

FALL 2022

# SPLH 566: LANGUAGE DEVELOPMENT



## TIME & LOCATION

**Time:** Tuesdays & Thursdays 9:30 AM - 10:45 AM

**Location:** Malott 2074-Lawrence

## 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 2:30p-3:30p,  
Thursdays 11a-12p, or by appointment (via  
Zoom or in person)



**Graduate Teaching Assistant (GTA):**

Lindsey Glass

**Preferred Reference:** Lindsey

**Contact:** l870g864@ku.edu

**Office Hours:** Fridays 12p-1p via Zoom



**Directed Teaching Assistant:**

Olivia Boorum

**Preferred Reference:** Olivia

**Contact:** Olivia.Boorum@ku.edu

**Office Hours:** 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**

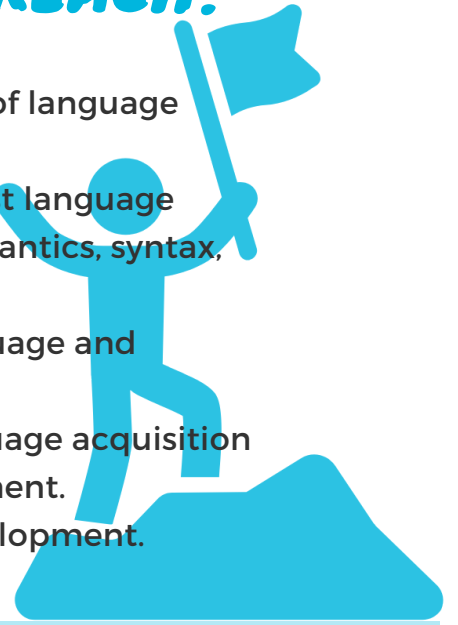


**Clear Communication**

# 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.

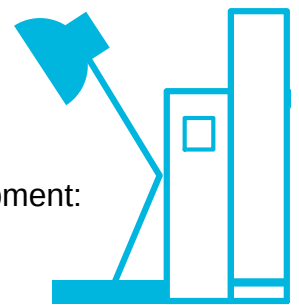
# COURSE MATERIALS

## Textbook



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

*Required:* Additional readings are posted on Canvas.

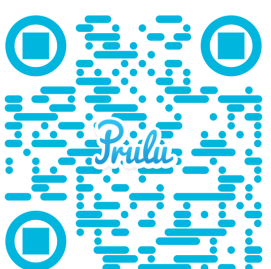


## Course Website



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

## Discussion Board



All content and project related questions should be posted on this discussion board. **PruLu** 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 Videos, Outlines, and Topic Quizzes

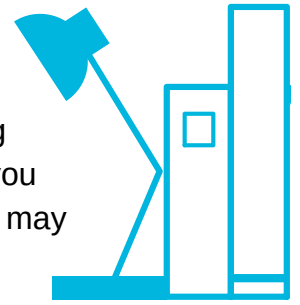


Lecture videos, outlines, and topic quizzes should be completed BEFORE coming to class. Lecture notes are posted in the form of outlines to support your learning and topic quizzes are an aide to assess your understanding of the lecture content.

