



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 112 Language Science and Development	Section: 03
Meeting Days: Tuesday/Thursday	Meeting Times: 12:00-1:15 AM	Location: Folsom Hall 1050
Instructor: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP	Email: celeste@csus.edu	Phone: 916-278-6601
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesday 1:30-2:30 M-W to be announced	

#### Catalogue Course Description:

**CSAD 112. Language Science and Development.**

**3 Units**

**Prerequisite(s):** [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), and [STAT 1](#)

**Corequisite(s):** [CSAD 110](#) and [CSAD 111](#)

**Term Typically Offered:** Fall only

Overview and comparison of normal and abnormal child language development from infancy through upper elementary school. Establishes a framework for understanding language disorders including autism and pervasive developmental delay. Includes theories of language acquisition, basic principles of language sampling, systems of language, elements of grammar, and preparation for informal and standardized assessment of language disorders. Introduces students to the impact of variables such as attention deficit disorder, poverty, bilingualism on developing language skills.

#### Place of Course in Program

Not sure—David, can you fill this in? Thanks!

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	yes
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	yes
<b>Intellectual and Practical Skills, Including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	yes
<b>Personal and Social Responsibility, Including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	yes
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	yes

## Course Learning Outcomes:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### **CSAD 112 SPECIFIC STUDENT LEARNING OUTCOMES:**

The student will:

1. Understand and apply various approaches to child language development as consistent with current research literature.
2. Demonstrate knowledge of basic definitions of language and bases of language functioning, including the relationship between language and cognition.
3. Demonstrate knowledge of typical language development in children, including being able to list major milestones of syntax, morphology, phonology, semantics, and pragmatics.
4. Describe the neurological bases of speech and language.
5. Critically analyze and explain implications of theories of child language development and disorders. These models and theories include behaviorism, transformational generative grammar and government binding theory, social interactionism, cognitivism, and information processing theory.
6. List and briefly explain techniques for gathering a language sample from a child.
7. Explain the concept of Mean Length of Utterance (MLU) and how MLU is determined.
8. List major milestones and characteristics of written language development, including reading, writing, and spelling.
9. Explain how characteristics of school-aged language development relate to the demands of the Common Core State Standards.
10. Describe changes and developments in the language of adolescents and adults in the areas of pragmatics, syntax, morphology, and semantics.
11. Explain the impact of prenatal exposure to drugs and alcohol on language development.
12. Discuss the effects of linguistic and cultural diversity on language development, applying this information to children from a variety of cultural and linguistic backgrounds.
13. Demonstrate knowledge of the effects of poverty on language development.
14. Explain how neglect and abuse impact a child's language development.
15. List and describe ways that ADHD affects a child's developing language skills.

LEARNING OUTCOME	ASSESSMENT MEASURES	RECORD
1	Exam 1, Exam 2	
2	Exam 1, group synthesis report	

3	Exam 1, Exam 2, case analysis, video summary	
4	Exam 1, integrative synopsis	
5	Exam 2, MLU count activity, language sample analysis	
6	Exam 3, Case analysis, video summary	
7	Integrative synopsis	
8	Exam 3, case analysis, clinical application summary	
9	Exam 3, case analysis	
10	Exam 3, video summary, case analysis	
11	Exam 3, case analysis, group synthesis report	
12	Exam 4, case analysis, integrative synopsis	
13	Case analysis, integrative synopsis, Exam 4	
14	Exam 4, clinical application summary	
15	Exam 4, case analysis	

### Textbooks and Materials:

Owens, R.E. (2020). *Language development: An introduction* (10<sup>th</sup> ed.). Boston: Pearson Education.

### Online Resources:

[www.csus.edu/homepages/SPA/Roseberry](http://www.csus.edu/homepages/SPA/Roseberry)

### Course Requirements/Components:

**Participation.** Although attendance and participation are not formally graded, I will informally note them. I will take role randomly on days as I choose. I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that lectures will be much easier to follow if you have read the day's assignment BEFORE you come to class. I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture.
3. After class, re-read the reading(s).

