

SPRING 2021

# SPLH 566: LANGUAGE DEVELOPMENT



## TIME & LOCATION

**Time:** Asynchronous

**Location:** Online-Blackboard

## INSTRUCTORS

**Instructor:** Dr. Meghan M. Davidson, Ph.D., CCC-SLP  
Preferred Reference: Dr./Professor Davidson (she/her)  
Contact: meghan.davidson@ku.edu

**Office Hours:** Tuesdays 11:00a-12:00p, Thursdays 12p-1p, or by appointment



**Graduate Teaching Assistant:** Kirsten Kropkowski  
Preferred Reference: Kirsten (she/her)

Contact: kkropkowski@ku.edu

**Office Hours:** Fridays 12:15p-1:15p, or by appointment



## COURSE OVERVIEW

At a simple level, this course is about how children develop language. Language refers to the symbolic representation we use to communicate about the world around us. In order for children to be successful communicators, they must develop a complex system that integrates language (phonology, morphology, semantics, syntax, and pragmatics) with one or several transmission modalities (e.g., speech, sign, writing, facial expressions, gesture). There sure is a lot to learn for developing children (and you)!

We will view language development through the lens of speech-language pathology. Our primary goal is to understand the foundations of typical language development and how all aspects of development integrate in order to inform our future understanding of language and developmental disorders. With a strong foundation in typical language development as well as general development, we will be better able to pinpoint if a disorder is present and determine the course of treatment.

## WHAT QUESTIONS WILL WE ASK?

Importantly, our focus in this class is on **development**. We will focus on the following general developmental periods: Birth to 1 year, Toddlers, Preschoolers, Early School-age, Later School-age, Adolescents and Adults. To succeed in this course, you will need to ask yourself these questions for each period of development:



What are the skills a child is acquiring in this period?



How are these skills ordered in development within and across each period?



Why and how are these skills related and contribute to a child's successful (or unsuccessful) communication?

# WHAT SKILLS WILL WE NEED/ACQUIRE?



**Observation  
Skills**



**Critical  
Thinking**



**Cultural  
Competence**

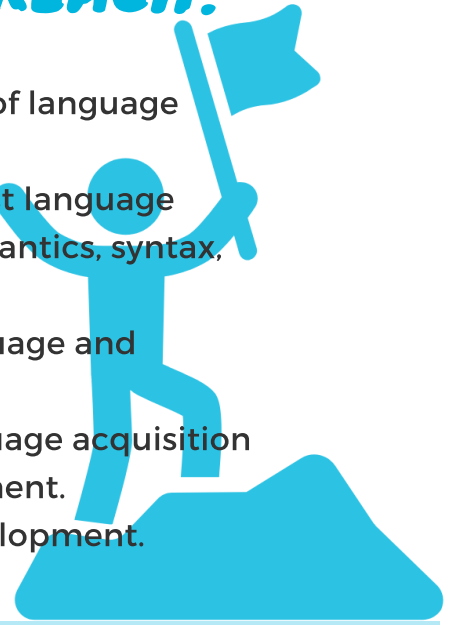


**Clear  
Communication**

# WHAT OBJECTIVES WILL WE REACH?

By the end of this course, students 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.
- Critically assess popular info on child language development.
- Recognize early markers of a language disorder.



# INSTRUCTOR'S PHILOSOPHY

By enrolling in this course, we have a mutual agreement.

*Me*

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. I am here to be your guide in your learning journey by providing relevant material, helping you to break down difficult concepts, and engaging you in discussion and critical thinking.

*You*

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.

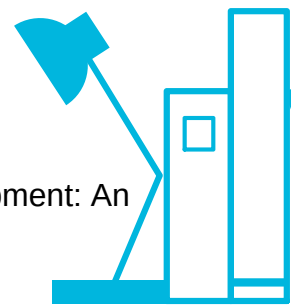
# COURSE MATERIALS

## Textbook



*Optional:* Owens Jr., R.E. (2020). *Language Development: An Introduction*, 10th Edition. Boston: Pearson. ISBN 13: 9780135206485.

