

Fall 2017

SPLH 177 Out of the Mouths of Babes

2:30-3:45pm Tuesdays & Thursdays, Dole Human Development Center 3049

Course Description

Children have an amazing ability to learn language. By 12 months, infants produce their first word. From this entree into word learning, vocabulary growth rapidly accelerates from learning 1-2 words per day in infants and toddlers to learning 3-4 words per day in preschool children to learning 6-12 words per day in school-age children. How do typically developing children learn words so rapidly? Why do children with language impairments learn words so slowly? Can children easily learn more than one language at the same time? In this course, we will apply our understanding of the literature to generate ideas for how parents, teachers, and others can support language development.



Instructor

Stephanie Becker, PhD, CCC-SLP
sdbecker@ku.edu
(785) 864-2487

Office Hours

Thursdays 1:30-2:30 and by appointment, 4095 Dole Human Development Center

Peer Mentor

Emily Nielsen
Enielsen491@ku.edu

Office Hours

Friday 9:00-11:00am and by appointment, 320 K Anschutz



Emily and I are here to support you. Come to our office hours! We can discuss things that are challenging or exciting about the class, ways to get involved at KU, suggestions for how to succeed as a student, or anything else to help make your freshman year fantastic.

In addition to the peer mentor hours that Emily has listed, there is typically a peer mentor available Monday-Friday 8-5 in 320 K Anschutz.

What will we do and why? (Course Objectives)

Critical Thinking (KU Core Goal 1)

We will learn (1) how to read and analyze a research article in the behavioral sciences; (2) how to apply the information to address real world questions and problems. Being able to read scholarly publications and apply the findings to real world issues opens a whole new world of high quality information that can help you answer your own questions, whether part of your academics at KU or part of your job after you graduate.



Information Literacy (There is More to Life than Google)

We will learn how to use search tools common to the behavioral sciences to locate articles related to our questions. These articles will be used to provide greater depth to blog postings and will allow each of us to gain more knowledge around topics of personal interest. We also will learn about different kinds of information (e.g., scholarly articles vs. expert opinion) and how each type of information can be used to answer our questions and communicate our answers via a blog that will be appreciated by our intended audience. Knowing where to look for different types of information and how to extract the information from different sources is the first step towards finding potential answers that are sensitive to multiple perspectives.



Communication

As already mentioned, we will communicate our ideas about supporting word learning through blog postings aimed at parents or other non-scientists. We also will have opportunities to present our initial answers to questions to each other for early feedback before writing our blog posts. Answering important questions is an iterative process where early clear communication can help in developing and refining answers.



Experiential Learning

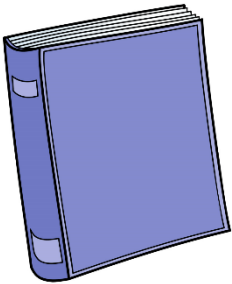
We will engage in various hands-on experiences (e.g. trip to the Dole Institute of Politics, attendance at a Lied Center performance). These experiences will help us think about how the concepts we are learning about in the classroom can be applied outside the classroom. We will consider questions such as What influences language development? What public policies are in place to support children's learning? These experiences will aid us in connecting our learning to the real world and help us explore the Lawrence—KU community.



Required Course Activities

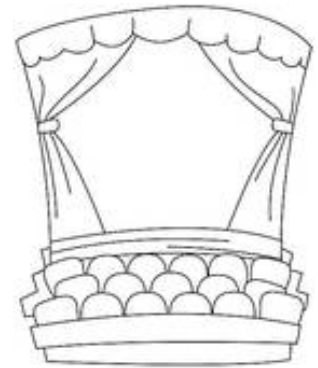
“Regular” Assignments

“Regular” assignments are assignments that prepare you to participate in class. Typically, these involve completing some type of a reading and making notes about key points that will be part of the in-class discussion. Specific instructions are provided on blackboard (courseware.ku.edu). The instructions will specify how you turn in your assignment. These assignments are each worth 5 points. There are 15 assignments (75 points total; 22 % of final grade)



Common Book Assignments

These assignments will walk us through the common book and prepare us for the Common Book presentation by the author, Claudia Rankine, at the Lied Center, which we will attend as a group. Each common book assignment is worth 5 points. (30 points total; 9% of final grade)



Outside Activities

Seven outside activities are scheduled. Students are awarded 5 points for each activity attended. If you are unable to make a scheduled activity, see the instructor at least one week in advance for an alternative assignment. (35 points total; 10% of final grade)

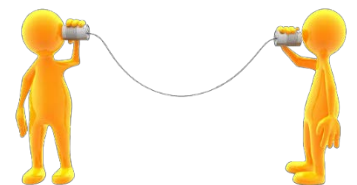


Blog Assignments

There will be 4 blog posts across the semester. Blogs will be graded for critical thinking, information literacy, and communication skills. Instructions for each blog post are available on blackboard (courseware.ku.edu) along with the evaluation rubric for each post. (4X25 points=100 points total). There are 8 blog assignments that will prepare you to write each blog (8X5 points=40 points total). Students also will comment on other students' blogs (20 comments total=20 points). (160 points total; 47% of final grade)

