

## **SPLH 566/816: LANGUAGE DEVELOPMENT**

**Fall 2018**

**Tuesdays & Thursdays 9:30 AM – 10:45 AM**

**DHDC (Dole) 2092-Lawrence**

### **Instructor**

Dr. Meghan M. Davidson, Ph.D., CCC-SLP

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*Office Hours:* Mondays 4p-5p, Thursdays 11a-12p, or by appt.

### **Teaching Assistant**

Juhi Kidwai

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*Office Hours:* Wednesdays 11a-12p

## **GENERAL COURSE INFORMATION**

### **Instructor's Philosophy**

By enrolling in this course, we have agreed to a contract. I am responsible for designing and implementing a course that engages you intellectually and for executing fair assessment procedures to test your knowledge of the course material. You are responsible for implementing your part of the agreement: attending class, completing readings on time, participating in class activities and discussions, completing assignments, and studying for exams. I pledge to do my part to engage you and give you the tools to make this class interesting, challenging, and thought-provoking. By your enrollment, you are promising to be an active participant in the class. That is, your job is not to just memorize material, but to actively think about and discuss child language development.

### **Course Description**

This course is on the study of language acquisition in children, including phonologic, morphologic, syntactic, and semantic components. Methods of language measurement, the role of comprehension, and pragmatic aspects of language use are included.

### **Course Objectives**

By the end of this class, students enrolled in SPLH 566 should be able to:

- Compare and contrast differing theoretical models of language acquisition and the evidence associated with them.
- Describe the normal developmental sequence of first language acquisition in terms of phonology, morphology, semantics, syntax, and pragmatics.
- Make coherent written observations about the language and communication abilities of children.
- Describe differences between first and second language acquisition and other cultural influences on language development.
- Recognize early markers of a language disorder.
- Critically assess popular info on child language development.

By the end of this class, students enrolled in SPLH 816 should meet all of the objectives above and:

- Read and understand scholarly articles and book chapters related to language acquisition.
- Write a scholarly paper related to language acquisition.

## COURSE MATERIALS

### Textbook

Owens Jr., R.E. (2016). *Language Development: An Introduction, 9<sup>th</sup> Edition*. Boston: Pearson. ISBN 13: 978-0-13-381036-3.

Additional readings are posted on Blackboard (Bb).

### Lecture Notes

Lecture notes will be posted in the form of outlines. Note, this instructor does not use PowerPoint; therefore, no PowerPoint slides will be posted. The lecture outlines will be based on the lecture, but information can be supplemented from the text or a classmate's notes if you cannot attend a lecture.

### Class Writing Materials

Please come prepared to class with a writing utensil and paper. There may be in-class assignments that you will have the opportunity submit during class on paper for class participation points.

### Blackboard

Announcements, handouts, assignments, additional readings, and grades will all be posted on a Blackboard (Bb) site for this course. Please check Bb regularly for important announcements, materials, and so on. Please see the TA if you are not familiar with Blackboard.

## COURSE REQUIREMENTS

### Exams (120 points)

This course consists of two exams (30 points each) and a cumulative final exam (60 points).

### Projects (60 points)

This course consists of three projects for SPLH 566 students: one (1) Timeline Project and two (2) Observation Projects.

Timeline Project (20 points): This project will take place throughout the course as new information about language development is added and will be due at the time of the final exam. The timeline may be submitted for mid-semester feedback on the date specified below, but this is not required. Additional details about the Timeline Project will be posted on Bb and discussed in class.

Observation Projects (20 points each): Each student will complete two observation projects documenting language development (1) from infancy through preschool and (2) in school-age children.

\*\*\*Project for students enrolled in SPLH 816 ONLY (60 points): You will write a scholarly paper based on research articles and a topic related to language acquisition. This paper will be due at the time of the final exam. Please meet with the instructor to discuss the topic and scope.

### Participation (20 points)

Participation points may be acquired in-class through (1) in-class discussions and assignments (10 points; must be in class on the day that these assignments are randomly completed), (2) the online discussion board (question = .25 points, answer = .75 points for up to 5 points), and/or (3) by completing the online self-assessments (6 points; both pre- and post-versions must be completed for the module to earn points).

## COURSE POLICIES

### Course Correspondence

Please include the course identification, "SPLH 566," (or SPLH 816, if enrolled in that course) in the subject line of your email for a prompter reply. All questions regarding course content should be posted on the discussion board. All content-related questions emailed to the Instructor or TA will receive the following message, "This is a content-related question. Please check the discussion board to see if this question has already been answered, and if not, post this question to the appropriate topic/module." Remember, you get participation points for posting and answering questions on the discussion board! Questions or comments not related to the course content may be emailed to the instructors.

### Attendance

Attendance is not required but is strongly encouraged. During class sessions, we will cover material and carry out learning activities that are not replicated in the textbook, so regular attendance will significantly enhance your understanding of the course material. In addition, it will be difficult to earn a high participation grade with infrequent class attendance.

Verifiable Medical Crises: Students with a verifiable medical crisis for themselves, a relative, or friend may be excused from being present for scheduled exams. It is the responsibility of the student to initiate discussion with the instructor, prior to the exam if possible. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Religious Observances: All students must contact the instructor within the first two weeks of the semester if a scheduled exam or project due date conflicts with a mandated religious observance. A make-up exam will be scheduled at a mutually acceptable time or alternative due date for a project will be determined.