*Required:* Additional readings are posted on Blackboard (Bb).



## Course Website



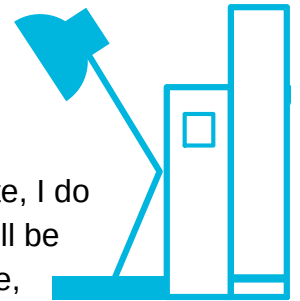
Announcements, handouts, assignments, additional readings, and grades will all be posted on a Blackboard (Bb) site for this course. Go to [courseware.ku.edu](http://courseware.ku.edu) to find this course (SPLH 566). Please check Bb regularly for important announcements, materials, and so on. Please see the TA if you are not familiar with Bb.

## Discussion Board



All content and project related questions should be posted on this discussion board. Piazza works like Wikipedia—anyone can contribute and collaboratively edit an answer. You can also see an instructors' answer or if a student answer is endorsed by the instructors. Questions may be posted with your name or anonymously (however, the instructor reserves the right to remove the privilege of anonymous posts at any time during the semester if it is abused). Course content is organized by topic—please post your question in the correct respective topic to help everyone find and answer questions (e.g., if you have a question about Topic 10, post it in that topic, not under another topic). Also, use a specific subject to make it easy to find later (e.g., "Question" is generic, "Morpheme acquisition" is specific). This discussion board is an extension of our class and is expected to be respectful and collegial.

# COURSE MATERIALS (CONT.)

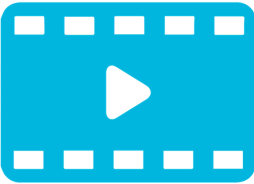


## Lecture Outlines



Lecture notes will be posted in the form of outlines. Note, I do 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 textbook.