## Class Participation Materials

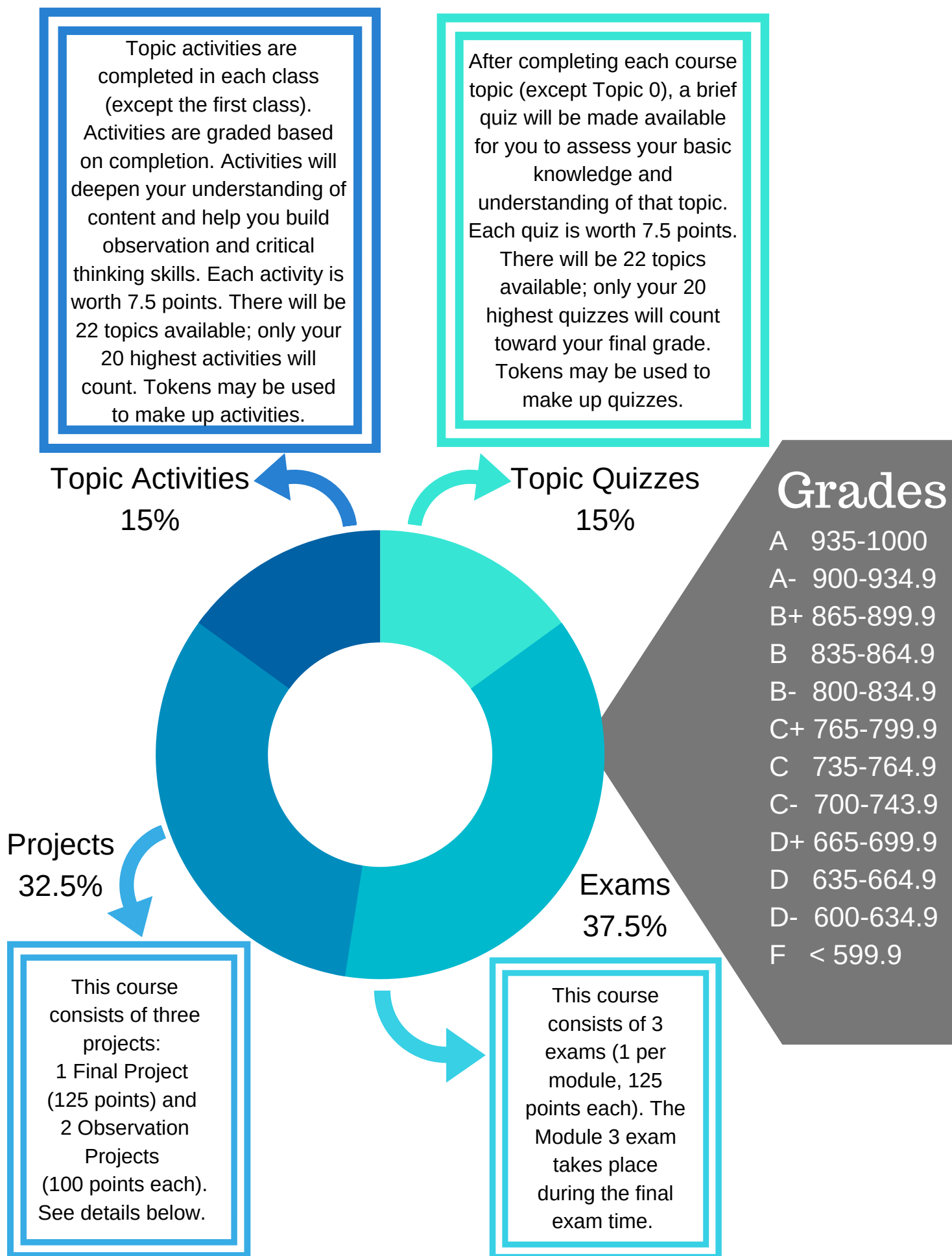


Please come prepared to class with a computer, writing utensil, and paper. In-class activities may require that you use all or some of these materials. Additional materials may also be needed, as described in the activity info sheet.



# 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.



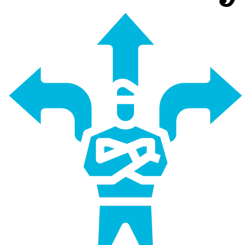
**Final Project (125 points):** This project will take place throughout the course as new information about language development is added. You will have three options for how you complete the final project. Completing the final project for each module will help you to study for each exam. You are encouraged to submit your final project for a check-in at the first two exams to earn 5 points toward your final grade on this project (2.5 points for each check-in; graded based on completion). Some feedback from the instructors about your final project may also be provided at this time. The final project for grading will be due at the time of the final exam. Additional details about the final project will be posted on Bb.

