

SPLH 566/816: Language Development Spring 2012

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

Instructor:

Diane Frome Loeb, Ph.D. Email: dianelo@ku.edu
Office Hours: By appointment at 3042 Dole

Graduate Teaching Assistant:

Shang-Yu Wu, B.A. Email: shangyu@ku.edu
Office Hours: Tuesday 10:45-11:45 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.

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.

Powerpoint Presentations

Powerpoints of the class lectures will be posted on Bb **AFTER** the information has been presented in class.

Classroom Conduct

Cell phones should be turned off and put away during class.

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.

Attendance and class projects

Attendance is not taken; however, it is to your advantage to attend class regularly.

In-Class Assignments

There are 10 in class assignments that will allow you the opportunity to learn about different aspects of language development. These will be completed during class time. Each is worth 3 pts. **Total is 30 points.**

Weekly Assignments

Learning about language requires at least two important skills: observation and knowledge of the fundamental milestones. Observational skills can be developed by practice and learning language milestones can be remembered through study and repeated memorization. For 14 weeks, your instructor will provide an assignment for you to do outside of class that will help you to improve your observational and foundation skills. It is hoped that the improvement of these skills will remain with you after the class ends. Each assignment will be worth 2 pts. **Total is 28 points.** Please check the Bb site weekly under “Weekly Assignment” to see the assignment for the week (will be posted each Friday) in the event that you are ill or unable to come to class).

Extra Credit Pop Quizzes (5 pts)

Quizzes that assess *when (i.e., ages)* language milestones occur will be given on random, unscheduled dates throughout the semester. The quizzes may be comprehensive, in that they may cover material that has been learned at anytime throughout the semester. These will be for extra credit. These quizzes cannot be made up if you miss class.

Exams

Two exams will be given. Each exam covers the material preceding it. There is no comprehensive final exam. See the scheduled dates on the syllabus. **Both Exams are worth 21 pts each.** 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:

In Class Assignments (10 x 3 pts each)= 30 points
Weekly Homework Assignments (14 x 2) = 28 points
3 Exams = 42 points (Exam 1= 21 pts, Exam 2= 21 pts)
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. (2012). *Language development from theory to practice (2nd Edition)*. 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.

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.

Spring 2012 Course Schedule (subject to change as needed)

Date	Topic	Readings	Activity
1-17	Course introduction		
1-19	Introduction	Chapter 1 1-24	
1-24	Introduction	Chapter 1 25-39	W1 Due
1-26	Science and Theory	Chapter 2	In class assignment 1
1-31	Building Blocks of Language	Chapter 3 76-97	W2 Due
2-2	Building Blocks of Language	Chapter 3 98-115	In class assignment 2
2-7	Neuroanatomy and Neurophysiology	Chapter 4 116-141	W3 Due
2-9	Neuroanatomy and Neurophysiology	Chapter 4 143-153	In class assignment 3
2-14	Neuroanatomy and Neurophysiology	Chapter 4	W4 Due
2-16	Infancy	Chapter 5 154-168	
2-21	Infancy	Chapter 5 169-175	W5 Due
2-23	Infancy	Chapter 5 176-193	W6 Due In class assignment 4
2-28	Toddlerhood	Chapter 6 194-213	
3-1	Toddlerhood	Chapter 6 219-235	W7 Due
3-6	Toddlerhood	Chapter 6	In class assignment 5
3-8	Exam 1		
3-13	Preschool	Chapter 7 243-256	W8 Due
3-15	Preschool	Chapter 7	In class assignment 6

March 19-25 Spring Break			
3-27	Preschool	Chapter 7 257-261	W9 Due
3-29	Preschool	Chapter 7 237-238	In class assignment 7
4-3	School-Age Years and Beyond	Chapter 8 273-286	W10 Due
4-5	School-Age Years and Beyond	Chapter 8 287-311	In class assignment 8
4-10	School-Age Years and Beyond	Chapter 8	W11 Due
4-12	Language Diversity	Chapter 9 312-321	
4-17	Language Diversity	Chapter 9 322-329	W12 Due In class assignment 9
4-19	Exam 2		
4-24	Language Disorders	Chapter 9 330-335 346-350	Language Disorders W13 Due
4-26	Language Disorders	Chapter 9 340-342	
5-1	Language Disorders	Chapter 9 342-345	W14 Due
5-3	Language Disorders		In class assignment 10