## Lecture Videos

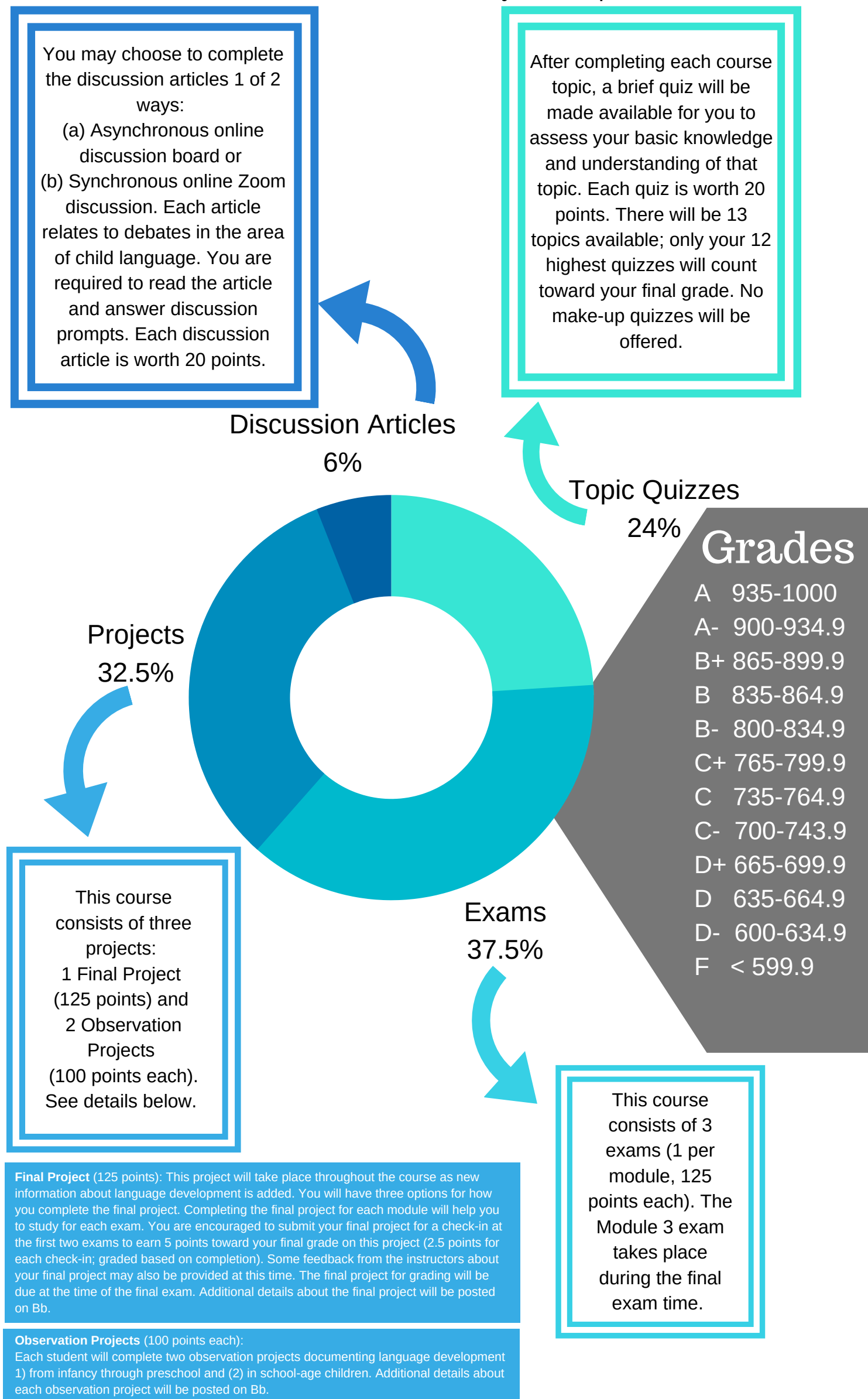


Lecture videos are provided for each topic. These will be posted Sunday at midnight each week. Each topic is split into respective parts to align with an in-person class period. Each lecture video contains learning tools, including quick checks and "in-class" activities. I encourage you to pause and do these activities to assess your learning as you go.

# COURSE REQUIREMENTS

I assess your learning in several ways. This recognizes that some students are stronger at different types of assessments than others. Topic quizzes and exams focus on your understanding of the content and projects and discussion articles focus on your ability to apply course content.

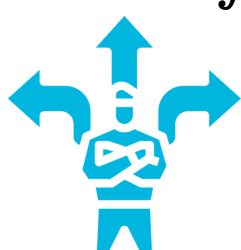
Remember, if you do not do as well as you had hoped on one type of assessment, there are several other ways to earn points for this course.



# LEARNING IN THE TIME OF COVID-19

COVID-19 has presented many challenges to the way that we are used to teaching and learning over the past year and will continue to present challenges during this semester. I have attempted to address or ameliorate these challenges in my preparation of this course. However, that does not mean that (a) I have done so perfectly or (b) I have anticipated all challenges that we will potentially encounter this upcoming semester. With this knowledge, we (me the instructor and you the student) will need to maintain open communication and flexibility this semester. Below are a few things that I hope you will find helpful as you consider how to navigate learning in the time of COVID-19 in general and in this course specifically.

## Flexibility



I have designed this course with flexibility in mind. First, the course can be completed entirely asynchronously in order to accommodate different scheduling needs. However, I offer some synchronous components (e.g., article discussions) for those who prefer. In addition, I have offered several choices for the final project.

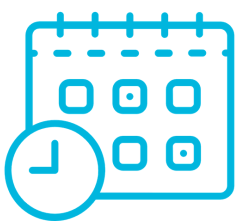
I have set deadlines. Deadlines are useful for keeping us all moving toward the final goal--learning the content and course completion! In the event that you need an adjustment in a deadline, please contact the instructor. I will do my best to be as flexible as possible while helping you to keep your learning on track.

## Pacing



On the one hand, the goal of learning is not to get through things as fast as you can. Instead, learning requires that you spend time with the material. On the other hand, having too much to do can be overwhelming. Keeping these two things in mind, I release content on a weekly basis. This allows you to determine when will work best in your schedule to complete the coursework each week without rushing through or feeling overwhelmed by the workload. I am very intentional based on the principles of learning in when I decide to release coursework to you as well as when it is due.

