

Communication Sciences and Disorders
Communication Development in Children – CSD 350
Fall 2022– 3 Credits

Tuesdays and Thursdays 9:35 – 10:50
W.A. Franke-College of Business Room 334

COURSE SYLLABUS

Course: CSD 350 – Communication Development in Children
Term/Year: Fall Semester/2022
Course Day/Time: August 30 – December 15, 2022
Total Units of Course Credit: 3 Credit Units
Mode of Instruction: In-person

Instructor: Mary Towle Harmon, Ph.D., CCC-SLP
Office Address: Bldg 66, Room 305
Office Phone and e-mail: 523-5403; mary.harmon@nau.edu

Office Hours: Tuesdays 11:15 – 1:00 and Wednesdays 12-2. I am also happy to schedule an appointment outside of this designated time. Please email me to schedule an appointment

Course Description

This course covers typical development of language and literacy from birth through later adolescence, with additional emphasis placed on cultural and linguistic differences. Letter grade only.

Course Purpose:

To provide students with the foundational knowledge related to language and literacy development to prepare them for future careers as SLPAs or admission to graduate programs in Communication Sciences and Disorders.

ASHA Certification Standards

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. (III-B-1, III-B-2, III-B-5, III-B-6)

Student Learning Expectations/Outcomes for this Course

1. Explain the difference between speech, language, and communication.
2. Demonstrate understanding of the areas and domains (components) of language.
3. Demonstrate understanding of cultural, social, and linguistic developmental differences.
4. Explain how children learn language and the caregivers' role in facilitating language development.
5. Compare and contrast three theories of language development.
6. Discuss the development of gestures and their role in language.
7. Briefly explain how the human brain processes language.
8. Analyze and interpret the five areas of language for a child developing language.
9. Demonstrate understanding of the progression of language from infancy through adolescence.
10. Compare and contrast communicative functions of infants, preschoolers, and adolescent/adult language.

Course Structure/Approach

This course utilizes lectures, group discussion, small group assignments, and individual assignments as the main instructional strategies. Students are active participants in constructing new knowledge with help from the instructor.

Required and Recommended Books. Note: You are responsible for the content of all reading assignments regardless of whether the content is discussed in class.

Required

1. Pence Turnbull, K.L. & Justice, J.M (2017). *Language Development: From Theory to Practice – Third Edition*. San Francisco: Pearson Education. (Referred to as T & J in your Schedule of Topics).

Recommended

1. Owens, Jr., Robert, E. (2020). *Language Development: An Introduction – Tenth Edition*. San Francisco: Pearson Education. (Any earlier edition is available and acceptable, too.)

Assessment of Student Learning Outcomes

Methods of Assessment

Quizzes

You will have seven quizzes spread across the semester. These quizzes will be administered during the first 30 minutes of class (Class will start immediately after the quiz.). These quizzes are designed to keep you up on the readings and the material presented in class. If you come in late, you will not be given extended time to complete the quiz (unless other accommodations have been made). Missed quizzes due to illness can ONLY be made up if I am informed of your illness via email or phone message before the start of class (i.e. before 9:30am on the scheduled date). In the event you miss a quiz due to illness, you can make up that quiz at the end of the semester (only one make-up is permitted). Also, at the end of the semester, you will be given the opportunity to retake one quiz for which you earned a lower grade. The test make-up day is scheduled for December 8th. (10 points each = 70 points)

Exams

A final exam will be administered. The final exam is cumulative and covers material discussed throughout the semester (Don't worry...we'll have a review session in advance of the exam!). In case of illness, the final exam cannot be made up unless you have informed me *before* the start of class *and* a written doctor's excuse is provided within 24 hours. Arrangements must be made to make up the missed final within 36 hours of the exam. You are expected to adhere to the student code of conduct should you not take the exam on the designated date and time. (50 points)

In-Class Assignments

You will have five in-class assignments related to material discussed in class. These will be completed in small groups. If you are absent when an in-class assignment occurs, **you cannot make up that assignment unless you have informed me of your absence before 9:35am on that day.** (5 @ 10 points each = 50)

Out of Class Assignments

You will have two out-of-class assignments that will be due to me on the dates identified on your syllabus. You will receive more information about this later. (2 @ 20 points each=40)

Discussion Board Posts

You will have three discussion board posts. The posts will relate to articles provided in BbLearn. You will find specific prompts for each article and be expected to clearly and succinctly respond to the prompt. **You will be graded on thoroughness of your response, accuracy, grammar, and spelling.** The posts must be between 150-250 words. DO NOT submit your post until we have started discussing the related information (i.e., chapter or article). (3 @ 10 points each=30)

Response to Discussion Board Posts

You must post a response to two article posts from your colleagues. **You will be graded on the appropriateness of your response (please be professional and respectful with your language), relevance to the initial post, thoroughness, grammar, and spelling.** The posts must be between 100-150 words. (2 @ 10 points each =20)