**Observation Projects (100 points each):** Each student will complete two observation projects documenting language development 1) from infancy through preschool and (2) in school-age children. Additional details about each observation project will be posted on Bb.

# 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



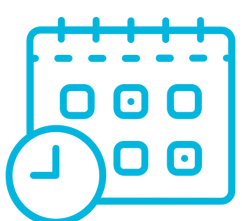
I have designed this course with flexibility in mind. I encourage students to attend in person regularly. However, I recognize that we may all face challenges with illness or other demands at various points throughout the semester. I offer extensions or alternatives in the event that we need an alternative or rescheduled learning experience at some point in the semester. I say "we" because there may be times that I need to offer this alternative to everyone or there may be times that individuals may need this alternative. Again, we are aiming for flexibility. **All students have three no-questions-asked requests for 2 day quiz and activity extensions (package deal).** To request an extension, please send an email to the TA. If you need more than three extensions that may still be possible, but students will need to have a conversation with the instructor to figure out their best individual plan for learning.

## 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 aim to release content two weeks in advance. 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 and Deadlines



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 before the deadline (unless in the event of a life threatening situation). I will do my best to be as flexible as possible while helping you to keep your learning on track.

### General Deadline Schedule:

- Topic quizzes are always due prior to class (9:30a) on the day of the assigned topic, but may be completed any time before it is due.
- Topic quizzes are completed in class and are due by 11:59p on the day they are assigned. This gives you flexibility if you wish to rework something or forget to submit in class.
- Exams must be taken on the date listed in the course schedule.
- 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.

I do not need a doctor's note. If you are sick or have an inkling that you might be sick, stay home and do not come to class. Period.

If a relative, friend, colleague, etc. passes away, do what you need to do as part of the grieving process. Taking that time is important. Class and your learning will be better off when you've attended to your emotional needs.

I do not take attendance. You do not need to email me if you are going to miss a regular class. If you are going to miss an exam or some other deadline, then you should definitely email me to make other arrangements.

## 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 is going on 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.

# LEARNING IN THE TIME OF COVID-19 (CONT.)

## Facemasks



Face masks, social distancing, hand washing, and vaccination are highly encouraged to protect all members of our class from COVID-19 and other related illnesses (e.g., flu). For additional information or to view current campus policies related to the COVID-19 pandemic, please visit <https://protect.ku.edu/>.

## 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 unless the instructor is notified or a token is used within 24 hours of the deadline.

### Course Correspondence

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

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

All content-related questions emailed to the Instructor or TA will receive the following message, "This is a content-related question. Please check the Prulu discussion board to see if this question has already been answered, and if not, post this question to the appropriate topic/module."

## 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.

### 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 accommodation).

KU's policy is available here:



# COURSE POLICIES (CONT.)

## Academic Accommodations

The Student Access Center (SAC) in the University Academic Support Centers (UASC) coordinates academic accommodations and services for all eligible KU students with support needs. 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.

## Policy on Children in Class

It is my belief that if we want parents in higher education, that we should also expect children to be present in some form. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

1. All babies (< 6 months) are welcome in class as often as is necessary to support the baby's feeding needs and parent relationship.
2. Older children and babies are welcome on an occasional basis (e.g., unforeseen disruptions in childcare).

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

Finally, parenting is exhausting! If you need additional supports in your learning due to your parenting status, please contact the instructor to brainstorm ideas.