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. Please don't chat unless you have been called upon! No pets or children may be brought to class without the instructor's prior approval.

### **4 Examinations. 100 points each**

Five examinations will be given. You are required to take at least 4 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** You must give me a paper copy of the doctor's note;

I don't accept notes electronically. If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical.

If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week.

**I can only allow you to take the tests with your section; you cannot take the exam during another class section.** You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to guide your studying. You are welcome to review your previous 4 exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 4 tests. You may only look at your other 4 tests in my office. No one is permitted to take tests out of my office.

Examinations are based on lectures, readings, guest speakers, and videos. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged.

Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered in Scantron form (Form 883-E). For each exam, please bring a blue Scantron form 883-ES and a No. 2 pencil to class. **A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture.** Thus, doing the readings is critical to good test performance. (\*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take Test 5. You may not leave class to purchase a Scantron.) Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. In order to be fair and impartial, I will give you whatever grade the Scantron machine indicates you earned.

### **Children's Book Assignment**

**60 points**

Please collect 3 children's books (new or gently used; ages 0-12 years). For each book, you will write up 2 language therapy activities related to the book. Please write up one activity addressing morphology, and one activity dealing with increasing vocabulary skills. You will need to pick a target vocabulary word for each book and base your therapy activities on teaching that particular word. The paper should be 1-1.5 pages long.

This assignment is worth 60 points. Please make sure you use **complete sentences** and correct grammar and punctuation. Points will be taken off for incomplete sentences, incorrect spelling, incorrect grammar, and poor punctuation. This assignment must be turned in on 1 October during class time for you to be eligible for the whole 60 points. If it is late, I will begin taking 5 points off per day on 1 October. I will take off 5 points per day for a maximum of -20 points. The last day the assignment may be turned in to me for consideration is 11/14/19. Any paper handed in after that will receive a zero. **You must give me a hard/paper copy of the paper. I do not accept papers that are emailed as attachments.** I will keep the books to give to at-risk children in poverty.

\*\*Note: if you recommend an iPad app or youtube video, you need to write down the **exact title** of the app or video. It cannot just be a generic activity like "Find a youtube video about tigers" or "use an iPad app that has turtles." Again, you must be specific—thanks!

The assignment must be **typed**.

If you don't staple your assignment together, I will take off **3 points**.

### Grading Policy:

There are 460 points possible in the class. I will add up all your points to calculate your grade.

I will calculate your grade objectively. The exact grading criteria are as follows:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

### Course Policies/Procedures:

Addressed above

### TENTATIVE Course Schedule/Outline:

<b>8/27/19</b>	<b>INTRODUCTION TO COURSE: review syllabus and class requirements, view children's literacy powerpoint Love Talk Read</b>
<b>8/29/19</b>	<b>INTRODUCTION TO CHILD LANGUAGE</b> Foundations: speech, language, communication Components of language: pragmatics, semantics, syntax, morphology, phonology Owens chapter 1
<b>9/3/19</b>	<b>LANGUAGE DEVELOPMENT THEORIES: PRACTICAL IMPLICATIONS</b> Language development theories Practical implications of language theories for intervention
<b>9/5/19</b>	<b>LANGUAGE DEVELOPMENT THEORIES: CONTINUED</b>
<b>9/10/19</b>	<b>NEUROLOGICAL BASES OF SPEECH AND LANGUAGE</b> Central nervous system Language processing (comprehension and production) Hemispheric functions and specializations Executive functioning
<b>9/12/19</b>	<b>SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT</b> Infant communication development Socialization and early communication