Language Sample: (50 points)

You will view a video of a child engaged in conversation with a parent or caregiver. You will analyze the video and provide a language sample. **NOTE: You will have an opportunity to practice portions of a language sample throughout the semester. We will take this assignment piece x piece based on lecture material.**

You must include the following information in your final written sample:

- (a) age and gender of child.
- (b) the environment in which the recording took place,
- (c) the gender of the caregiver,
- (d) the complete sample, including the statements provided by the adult,
- (e) clearly identify the morpheme count for each utterance (at the end of each line);
- (f) compute an MLU;
- (f) clearly **list** the different Brown's morphemes demonstrated by the child (along with the example from within the sample) and what morphemes the child DID NOT demonstrate when you were EXPECTING it to occur (i.e., obligatory context),
- (g) list and provide a **total number of different words** demonstrated by the child, and
- (h) list (and total) the nouns, verbs, and adjectives

For the transcription of the language sample, you may submit using any format (e.g., WORD document or EXCEL) that works for you. The length of this portion of the assignment will vary. Please DO NOT use a font size less than 12.

For the write-up, in a narrative format,

(a) discuss the language demonstrated by the child. This means, you must:

*evaluate the child's language (all five areas). Be sure to include any non-verbal communication used (and the apparent purpose of the non-verbal communication). Separate each section by the area of language. For example: Your heading would say: **Phonology**, then your next paragraph will talk about the skills the child demonstrated in the area of phonology and the skills NOT demonstrated but expected.

*discuss whether the child was demonstrating typical language, in EACH area of language, based on your analysis of the sample. **You must provide specific examples to highlight your response.**

*provide an intelligibility percentage for the child (this should appear in the phonology section).

(b) for parent/caregiver, you must:

*comment on the interaction. What language facilitating supports did the parent/caregiver use? Be sure to include any nonverbal communication used by the parent and the purpose of the non-verbal communication. Also, do you feel these strategies supported the child's overall language development? If so, why? If not, why not?

The write-up should be in a narrative format and no more than five pages, double-spaced. Please use Times New Roman, 12 font size and standard margins. Please proofread your work. Points will be taken off for glaring spelling and grammatical errors. If you are unclear about your writing skills, please use Grammarly, another online support, or the writing assistance lab on campus.

I also expect you to cite and reference at least TWO pieces of information in your narrative. Your text may be used as one reference and you must find an article for a second reference. Be sure to use correct APA!

Note: You can submit the sample for review approximately two weeks before the official due date.

You will submit a hard copy of the language sample, in class, on the date identified on the class schedule.

Timeline for Assessment

The dates for all quizzes, exams, and assignment due dates are listed on your syllabus.

Grading System

Your final grade will be based on a weighted system of total points received.

Test, Assignment or Exam	Points
Seven Quizzes @ 10 points/each	70 (35%)
Out of Class Assignments (2@20 pts each)	40 (10%)
Discussion Board Posts (3 at 10 pts each)	30 (9%)
Response to Posts (10 pts each x 2)	20 (6%)
In-Class Assignments (5)	50 (10%)
Language Sample	50 (12.5%)
Final Exam	50 (17.5%)
Total Points Possible	310 (100%)

Semester Grade Assignments

90% or higher	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% and below	= F

Grading Policy

Remediation Plan:

All students must score 70% or better on every quiz. Students who receive less than 70% on any quiz will be allowed to review the course material and ask me questions about the material before retaking an oral exam on the erred questions. **You MUST contact me before the next class session to schedule the retake.**

NOTE: Scores earned on the first administration of quizzes will be used for the course grade.

Course Policies

We will be covering a large amount of information this semester. To be successful in this course, I ask that you:

- ✓ Complete assigned readings by deadlines listed in the syllabus. All assigned material may be covered on exams.
- ✓ Complete all assignments by due date. **Any assignments submitted past the due date indicated on your syllabus will receive a deduction of two points for every ½ day late.**
- ✓ Perform satisfactorily on exams.
- ✓ Take an active part in classroom discussion and projects.
- ✓ **Attend class.**

Attendance & Participation

Attendance

Your attendance is expected and mandatory for success in this class. There is a professional expectation that you attend every class session. Attendance will be taken ten times during the semester. If you are present nine out of the ten times attendance is taken, 2 points will be added to your final grade.