# RESOURCES

## Academic:

**Advising:** [Undergraduate Advising Center](#), 785-864-2834

**Financial Assistance:** [Financial Aid & Scholarships](#), 785-864-4700

**Registration/Enrollment Problems/Holds:** [University Registrar](#), 785-864-4422

**Tuition Payment:** [Student Account Services](#), 785-864-3322

**Tutoring:** [Academic Learning Center Tutoring Services](#), 785-864-7733

**Writing Help:** [KU Writing Center](#), 785-864-2399

**Study Skills:** [Academic Learning Center Academic Consultations](#), 785-864-2399



## Care:

**Counseling:** [Counseling and Psychological Services \(CAPS\)](#), 785-864-2277;

[Suicide Prevention Hotline](#), Dial 988; [KU Psychological Clinic](#), 785-864-4121;

[Bert Nash Community Mental Health Center](#), 785-843-2219

**Health Services:** [Watkins Health Services](#), 785-864-9522

**Pharmacy:** [Watkins Pharmacy](#), 785-505-5000



## Crisis:

**Food Bank:** [Campus Cupboard](#), [campuscupboard@ku.edu](mailto:campuscupboard@ku.edu)

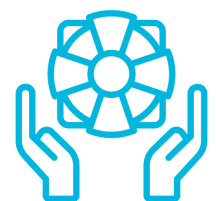
**Police (Non-emergency):** [KU Public Safety Office](#), 785-864-5900

## Sexual Assault:

- report to: [Institutional Opportunity and Access \(IOA\)](#), 785-864-6414 **AND** [KU Public Safety](#), 785-864-5900;

- request support from [KU CARE Coordinator](#), 785-864-9255 or [care@ku.edu](mailto:care@ku.edu);

- request education from [Sexual Assault Prevention and Education Center \(SAPEC\)](#), 785-864-5879



## Finances:

**Financial Assistance:** [Financial Aid & Scholarships](#), 785-864-4700

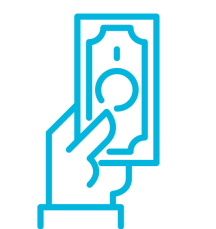
**Tuition Payment:** [Student Account Services](#), 785-864-3322

**Food Bank:** [Campus Cupboard](#), [campuscupboard@ku.edu](mailto:campuscupboard@ku.edu)

**Student Emergency Fund:** [Emergency Aid Network](#), for help applying contact:

[Financial Aid & Scholarships](#), 785-864-4700; [Student Money Management](#)

[Services](#), 785-864-1182; or [Student Support & Case Management](#), 785-861-4060