Communication Assignments

There are 3 communication assignments. These assignments involve short individual, oral presentations to the class. Instructions are provided on blackboard (courseware.ku.edu) along with the evaluation rubric. Two presentations are worth 10 points each, and the final presentation is worth 20 points. (40 points total; 12% of final grade)



Course Materials

1. You will be required to obtain a copy of the KU common book, Citizen: An American Lyric by Claudia Rankine (<http://firstyear.ku.edu/2017commonbook>).
2. All other course reading materials will be available on Blackboard (Bb). You are responsible for checking Bb for assignment details and announcements (<http://courseware.ku.edu>). If you are having difficulty with the Bb site, contact information technology (<http://technology.ku.edu/resources-learning-technology> or (785) 864-8080).
3. You will be required to submit assignments electronically as Word documents (.docx) or in pdf format. As KU students, you can download Microsoft office products for FREE (<http://technology.ku.edu/microsoftagreement/howto>).

Calendar

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Planning for Success, Information Literacy, and Common Book

Date	Topic	Assignments must be submitted to Bb by 2pm on the day that they are due.
Aug 22 (Tues)	Syllabus & Class Orientation	
Aug 24 (Thur)	Planning for a Successful Year	<p>Assignment: Submit "Planning for Success" assignment to Bb by 2pm.</p> <p>Common Book Assignment: Read pages 5-20, submit common book assignment to Bb and be prepared to discuss in class.</p>
Aug 29 (Tues)	Information Literacy: ProQuest	<p>Assignment: Submit Information Literacy assignment #1 to Bb by 2pm.</p> <p>Common Book Assignment: Read pages 23-55, submit common book assignment to Bb by 2pm and be prepared to discuss in class.</p>
Aug 31 (Thur)	What is "good" information? Where do we find information?	<p>Resource: http://www.asha.org/Research/EBP/</p> <p>Reading: See Bb.</p> <p>Assignment: Submit Information Literacy assignment #2 to Bb by 2:00pm.</p> <p>Common Book Assignment: Read pages 59-91, submit common book assignment to Bb by 2pm, and be prepared to discuss in class.</p>

Sept 5 (Tues)	What is a blog?	Reading: See Bb. Assignment: Submit blog assignment to Bb by 2:00pm. Common Book Assignment: Read pages 92-119, submit common book assignment to Bb by 2pm, and be prepared to discuss in class.
Sept 7 (Thur)	No Class at 2:30 Outside Activity: Meet at the Lied Center at 6:30pm--KU Common Book Keynote by Claudia Rankine (starts at 7pm)	Common Book Assignment: Read pages 120-161, submit review assignment to Bb by 2pm.
Sept 12 (Tues)	Discuss <i>Citizen</i> and visit by Claudia Rankine Re-visit Planning for Success (How is it going?)	Assignment: Submit "Planning for Success" assignment Part 2 to Bb by 2pm. Common Book Assignment: Submit event reflection sheet to Bb by 2:00pm Communication Assignment: Be prepared to share your reflections from the event.
How Do We Learn Language?		
Sept 14 (Thur)	How do we learn language? (Part I)/ How do you read a research article?	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Sept 19 (Tues)	How do we learn language? (Part II)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Sept 21 (Thur)	How do we learn language? (Part III)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Sept 26 (Tues)	How will we build our blog?	Blog Assignment: Submit Part 1 of blog planning sheet to Bb by 2:00pm and bring a hard copy to class. Communication Assignment: Be prepared to share your plan with others in class.
Sept 28 (Thur)	Outside Activity: Meet at Watson Library at 2:30	Blog Assignment: Submit Part 2 of blog planning sheet to Bb by 2:00pm and bring a hard copy to the library.
Oct 3 (Tues)	No class--Prepare blog #1.	Blog Assignment: Submit Part 3 of the blog planning sheet by 4pm
Oct 5 (Thur)	No class. Outside activity on Friday	Blog Assignment (Post): Post blog #1 to Bb by 2pm.

How Can We Promote Language Development?

Oct 6 (Fri)	Outside Activity: Meet at the Lied Center at 7pm for a Special Performance “Paige in Full” (starts at 7:30pm)	
Oct 10 (Tues)	Discuss “Paige in Full”; How can we promote language development? (Part I: Experiences)	Reading: See Bb. Blog Comments: Post comments on 5 blog #1 posts by 2pm Assignment: Submit assignment to Bb by 2pm
Oct 12 (Thru)	How can we promote language development? (Part II: Pre-Verbal)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Oct 17 (Tues)	Fall Break—NO CLASS	NA
Oct 19 (Thurs)	How can we promote language development? (Part III: Conversation)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Oct 24 (Tues)	How can we promote language development? (Part IV: Literacy)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Oct 26 (Thur)	In-Class KU Writing Center Workshop; Colloquium Planning	Blog Assignment: Submit blog #2 planning sheet (Part 1)
Oct 31 (Tues)	No Class—Develop blog #2 AND Schedule a library consultation	Blog Assignment: Submit Blog #2 planning sheet (Part 2) to Bb by 4pm Outside Activity: Schedule a library consultation and meet by Wednesday, November 1 st

What Impacts Language Development?