## Scheduling



Scheduling is one of the biggest challenges for students in online courses. Here are a few additional tips about how to pace your learning in this course and so that you may plan accordingly:

- In person, this course is offered Tuesday/Thursday 9:30a-10:15a.
  - You do not have to work during these times, but I recommend that you schedule two 85-minute sessions each week to work on this course and keep on top of the lectures.
  - You may find it helpful to schedule additional time devoted to this course in order to allow time to work on projects and studying outside of the lectures and quizzes.
- Quizzes are always due the Sunday after it is released for the week at 11:59p, but may be completed any time during the week before it is due.
- Article discussions, regardless of whether they are completed synchronously or asynchronously, need to be submitted by the date listed on the course schedule.
- Exams must be taken on the date listed on the course schedule. Exams will be available from 7a-10p on the exam day, so you will need to plan when to take it during that window.
- Projects are released with at least 2 weeks to complete them.
  - For the final project, I provide guideposts for each module.
  - The observation projects are released in full.

## Life



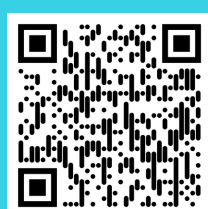
We are all facing the challenges of work-life integration. Your mental and physical health and your family and friend's health is the most important thing. YES, I want to support your learning, and YES, I know that you want to learn. I can tell these things when you complete assignments, ask questions, and engage with the course content. That being said, if something arises in your life where you are no longer able to make your learning a priority, please know that it is okay. Again, I assume that you want to and that whatever it is is a temporary situation. Please also know that I cannot help you if you do not communicate with me. I do not need to know all the details, but alerting me helps us to have a discussion about how I can support you as an individual student with individual demands to navigate the best path for your learning and your well-being.

# COURSE POLICIES

## Academic Misconduct

**Will not be tolerated.**

It is **your responsibility** to read the policy available here:



Resources available here:



## Deadlines

**Deadlines are firm.**

Grades will be **reduced by 5%** for each day the assignment is late.

All assignments are **due at 9:30a** on the day they are due.

## Course Correspondence

**Personal Question** (e.g., grades): Email the instructor with SPLH 566 in the subject line.

**Content, Project, or Exam Question:** Post on Piazza.

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."

## Attendance

**Not required, but encouraged.**

### Verifiable Medical Crises:

- For you, a relative, or friend
- Instructor must be made aware prior to deadline or exam.
- We will come to a mutually agreeable method for completing missed work.

### Religious Observances:

- Must notify the instructor in the first 2 weeks of the semester.
- We will come to a mutually agreeable method for completing missed work.

## Recording Class Periods

**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 and are not transferred to anyone else.

## Commercial Notetaking

**Not permitted.**

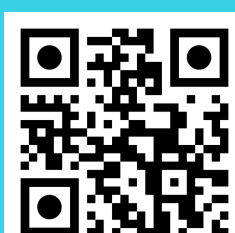
Lecture notes and course materials are for personal use **ONLY** (or an academic accomodation).

KU's policy is available here:



## Academic Accomodations

Student Access Services in the Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. Use the QRCode below to learn more:



## Disruptive Behavior

The instructor has the right to limit the scope and duration of interactions.

Students who engage in disruptive behavior (e.g., inappropriate talking, discussions, and questions in the classroom) may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct.

## Diversity and Inclusive Practices

**It is the instructor's expectation that ALL students experience this classroom as a safe environment.**

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.

All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others.

