

SPLH 816: LANGUAGE DEVELOPMENT
Fall 2022
Tuesdays & Thursdays 9:30 AM – 10:45 AM
Malott 2074-Lawrence

Instructor

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

Preferred Reference: Dr. or Professor Davidson (she/her/hers)

Office: 3045 Dole

Contact: meghan.davidson@ku.edu

Office Hours: Tuesdays 2:30p-3:30p, Thursdays 11a-12p, and by appt.

GENERAL COURSE INFORMATION

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 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:

1. What are the skills a child is acquiring in this period?
2. How are these skills ordered in development within and across each period?
3. 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
- Critical reading
- Cultural competence
- Clear communication
- Scientific writing

What Objectives Will We Reach?

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

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 MATERIALS

Textbook

Optional: Owens Jr., R.E. (2020). *Language Development: An Introduction, 10th Edition*. Boston: Pearson. ISBN 13: 978-0-13-381036-3.

Required: Additional weekly 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 to find this course (SPLH 816). Please check Canvas regularly for important announcements, materials, and so on. Please see the instructor if you are not familiar with Canvas.

Lecture Videos and Notes

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

Topic Activities (10%)

Topic activities are completed in each class (except the first class). Activities are graded based on completion. Activities will deepen your understanding of content and help you build observation and critical thinking skills. Each activity is worth 7.5 points. There will be 22 topics available; only your 20 highest activities will count. Tokens may be used to make up activities.

Weekly Research Article Syntheses (10%)

Each week 2-4 scholarly articles will be assigned. Students are expected to read these articles independently and write a short (2-4 pages) research synthesis that integrates the information across scholarly articles and lecture/class content. APA formatting should be used for each synthesis and submitted on the Canvas Discussion Board. The instructor will provide weekly feedback on submitted syntheses. Each synthesis is worth 7.5 points. There will be 12 syntheses available. Tokens may be used for extensions on syntheses.

Exams (20%)

This course consists of three (3) exams (one per module, 125 points each). The Module 3 exam takes place during the final exam time. Exams will assess foundational understanding and application of course content from the lecture videos and in-class activities.

Scholarly Paper (60%)

The Scholarly Paper in this class consists of a literature review and method proposal on a topic of the student's choosing related to typical language acquisition. The topic should be discussed with the instructor prior to beginning work on the scholarly paper to confirm appropriateness. The scholarly paper will be completed in three phases throughout the course (20% for each part). Part 1 will consist of a draft of the literature review. Part 2 will consist of the revised literature review and a draft of the method proposal. Finally, Part 3 will consist of the final edited literature review and method proposal. APA formatting should be used. Additional detailed guidelines will be provided on Canvas.

COURSE POLICIES

Course Correspondence

Please include the course identification, "SPLH 816" in the subject line of your email for a prompter reply.

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

At the end of the course, points for each component, as described above, are weighted and added. The following scale will be used to determine final grades:

A	93.50% and above	C+	76.50-79.99%
A-	90.00-93.49%	C-	70.00-73.49%
B+	86.50-89.99%	D+	66.50-69.99%
B	83.50-86.49%	D	63.50-66.49%
B-	80.00-83.49%	D-	60.00-63.49%
C	73.50-76.49%	F	59.99% and below

Deadlines

Deadlines for the projects are firm. Grades will be reduced by 10% for each day the assignment is late. All assignments are due at the time that class begins (9:30 AM) on the day they are due.

