articles, PowerPoints, webinars, video clips and other information** will be available through the on-line course content within Canvas.
 - 2. Reflections (5 x 5 points - 25)**
Students will complete reflection assignments. **Each reflection is worth 5 points.** Further assignment guidelines and rubrics provided within online course content.
 - 3. Quizzes (10 x 15 points - 150)**
Students are required to take a content quiz each week. These quizzes will be taken in class. The quiz will cover the information for the respective week. It is important for students to view all assigned items for the week (text, glossary words, handouts, videos, etc.). **Each quiz is worth 25 points. There are a total of 4 quizzes.**
 - 4. Development Portfolio/ Presentation(100 points)**
Within the current educational environment it is important to develop an awareness and critical eye for typical development. You will be developing an Development Portfolio within this course using a WIKI. Your portfolio will be focused on demonstrating communication across the development timeline. Further assignment guidelines and rubrics provided within online course content.

5. **Development Matrix (75 points)**

Within the current educational environment it is important to develop resources for future use. You will be developing a Development Matrix within this course using the template provided within the course documents. Further assignment guidelines and rubrics provided within the online course content.

6. **Midterm (100 points)**

Students are required to take midterm. This assessment will be taken in class. The midterm will cover the information from the respective first half of the semester (text, power points, glossary words, handouts, videos and webinars).

7. **Course Participation (150 points)**

Attendance and participation in class activities is required. Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

8. **Final (100 points)**

Students are required to take final. This final will be taken face-to-face. The final will cover the information from the respective semester (text, power points, glossary words, handouts, videos and webinars).

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Points earned in course assessments will be converted to the departmental grading scale to determine the student's final grade:

Assignment List:

Assignment	Points	Percent age
Reflections (5 x 5)	25	4%
Quizzes (10x 15)	150	21%
Development Presentation	100	14%
Development Matrix	75	11%
Midterm	100	14%
Participation Points	150	21%
Final	100	14%
Total	700	100%

Percentage	Grade
100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59 or less	E

Criteria for Determination of Grade:

X. **ATTENDANCE POLICY:** Class attendance and participation in class activities are required. Assignments must be handed in on time. No exceptions will be made. Exams may be made up at the discretion of the instructor only in cases of emergency and/or with a doctor’s excuse. Prior approval of the instructor will be required. The instructor reserves the right to either raise or lower final grades in accordance with class attendance and participation.

XI. **ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to

evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submissions - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. **TEXT:**

McLaughlin, S. (1998). Introduction to language development. San Diego: Singular Publishing Group, Inc.

- **Selected articles, PowerPoints, webinars, video clips and other information** will be available through the course content.
- * **NOTE:** It is the **student's responsibility to view this information** and respond as directed. Students are expected to research current materials related to topics presented for completion of course requirements. It is the responsibility of the student to notify the instructor if there is a problem accessing the information.

XIII. **NON-DISCRIMINATION POLICY:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to

afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XIV. Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

XV. Other required departmental or collegiate committee information:

Course objectives are based on the Scopes of Practice for Speech-Language Pathology and Audiology published by the American Speech-Language Hearing Association (ASHA). Standards referenced in course objectives refer to ASHA Standards for Speech Language Pathology.

XIII. PREREQUISITES: None

- **NOTE¹:** The instructor reserves the right to make changes to course activities and assignments, as judged necessary, to meet the purposes and objectives of this course during the semester.
- **NOTE²:** All cell phone, Blackberries, iPods, and MP3 players MUST be turned OFF during class time. Any use of items must be approved* by the professor. In this class all of the above devices shall not be allowed during class time without prior consent of the professor. Upon prior consent, a student may obtain permission to use any of these devices in cases of emergency. This includes verbal, text-messaging and e-mailing. Should any of these devices be visible, ring, be used, etc. during class time

the student may be asked to leave class and not return for that class period. Laptop computers and iPads are approved for note-taking purposes.

Prepared by Karen Coulter, Ph.D., C.C.C./S.L.P., A.T.P. - 8/2014