# TENTATIVE COURSE SCHEDULE\*

\*Schedule may change if the instructor determines that additional time is needed on any given topic or in the event of a national or global event. 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	2/2 (T)	0: Course Overview/1: Introduction	Owens, Ch. 1	
	2/4 (TH)	1: Introduction	Owens, Ch. 1	Quiz 1 (2/7, SU)
2	2/9 (T)	2: Theories & Methods	Owens, Ch. 2	
	2/11 (TH)	2: Theories & Methods	Owens, Ch. 2	Quiz 2 (2/14, SU)
3	2/16 (T)	3: Perceptual, Motor, & Cog Bases	Owens, Ch. 4	
	2/18 (TH)	3: Perceptual, Motor, & Cog Bases <sup>+</sup>	Owens, Ch. 4	Quiz 3 (2/21, SU)
4	2/23 (T)	4: Social & Communication Bases	Owens, Ch. 5	
	2/25 (TH)	4: Social & Communication Bases	Owens, Ch. 5	Quiz 4 (2/28, SU)
5	3/2 (T)	Article Discussion	Posted article (see Bb)	Module 1 Discussion Article
	3/4 (TH)	EXAM 1		Final Project Check-in
<i>Module 2: Early Language Development</i>				
6	3/9 (T)	5: Language-Learning & Teaching	Owens, Ch. 6	
	3/11 (TH)	5: Language-Learning & Teaching	Owens, Ch. 6	Quiz 5 (3/14, SU)
7	3/16 (T)	6: First Words – Phonology and Semantics	Owens, Ch. 7, pp. 172-175, 183-191, 196-201	
	3/18 (TH)	7: First Words – Gestures and Pragmatics	Owens, Ch. 7, pp. 176-182	Quiz 6 (3/21, SU) Quiz 7 (3/21, SU)
8	3/23 (T)	8: First Word Combinations and Bilingual Language Development	Owens, Ch. 7, pp. 191-195, 201-206	***Observation Project 1
	3/25 (TH)	9: Preschool Pragmatics & Semantics	Owens, Ch. 8	Quiz 8 (3/28, SU)
9	3/30 (T)	9: Preschool Pragmatics & Semantics	Owens, Ch. 8	
	4/1 (TH)	10: Preschool Language Form	Owens, Ch. 9	Quiz 9 (4/4, SU)
10	4/6 (T)	10: Preschool Language Form	Owens, Ch. 9	
	4/8 (TH)	Article Discussion	Posted article (see Bb)	Module 2 Discussion Article Quiz 10 (4/11, SU)
11	4/13 (T)	EXAM 2		Final Project Check-in
	<i>Module 3: Later Language Development</i>			
12	4/15 (TH)	11A: Early School-age Lang Dev <sup>+</sup>	Owens, Ch. 10	
	4/20 (T)	11B: Early School-age Lang Dev <sup>+</sup>	Owens, Ch. 10	
	4/22 (TH)	11C: Early School-age Lang Dev	Owens, Ch. 10	Quiz 11 (4/25, SU)
13	4/27 (T)	12: School-Age Literacy	Owens, Ch. 11	
	4/29 (TH)	12: School-Age Literacy	Owens, Ch. 11	***Observation Project 2 Quiz 12 (5/2, SU)
15	5/4 (T)	13: Adolescent and Adult Lang &	Owens, Ch. 12	Module 3 Discussion Article
	5/6 (TH)	Article Discussion	Posted article (see Bb)	Quiz 13 (5/6, TH)
*** Tuesday, May 11 <sup>th</sup> , 7:30 AM – 10:00 AM: FINAL EXAM (EXAM 3) ***				***Final Project

## Things are:

- **Available:**

- Topic videos, lectures, and quizzes: Sundays, 12a CST (midnight) each week
- Discussion articles: Module 1 (2/21), Module 2 (3/28), Module 3 (4/25)
- Exams: Available on listed date at 7a CST-Exam 1 (3/4), Exam 2 (4/13), Exam 3/Final Exam (5/11)
- Observation Projects: Observation Project 1 (3/4), Observation Project 2 (4/13)
- Final Project: 2/9

- **Due:**

- Topic quizzes: Sundays, 11:59p CST
- Discussion articles: Posted date, 9:30a CST
- Exams: Due on listed date at 10p CST-Exam 1 (3/4), Exam 2 (4/13), Exam 3/Final Exam (5/11)
- Observation Projects: Observation Project 1 (3/23), Observation Project 2 (4/29) at 10p CST
- Final Project: 5/11 at 10p CST