Role of the caregiver

Owens chapter 5

9/17/19

**SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT (continued)**

9/19/19

**Test 1**

9/24/19

**LANGUAGE-LEARNING AND TEACHING PROCESSES AND YOUNG CHILDREN**

Comprehension, production, and cognitive growth

Children's processes of language acquisition

*Owens chapter 6*

9/26/19

**TODDLER LANGUAGE DEVELOPMENT**

First words and word combinations

Bilingual considerations

Semantic, syntactic, and morphological development

*Owens chapter 7*

**Children's book assignment due on October 1, 2019**

10/1/19

**TODDLER LANGUAGE DEVELOPMENT CONTINUED**

10/3/19

**PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT**

Pragmatic development

Narrative development

Semantic development

Theory of Mind

*Owens chapter 8*

10/8/19

**PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT (continued)**

10/10/19

**PRESCHOOL SYNTACTIC AND MORPHOLOGICAL DEVELOPMENT**

Development of milestones of syntax

Development of milestones of morphology

10/15/19

**LANGUAGE SAMPLING TECHNIQUES AND APPLICATIONS**

Parts of speech (review of such structures as nouns, verbs, adjectives, compound and complex sentences, clauses, etc.)

Calculating mean length of utterance

Glossing a child's expressive language errors

<b>10/17/19</b>	<b>Test 2</b>
<b>10/22/19</b>	<p><b>EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT</b></p> <p>Pragmatic development and conversational abilities</p> <p>Narrative skills</p> <p>Semantic development</p> <p>Owens chapter 10</p>
<b>10/24/19</b>	<p><b>EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT (continued)</b></p> <p>Syntactic development</p> <p>Morphological development</p> <p>Metalinguistic abilities</p> <p>Language development and the Common Core State Standards</p>
<b>10/29/19</b>	<p><b>SCHOOL-AGE LITERACY DEVELOPMENT</b></p> <p>The process of reading</p> <p>The role of phonological awareness</p>
<b>10/31/19</b>	<p><b>SCHOOL-AGE LITERACY DEVELOPMENT (continued)</b></p> <p>Common Core State Standards</p> <p>Development of print awareness</p>
<b>11/5/19</b>	<p><b>ADOLESCENT AND ADULT LANGUAGE</b></p> <p>Pragmatics in the later years</p> <p>Considerations in semantics</p> <p>Syntax and morphology</p> <p>The impact of technology on literacy and communication skills</p> <p>Owens chapter 12</p>
<b>11/7/19</b>	<b>Test 3</b>
<b>11/12/19</b>	<p><b>LANGUAGE DEVELOPMENT OF CHILDREN WHO HAVE BEEN NEGLECTED AND/OR ABUSED</b></p> <p>Impact of neglect and abuse on children's developing language skills</p>
<b>11/14/19</b>	<p><b>LANGUAGE DEVELOPMENT IN CHILDREN IN POVERTY</b></p> <p>Language issues in children of low-income backgrounds</p> <p>Environmental and family characteristics of low-income children</p> <p>Techniques for supporting language development in low-income children</p>

- 11/19/19                   **LANGUAGE OF CHILDREN PRENATALLY EXPOSED TO DRUGS AND/OR ALCOHOL; IMPACT OF AIDS ON LANGUAGE DEVELOPMENT**
- Incidence, characteristics of maternal drug use in CA and U.S.
- Characteristics, speech-language needs of children prenatally exposed to alcohol and drugs
- Assessment & intervention
- 11/21/19                   Dr. R. presenting at ASHA in Orlando; study for Test 4
- 11/26/19                   **COGNITIVE PROCESSING AND LANGUAGE OF THE STUDENT WITH ATTENTION DEFICIT DISORDER**
- Impact of ADHD on language development
- Intervention strategies and materials
- Practical classroom modifications to accommodate learners with ADHD
- 11/28/19                   Happy Thanksgiving!

12/3/19	<b>TEST FOUR</b>
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- 12/5/19                   **Wrap-up; test 4 back; you will be given your course total; discussion of what will be on final exam (Test 5), which is offered during finals week**

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.



## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 112 Language Science and Development

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.