### Grades

TOTAL POINTS = 200 points

A	180-200
B	160-179
C	140-159
D	120-139
F	< 120

### Deadlines

Deadlines for the projects are firm. Grades will be reduced by 10% for each day the assignment is late.

### Students with Disabilities or Special Needs

Student Access Services in the Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities (<http://access.ku.edu/>). 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 (in 22 Strong Hall, or at 785-864-4064, V/TTY). If you think you may have a disability, you should contact AAAC to acquire the proper documentation.

### Diversity and Inclusive Practices

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members

of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity/ expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the instructor's expectation that ALL students experience this classroom as a safe 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.

### **Recording Class Periods**

Course materials prepared by the instructors, together with the content of all lectures and class activities are the property of the instructors. Any recording of class periods without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio record class periods, 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 class sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that person is enrolled in the course.

### **Commercial Note-Taking**

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in SPLH 566/816. 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.

### **Academic Misconduct**

Academic misconduct will not be tolerated in this class. An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic misconduct. Cases of academic misconduct may result in any or all of the following penalties: reduction of grade, admonition, warning, censure, transcript citation, suspension, or expulsion. The following information about Academic Misconduct is discussed in Article II, Section 6 of the rules and regulations of the University Senate.

*“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 the treatment of human and animal subjects; or otherwise acting dishonestly in research.”*

It is **your** responsibility as a KU student to make sure you understand academic honesty and misconduct. The policy is described at this link: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>.

The website of the KU Writing Center provides some excellent information and resources on how to avoid plagiarism. <http://www.writing.ku.edu/guides/index.shtml?1#plagiarism>. We will be asking you to familiarize yourself with these materials this semester.

### **Disruptive Behavior**

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

### SPLH 566/816 TENTATIVE COURSE SCHEDULE\*

\*Schedule may change if the instructor determines that additional time is needed on any given topic. Always consult the course website for the current schedule of topics.

Week	Date (Day)	Topic Covered	Readings	Assignment Due
<i>Module 1: Foundational Knowledge-Theories and General Child Development</i>				
1	8/21 (T)	Course Overview/Introduction	Owens, Ch. 1	
	8/23 (TH)	Theories & Methods	Owens, Ch. 2	
2	8/28 (T)	Theories & Methods	Owens, Ch. 2	
	8/30 (TH)	Neurological Bases	Owens, Ch. 3	
3	9/4 (T)	Neurological Bases	Owens, Ch. 3	
	9/6 (TH)	Cog, Perceptual, & Motor Bases	Owens, Ch. 4	
4	9/11 (T)	Cog, Perceptual, & Motor Bases	Owens, Ch. 4	
	9/13 (TH)	Social & Communication Bases	Owens, Ch. 5	
5	9/18 (T)	Social & Communication Bases	Owens, Ch. 5	
	9/20 (TH)	Language-Learning & Teaching	Owens, Ch. 6	
6	9/25 (T)	Language-Learning & Teaching	Owens, Ch. 6	
	9/27 (TH)	Article Discussion & Timeline Review	Posted article (see Bb)	
7	10/2 (T)	EXAM 1		
<i>Module 2: Early Language Development</i>				
	10/4 (TH)	First Words & Word Combos	Owens, Ch. 7	
8	10/9 (T)	First Words & Word Combos	Owens, Ch. 7	
	10/11 (TH)	Preschool Prag. & Semantic	Owens, Ch. 8	
9	10/16 (T)	NO CLASS-FALL BREAK		
	10/18 (TH)	Preschool Prag. & Semantic	Owens, Ch. 8	Timeline project feedback (optional)
10	10/23 (T)	Preschool Language Form	Owens, Ch. 9	
	10/25 (TH)	Preschool Language Form	Owens, Ch. 9	
11	10/30 (T)	Article Discussion & Timeline Review	Posted article (see Bb)	Observation Project 1 DUE
	11/1 (TH)	EXAM 2		
<i>Module 3: Later Language Development</i>				
12	11/6 (T)	Early School-age Lang Dev	Owens, Ch. 10	
	11/8 (TH)	Early School-age Lang Dev	Owens, Ch. 10	
13	11/13 (T)	School-Age Literacy	Owens, Ch. 11	
	11/15 (TH)	<i>Online lecture (NO CLASS):</i> School-Age Literacy	Owens, Ch. 11	
14	11/20 (T)	Adolescent and Adult Lang	Owens, Ch. 12	
	11/22 (TH)	NO CLASS-THANKSGIVING BREAK		
15	11/27 (T)	Adolescent and Adult Lang.	Owens, Ch. 12	Observation Project 2 DUE
	11/29 (TH)	Article Discussion & Language Disorders Overview 1	Posted article (see Bb) & Pence Turnbull &	

			Justice Ch. 10 (see Bb)	
16	12/4 (T)	Language Disorders Overview 2	Pence Turnbull & Justice Ch. 10 (see Bb)	
	12/6 (TH)	Timeline & Final Review		
<b>*** Tuesday, December 11<sup>th</sup>, 7:30 AM – 10:00 AM: FINAL EXAM ***</b>				
<b>Timeline Project DUE/ Scholarly Paper DUE</b>				