

SPLH 566/816: Language Development Fall 2009

Class Meeting Place & Times: 2092 Dole, Tuesdays & Thursdays, 9:30-10:45

Instructor:

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Office Hours: Tuesdays, 1:30-2:30 or by appointment at 3042 Dole

Graduate Teaching Assistant:

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Office Hours: Thursdays, 11:00-12:00, or by appointment at 3025 Dole

Introduction

This course is an introduction to the fundamental bases of language development. Language is one of the ways that we communicate with one another. Imagine your life without language, and what would remain? In this course you will learn about the development of language. This information will serve as your foundation if you work with children or adults because it gives you a reference of where an individual's point of development might be. This foundation is essential if you are working with children in a child care capacity, in an educational setting, or working with individual with special needs.

First, we will discuss what language is and what it is not. We will study communication systems in humans and other species and explore how the brain factors into the development of language. Over the course of the semester, you will learn to:

- Describe language development with respect to phonology, semantics, pragmatics, syntax, and morphology from birth through school-age children.
- Describe different research paradigms associated with the study of language development.
- Describe neuroanatomical and neurophysiological associations of language.
- Describe the diversity of language in other cultures.
- Describe how knowledge of language disorders informs us about the normal process of language development.

This course will require active learning on the part of the student. You should come to class having already completed the readings and be prepared to contribute to class. The class format will include lecture, collaborative projects, and individual projects.

Attendance and class projects

It is to your advantage to attend class regularly. Class lectures, usually in the form of Power Point, will be posted on Blackboard, a web-based system. *It is your responsibility to download the handout if you want it to review during class.*

Assignments

There are five assignments that will allow you the opportunity to analyze different aspects of language. Assignments will include conducting phonological, semantic, morphological, and syntactic analysis of children's language. These will be posted on BB, although some will be completed during class time. Each is worth 4 pts.

Online Weekly Quizzes

There are 12 quizzes which will be available on BB after class on Thursday until Friday at 5 pm. These quizzes will cover the readings and lecture for each week. The quizzes should be sent by email to the GTA. Late quizzes will not be accepted. The format is multiple choice, true/false, fill-in-the-blanks, listing, and/or short answer. Each quiz is worth 12 points. The quizzes will help you prepare for the midterm and the final examination.

Exams

A midterm and a comprehensive final examination will be given. See the scheduled dates on the syllabus. The test format will consist of multiple choice items, true/false, fill-in-the-blanks, listing, and/or short answer. Any make-up tests must be arranged prior to the test date with the instructor and taken within one week of the original examination. It is the student's responsibility to contact the instructor. A formal note from a doctor is required for a make-up examination needed due to illness. Special circumstances will be taken into consideration.

Grading

Grades will be determined based on your performance on a number of assignments, projects, and quizzes. The following is the distribution of points:

Online quizzes- 13 points
Assignments- 20 points
Midterm Exam – 25 points
Comprehensive Final Exam – 42 points
Total – 100 points

A standard scale will be used for letter grades:

A	100- 94 %
A-	90 - 93 %
B+	89 – 87 %
B	86 - 84 %
B-	83 - 80 %
C+	79 – 77 %
C	76 – 74 %
C-	73 - 70 %
D+	69 – 67 %
D	66 - 64 %
D-	63 - 60 %
F	59% and below

Required Text

Pence, K.L., & Justice, L.M. (2008). *Language development from theory to practice*. Upper Saddle River, NJ: Pearson Learning Inc. Additional reading assignments will be distributed in class and/or posted on Blackboard.

Additional Readings

The following reading is available on Blackboard.

Lee, L. (1974). *Developmental Sentence Analysis*. Evanston, IL: Northwestern University Press. Read Chapter 4.

Readings should be completed prior to class, not after class. This will help you to understand the material covered in class more completely.

Course Companion Website

This course has an on-line companion website that will help you in studying for exams and understanding the material presented in each chapter. The URL for the student companion site is <http://wps.prenhall.com/pence>. It is strongly recommended that you complete the practice exam questions for each chapter (multiple choice, true/false, and essay) on this website.

Additional Requirements for SPLH 816

Students taking this course for graduate level credit will be required to complete a research paper. Please see the instructor as soon as possible for guidelines for this paper.

Special Considerations

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact Dr. Loeb as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

Academic Misconduct

Students are expected to observe all University Guidelines pertaining to academic misconduct as stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Fall 2009 Course Schedule (subject to change as needed)

Date	Topic	Readings	Quiz
1-14	Course introduction		
1-19	Introduction	Chapter 1 2-23	
1-21	Introduction	Chapter 1 24-39	Quiz 1
1-26	Science and Theory	Chapter 2 40-53	
1-28	Science and Theory	Chapter 2 54-66	Quiz 2
2-2	Science and Theory	Chapter 2 67-71	
2-4	Building Blocks of Language	Chapter 3 72-93	Quiz 3
2-9	Building Blocks of Language	Chapter 3 94-109	
2-11	Neuroanatomy and Neurophysiology	Chapter 4 110-135	Quiz 4
2-16	Neuroanatomy and Neurophysiology	Chapter 4 136-145	
2-18	Infancy	Chapter 5 146-157	Quiz 5
2-23	Infancy	Chapter 5 159-169	
2-25	Infancy	Chapter 5 170-181	Quiz 6
3-2	Toddlerhood	Chapter 6	Assignment 1- Semantic Relations
3-4	Toddlerhood	Chapter 6 182-200	Assignment 2- Phonological Processes Quiz 7
3-9	Review for Midterm		
3-11	Midterm Examination		
3-16 & 3-18	Spring Break – No Class		
3-23	Toddlerhood	Chapter 6 201-219	Assignment 3- Morphology

3-30	Preschool	Chapter 7 239-242	
4-1	Preschool	Chapter 7 243-251	Quiz 9
4-6	Preschool	Lee (1974) – Chapter 4	Assignment 4- DSS
4-8	School-Age Years and Beyond	Chapter 8 252-274	Quiz 10
4-13	School-Age Years and Beyond	Chapter 8 275-282	Assignment 5- Figurative language
4-15	Language Diversity	Chapter 9 286-296	Quiz 11
4-20	Language Diversity	Chapter 9 297-313	
4-22	Language Disorders	Chapter 10 314-331 331-336	Quiz 12
4-27	Language Disorders	Chapter 10 343-347	
4-29	Language Disorders	Chapter 10 336-339	Quiz 13
5-4	Language Disorders	Chapter 10 339-343	
5-6	Review Session for Final		
5-13	Final Examination	7:30 – 10:00 AM	