Nov 2 (Thur)	What impacts language development? (Part I: Disability)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Nov 6 (Mon)	Outside Activity: First Year Seminar Colloquium--Meet at the Kansas Union Ballroom at 7:00-8:30	
Nov 7 (Tues)	No Class—outside activity on Monday	Blog Assignment (Post): Submit final version of blog #2 to Bb by 2:00pm.

Nov 9 (Thur)	What impacts language development? (Part II: Multilingualism)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm Blog Comments: Post comments on 5 blog #2 posts by 2pm
Nov 14 (Tues)	What impacts language development? (Part III: Poverty, Environment)	Reading: See Bb. Assignment: Submit to Bb by 2:00pm
Nov 16 (Thur)	No Class—Develop Blog #3 AND Schedule an individual appointment with the writing center	Blog Assignment: Submit blog #3 planning sheet to Bb by 2:00pm Outside Activity: Schedule an individual appointment with the writing center and meet by Friday, November 17
Nov 21 (Tues)	Outside Activity: Meet at Dole Institute of Politics	Reading: See Bb. Blog Assignment (Post): Submit final version of blog #3 to Bb by 2:00pm
Nov 23 (Thur)	NO CLASS--THANKSGIVING	NA
Capstone Assignment		
Nov 28 (Tues)	Individual Appointments (Discuss blog #4 topic)	Blog Comments: Post 5 comments for blog #3 posts to Bb by 2pm. Blog Assignment: Submit draft question and alternate question(s) to Bb by 2pm
Nov 30 (Thur)	No Class—Develop blog #4 (Optional: schedule individual appointment with the library)	NA
Dec 5 (Tues)	Review Blog #4 drafts in class	Blog Assignment: Submit blog planning sheet and draft of blog #4 to Bb by 2pm. Bring a hard copy to share in class.
Dec 7 (Thur)	No Class—Refine blog #4 (Optional: scheduled individual appointment with the writing center)	
Dec 13 (Wed) 1:30-4:00 Final Exam Time	Present Blog #4	Blog Assignment (Post): Submit final version of blog #4 to Bb by 1:00pm. Communication Assignment: Present blog to group during final exam time 1:30-4:00. Blog Comments: Post comments for 5 blog #4 posts by 4pm (submit right after presentations)

Grading

The University has prescribed definitions for grades. The University Senate Rules and Regulations (<https://policy.drupal.ku.edu/governance/USRR#art2sect2>) define grades in the following way:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality

2.2.1.2 The grade of B will be reported for achievement of high quality

2.2.1.3 The grade of C will be reported for achievement of acceptable quality

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course

In this course, quality of achievement will be evaluated through points earned on assignments, common book assignments, outside activities, blog assignments, and communication assignments. The relationship between total points accumulated and quality of achievement is as follows:

Percentage	Quality of Achievement	Letter Grade
100-94%	Outstanding	A
90-93%		A-
89-87%	High	B+
86-84%		B
83-80%		B-
79-77%	Acceptable	C+
76-74%		C
73-70%		C-
69-67%	Minimal	D+
66-64%		D
63-60%		D-
59% and below	Inadequate	F

Course Policies

Studying

Significant learning may start in the classroom, but it should continue to grow outside the classroom when students become actively engaged with the material. In this course, you will be actively engaged with the material outside of class through completion of assignments and activities. Per KU policy (<http://policy.ku.edu/registrar/credit-hour>), "A credit hour...approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester ...". The expectation for a 3-hour course would be 6 hours of student work outside of class.

Accommodations

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course."

Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution. These alternate arrangements must be made within **one** week of receiving this syllabus. You will be required to provide notification of the conflict in writing (e-mail is acceptable).

Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled examinations and tests. It is the responsibility of the student to initiate discussion with the instructor, prior to the examination/test if possible or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

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.

Plagiarism is a type of academic misconduct. “Plagiarism is taking the writings, ideas, or thoughts of others and passing them off as one’s original work. Plagiarism is not restricted to published material; if you submit an old paper written by your roommate, if you buy a paper from a ‘service,’ or even if you base a paper on a lecture you heard in a course without acknowledging that lecture, you are guilty of plagiarism. Plagiarism is not restricted to long quotations; if you quote a sentence or even a memorable phrase without acknowledging it, you are plagiarizing. You can plagiarize without even using the exact words of the original author; if you paraphrase a passage without crediting it, you are plagiarizing.” Celia Millward and Jane Flick, *Handbook for Writers*

Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Commercial Note-Taking Ventures

Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures

<http://policy.ku.edu/provost/commercial-note-taking>, commercial note-taking is not permitted in this course.

Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed Carry

<http://policy.ku.edu/university-kansas-policy-weapons-including-firearms-effective-july-1-2017>

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy

<http://concealedcarry.ku.edu/information>). Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier’s custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.