Students with Academic Accommodations

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 Notetaking

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in SPLH 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 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	Optional Chapters	Required Readings	Assignment(s) Due
<i>Module 1: Foundational Knowledge-Theories and General Child Development</i>					
1	8/23 (T)	0: Course Overview/ 1: Introduction		Syllabus Owen, Ch. 1	Activity 1 Weekly Synthesis 1 (Su, 8/28)
	8/25 (TH)	1: Introduction			
2	8/30 (T)	2: Language Theories	Owens, Ch. 2	Boeckx & Leivada (2014) Chater & Maning (2006) Ambridge & Rowland (2013) Bergmann et al. (2018) <i>Optional bonus article:</i> Glogowska (2011)	Activity 2 Activity 3 Weekly Synthesis 2 (Su, 9/4)
	9/1 (TH)	3: Language Research Methods			
3	9/6 (T)	4: Perceptual & Motor Bases	Owens, Ch. 4	Leonard & Hill (2014) Iverson (2021) Nip et al. (2011) Mondal (2020)	Activity 4 Activity 5 Weekly Synthesis 3 (Su, 9/11)
	9/8 (TH)	5: Cognitive Bases			
4	9/13 (T)	6: Communication Bases	Owens, Ch. 5	Iverson & Goldin-Meadow (2005) Noiray et al. (2019) Tomasello (1994)	Activity 6 Activity 7 Weekly Synthesis 4 (Su, 9/18)
	9/15 (TH)	7: Social Bases			
5	9/20 (T)	Exam Review & Workday			
	9/22 (TH)	EXAM 1			Scholarly Paper, Part 1
<i>Module 2: Early Language Development</i>					
6	9/27 (T)	8: Language Learning	Owens, Ch. 6	Gordon et al. (2022) Lewis et al. (2020) Saffran et al. (1996) Hà (2022)	Activity 8 Activity 9 Weekly Synthesis 5 (Su, 10/2)
	9/29 (TH)	9: Language Teaching			
7	10/4 (T)	10: First Words – Phonology and Semantics	Owens, Ch. 7, pp. 172-175, 183-191, 196-201	Garmann et al. (2019) Borovsky (2022) Salo et al. (2018)	Activity 10 Activity 11 Weekly Synthesis 6 (Su, 10/9)
	10/6 (TH)	11: First Words – Gestures and Pragmatics	Owens, Ch. 7, pp. 176-182		
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	Havron et al. (2021) Oppenheim et al. (2020)	Activity 12 Weekly Synthesis 7 (Su, 10/16)
9	10/18 (T)	13: Preschool Pragmatics	Owens, Ch. 8	Burnel et al. (2021) Ben-Shlomo & Sela (2021) Hoover et al. (2010)	Activity 13 Activity 14 Weekly Synthesis 8 (Su, 10/23)
	10/20 (TH)	14: Preschool Semantics	Owens, Ch. 8		
10	10/25 (T)	15: Preschool Morphology	Owens, Ch. 9	Berko (1958)	Activity 15

	10/27 (TH)	16: Preschool Syntax	Owens, Ch. 9	Granlund et al. (2019) Jackson & Roberts (2001)	Activity 16 Weekly Synthesis 9 (Su, 10/30)
11	11/1 (I)	Exam Review & Workday			
	11/3 (TH)	EXAM 2			Scholarly Paper, Part 2
<i>Module 3: Later Language Development</i>					
12	11/8 (I)	17: Early School-age Semantics and Pragmatics	Owens, Ch. 10	Benelli (1988) Matthews et al. (2018) Frizelle et al. (2018)	Activity 17 Activity 18 Weekly Synthesis 10 (Su, 11/13)
	11/10 (TH)	18: Early School-age Morphology & Syntax	Owens, Ch. 10		
13	11/15 (I)	19: Narrative Development	Owens, Ch. 10	Gardner-Neblett et al. (2012) Suggate et al. (2018) Piasta et al. (2022)	Activity 19 Activity 20 Weekly Synthesis 11 (Su, 11/20)
	11/17 (TH)	20: School-Age Literacy	Owens, Ch. 11		
14	11/22 (I)	21: School-Age Literacy	Owens, Ch. 11	Catts et al. (2003) Castles et al. (2018)	Activity 21 Weekly Synthesis 12 (Su, 11/27)
	11/24 (TH)	NO CLASS-THANKSGIVING BREAK			
15	11/29 (I)	22: Adolescent and Adult Lang	Owens, Ch. 12	Nippold et al. (2020) Davidson et al. (2006) Ellis Weismer (2007)	Activity 22 Activity 23 Weekly Synthesis 13 (*optional, Su, 12/4)
	12/1 (TH)	23: Language Disorders Overview 1 [‡]	Pence Turnbull & Justice Ch. 10 (see Canvas)		
16	12/6 (I)	24: Language Disorders Overview 2 [‡]	Pence Turnbull & Justice Ch. 10 (see Canvas)	Rice et al. (2005) Tomblin et al. (2015)	Activity 24 Weekly Synthesis 14 (*optional, Th, 12/8)
	12/8 (TH)	Final Exam Review & Workday [‡]			
*** Friday, December 16th, 7:30 AM – 10:00 AM: FINAL EXAM (EXAM 3)***					Scholarly Paper, Part 3
[‡] 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.					