## General:

**Bus Services (after hours):** [Safe Ride/Safe Bus](#), 785-864-7233

**Diversity & Equity:** [Office of Multicultural Affairs](#), 785-864-4350

**Legal Services for Students:** [Legal Services for Students](#), 785-864-5665

**LGBTQIA+ Support:** [Center for Sexuality and Gender Diversity](#), 785-864-4265

**Student Misconduct (Student Code):** [Student Conduct and Community Standards](#), 785-864-4060



# 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.

1	8/23 (T)	0: Course Overview/ 1: Introduction	Syllabus	
	8/25 (TH)	1: Introduction	Owens, Ch. 1	Topic 1 Quiz (Su, 8/28), Activity
2	8/30 (T)	2: Language Theories	Owens, Ch. 2, pp. 34-41	Topic 2 Quiz, Activity
	9/1 (TH)	3: Language Research Methods	Owens, Ch. 2, pp. 41-50	Topic 3 Quiz, Activity
3	9/6 (T)	4: Perceptual & Motor Bases	Owens, Ch. 4, pp. 77-80, pp. 87-95	Topic 4 Quiz, Activity
	9/8 (TH)	5: Cognitive Bases	Owens, Ch. 4, pp. 81-87, pp. 96-100	Topic 5 Quiz, Activity
4	9/13 (T)	6: Communication Bases	Owens, Ch. 5, pp. 101-115	Topic 6 Quiz, Activity
	9/15 (TH)	7: Social Bases	Owens, Ch. 5, pp. 115-133	Topic 7 Quiz, Activity
5	9/20 (T)	Exam Review & Workday		
	9/22 (TH)	EXAM 1		Module 1 Final Project Check-in
<i>Module 2: Early Language Development</i>				
6	9/27 (T)	8: Language Learning	Owens, Ch. 6, pp. 135-151	Topic 8 Quiz, Activity
	9/29 (TH)	9: Language Teaching	Owens, Ch. 6, pp. 152-169	Topic 9 Quiz, Activity
7	10/4 (T)	10: First Words – Phonology and Semantics	Owens, Ch. 7, pp. 172-175, 183-191, 196-201	Topic 10 Quiz, Activity
	10/6 (TH)	11: First Words – Gestures and Pragmatics	Owens, Ch. 7, pp. 176-182	Topic 11 Quiz, Activity
8	10/11 (T)	NO CLASS-FALL BREAK		
	10/13 (TH)	12: First Word Combinations and Bilingual Language Development	Owens, Ch. 7, pp. 191-195, 201-206	Topic 12 Quiz, Activity
9	10/18 (T)	13: Preschool Pragmatics	Owens, Ch. 8, pp. 208-223, 229-233	Topic 13 Quiz, Activity ***Observation Project 1
	10/20 (TH)	14: Preschool Semantics	Owens, Ch. 8, pp. 233-242	Topic 14 Quiz, Activity
10	10/25 (T)	15: Preschool Morphology	Owens, Ch. 9, pp. 249-269	Topic 15 Quiz, Activity
	10/27 (TH)	16: Preschool Syntax	Owens, Ch. 9, pp. 269-283	Topic 16 Quiz, Activity
11	11/1 (T)	Exam Review & Workday		
	11/3 (TH)	EXAM 2		Module 2 Final Project Check-in
<i>Module 3: Later Language Development</i>				
12	11/8 (T)	17: Early School-age Semantics and Pragmatics	Owens, Ch. 10, pp. 306-316	Topic 17 Quiz, Activity
	11/10 (TH)	18: Early School-age Morphology & Syntax	Owens, Ch. 10, pp. 316-327, pp. 330-334	Topic 18 Quiz, Activity
13	11/15 (T)	19: Narrative Development	Owens, Ch. 8, pp. 224-229 & Owens, Ch. 10, pp. 299-306	Topic 19 Quiz, Activity
	11/17 (TH)	20: School-Age Literacy	Owens, Ch. 11, pp. 336-342	Topic 20 Quiz, Activity
14	11/22 (T)	21: School-Age Literacy	Owens, Ch. 11, pp. 342-355	Topic 21 Quiz, Activity ***Observation Project 2
	11/24 (TH)	NO CLASS-THANKSGIVING BREAK		
15	11/29 (T)	22: Adolescent and Adult Lang	Owens, Ch. 12 Posted article (see Bb)	Topic 22 Quiz, Activity
	12/1 (TH)	23: Language Disorders Overview 1 <sup>‡</sup>	Pence Turnbull & Justice Ch. 10 (see Bb)	Topic 23 Quiz*, Activity* (*optional)
16	12/6 (T)	24: Language Disorders Overview 2 <sup>‡</sup>	Pence Turnbull & Justice Ch. 10 (see Bb)	Topic 24 Quiz*, Activity* (*optional)
	12/8 (TH)	Final Exam Review & Workday <sup>‡</sup>		
<b>*** Friday, December 16<sup>th</sup>, 7:30 AM – 10:00 AM: FINAL EXAM (EXAM 3)***</b>				***Final Project
<sup>‡</sup> These three dates are considered “flex” classes. In the event that something is delayed or needs to be re-scheduled for any reason, we may or may not get to these classes. The content from these classes will only be included for the Module 3 exam if we are able to go over the material in class. *This quiz, if offered (and those days are not used as flex days), will be optional for those who wish to replace their lowest quiz score.				

## Things are DUE:

- Topic quizzes: Before Class on Posted Date, 9:30a CST
- Topic Activities: Posted date, 11:59p CST
- Exams: Date listed-Exam 1 (9/22), Exam 2 (11/3), Exam 3/Final Exam (12/16)
- Observation Projects: Observation Project 1 (10/18), Observation Project 2 (11/22) at 11:59p CST
- Final Project: 5/16 at 10a CST