Participation

Please demonstrate professional conduct by:

- actively listening to the instructor and other members of the class
- respecting others' opinions
- preparing for class so that you can discuss topics
- taking an active role in class and team discussions
- visiting with the instructor after class or during office hours for clarification

Please remember that there are many students in this class interested in answering questions or providing insightful comments. **While I invite discussion in this class, I ask that you not monopolize class time with excessive commenting.**

Courtesy

- I invite active participation! If you have a question or would like to respond to a question, please raise your hand.
- Your attention during class is crucial. **DO NOT** make or accept calls or text messages during class.
- Any use of your cell phone, laptop computer, or colleague during quizzes or tests (regardless if the quiz/exam is take home or in-class) will result in an immediate failure for that test, with no option for a make-up.
- If you must leave class early or come in late, please let me know ahead of time.

Schedule of Topics, Preparation, & Assignments

Dates	Topic	Advance Preparation	Assignments
August 30	*Course Introduction *Speech, Language, Communication	T & J, Chapter 1	
September 1	Speech, Language, Communication	T & J, Chapter 1	
September 6	Speech, Language, Communication	T & J, Chapter 1	
September 8	Speech, Language, Communication	T & J, Chapter 1	*In Class Assignment-1 (Formal and Informal Assessment Review)
September 13	Theories of Language Development	Singleton & Shulman (BbLearn Article) Article #1	Quiz 1 (Chap. 1)
September 15	Theories of Language Development (con't)	Singleton & Shulman	Article #1 Post Due in Discussion Board
September 20	How the human brain processes language	T & J, Chapter 3	*Out-of-Class assignment-#1 (Genie): Due at START of class
September 22	How the human brain processes language	T & J, Chapter 3	

September 27	How the human brain processes language	T & J, Chapter 3	
September 29	Infancy	T & J, Chapter 5	Quiz 2 (Chap 3)
October 4	Infancy	T & J, Chapter 5	
October 6	Infancy	T & J, Chapter 5	In-Class Assignment-2 (Infant Vocalizations)
October 11	Infancy	T & J, Chapter 5	
October 13	Toddlerhood: Major Achievements Language Form, Content and Use *MLU Computing *Language sampling analysis	T & J, Chapter 6	Quiz 3 (Chap 5)
October 18	Toddlerhood: Major Achievements	T & J, Chapter 6	

October 20	Toddlerhood: Major Achievements	T & J, Chapter 6 Article #2	In-Class Assignment-3 (Caroline & Ry
October 25	Toddlerhood: Major Achievements	T & J, Chapter 6	
October 27	Toddlerhood: Major Achievements	T & J, Chapter 6	Article #2 Due in Discussion Board
November 1	Preschool Age: Literacy and Language	T & J, Chapter 7	Quiz 4 (Chapter 6) In-Class Assignment-4 (Language Sample Practice)
November 3	Preschool Age: Literacy and Language	T & J, Chapter 7 Article #3	
November 8	Preschool Age: Literacy and Language	T & J Chapter 7	Article #3 Due in Discussion Board
November 10	<u>School-Age Years and beyond</u>	T & J Chapter 8	Quiz 5 (Chapter 7)
November 15	School-Age Years and beyond	T & J Chapter 8	Language Sample Review - Deadline (Due as hardcopy before start of class)
November 22	Language Diversity	T & J, Chapter 9	Quiz 6 (Chapter 8)
November 24	HAPPY THANKSGIVING!	NO CLASS	

November 29	Language Diversity	T & J, Chapter 9	*Out of Class Assignment #2- DUE AT START OF CLASS
December 1	Language Disorders	T & J, Chapter 10	*FINAL Language Samples due at start of class (no exceptions) Quiz 7 – Chapter 9
December 6	Language Disorders	T & J, Chapter 10	In-class assignment-5 (Language Disorders)
December 8	Test make up day/review		
December 13	Final Exam	TUESDAY 7:30-9:30	

Special Needs

I will make any necessary accommodations due to a temporary or permanent disability. To ensure you receive the necessary supports, please register with NAU Disability Resources for Students office.

Course Evaluation

You will have the opportunity to complete a course evaluation at the end of the semester. **If you provide proof that you completed the end of semester course evaluation, I will add one (1) point to your final grade.** You may also provide me your *constructive comments* about class via email or during office hours at any time during the semester.

Code of Conduct

By enrolling in or auditing this course you agree to be familiar with and abide by the NAU Student Code of Conduct. Excerpts from this code can be found at the end of this syllabus. You should be familiar with the *entire code* found at the web address provided. The code of conduct applies to ALL aspects of this course throughout the semester. You should review the code and this syllabus on a regular basis.

Helpful Resources:

I encourage you to take advantage of the wealth of resources available to you to support your learning. Below are several books and/or sites that I have found useful and I encourage you to review.

American Speech-Language Hearing Association (www.asha.org)

Cline Library website: <https://nau.edu/library>

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Read the entire code at:

<http://www4.nau.edu/stulife/handbookdishonesty.htm>

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the Jacks are Back! web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full Academic Integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's Disruptive Behavior in an Instructional Setting policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual

Relationships policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Nondiscrimination and Anti-Harassment policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORMS): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.