

Language Science and Development CSAD 112

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Fall, 2024

Monday-Wednesday

11-12:15

Office hours: : Monday 9:30-10:45; Wednesday 9:30-10:45; Thursday 12-12:30

Options: F2F, Zoom, phone call. Email me to schedule an appointment. You can ask for 15 or 30 minutes.

All PowerPoints are on my website above. Test study guides are there too. Grades and announcements are posted on Canvas.

Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form. Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Course Accessibility

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

TEXTBOOK

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

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.
16. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
17. Explain the concept of culturally responsive practices when providing services to children with potential language impairment and their families.
18. Explain the difference between equality and equity and how to promote equity for children and families who are members of marginalized communities.
19. Discuss the issue of health equity and how it impacts children's developing language.
20. Describe linguistic human rights and how communication disorders professionals can successfully promote these rights.
21. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
22. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

These learning outcomes will be assessed through the strategies of grading of course examinations and assignments.

COURSE OUTLINE

Taking pictures of PowerPoint slides is not allowed.

- 8/26/24** **INTRODUCTION TO COURSE: review syllabus and class requirements, view children’s literacy Power Point Love Talk Read**
- 8/28/24** **INTRODUCTION TO CHILD LANGUAGE**
- Foundations: speech, language, communication
 Components of language: pragmatics, semantics, syntax, morphology, phonology
 Linguistic human rights
- Owens chapter 1
- 9/2/24** **No class-happy Labor Day**
- 9/4/24** **LANGUAGE DEVELOPMENT THEORIES: PRACTICAL IMPLICATIONS**
- Language development theories
 Practical implications of language theories for intervention
- 9/9/24** **LANGUAGE DEVELOPMENT THEORIES: CONTINUED**
- 9/11/24** **NEUROLOGICAL BASES OF SPEECH AND LANGUAGE**
- Central nervous system
 Language processing (comprehension and production)
 Hemispheric functions and specializations
 Executive functioning
- 9/16/24** **SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT**
- Infant communication development
 Socialization and early communication
 Role of the caregiver
- Owens chapter 5

9/18/24 SOCIAL AND COMMUNICATIVE BASES OF EARLY LANGUAGE AND SPEECH—INFANT DEVELOPMENT (continued)

9/23/24	Test 1
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9/25/24 LANGUAGE-LEARNING AND TEACHING PROCESSES AND YOUNG CHILDREN

Comprehension, production, and cognitive growth
Children's processes of language acquisition

Owens chapter 6

9/30/24 TODDLER LANGUAGE DEVELOPMENT

First words and word combinations
Bilingual considerations
Semantic, syntactic, and morphological development

Owens chapter 7

10/2/24 TODDLER LANGUAGE DEVELOPMENT CONTINUED

Children's book assignment due on 10/2/24

10/7/24 PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT

Pragmatic development
Narrative development
Semantic development
Theory of Mind

Owens chapter 8

10/9/24 PRESCHOOL PRAGMATIC AND SEMANTIC DEVELOPMENT (continued)

10/14/24 PRESCHOOL SYNTACTIC AND MORPHOLOGICAL DEVELOPMENT

Development of milestones of syntax
Development of milestones of morphology

10/16/24 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

10/21/24	Test 2
10/23/24	<p>EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT</p> <p>Pragmatic development and conversational abilities Narrative skills Semantic development</p> <p>Owens chapter 10</p>
10/28/24	<p>EARLY SCHOOL-AGE LANGUAGE DEVELOPMENT (continued)</p> <p>Syntactic development Morphological development Metalinguistic abilities Language development and the Common Core State Standards</p>
10/30/24	<p>SCHOOL-AGE LITERACY DEVELOPMENT</p> <p>The process of reading The role of phonological awareness Common Core State Standards Development of print awareness</p>
11/4/24	<p>ADOLESCENT AND ADULT LANGUAGE</p> <p>Pragmatics in the later years Considerations in semantics Syntax and morphology</p> <p>Owens chapter 12</p>
11/6/24	Test 3
11/11/24	<p>LANGUAGE DEVELOPMENT OF CHILDREN WHO HAVE BEEN NEGLECTED AND/OR ABUSED</p> <p>Impact of neglect and abuse on children's developing language skills</p>
11/13/24	<p>LANGUAGE DEVELOPMENT IN CHILDREN EXPERIENCING POVERTY</p> <p>Language issues in children of low-income backgrounds Promoting linguistic human rights and linguistic and health equity Environmental and family characteristics of low-income children Techniques for supporting language development in low-income children</p>

11/18/24 **LANGUAGE DEVELOPMENT IN CHILDREN EXPERIENCING POVERTY
(continued)**

11/20/24 **LANGUAGE OF CHILDREN PRENATALLY EXPOSED TO DRUGS
AND/OR ALCOHOL**

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

11/25/24 **LANGUAGE OF STUDENTS WITH ATTENTION DEFICIT
HYPERACTIVITY DISORDER**

Impact of ADHD on language development
Intervention strategies and materials
Practical classroom modifications to accommodate learners with ADHD

11/27/24 **Thanksgiving**

12/3/24	TEST FOUR
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12/5/24 **Dr. R. presenting at ASHA in Seattle; study for final**

The final for this class is administered during finals week at the time designated on the Sacramento State University calendar.

COURSE REQUIREMENTS

Participation. Although attendance and participation are not formally graded, I will informally note them. 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).

4 Examinations. 100 points each

1. EXAMINATIONS

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.

Examinations are based on lectures, readings, and case studies. 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 face to face via Scantron form (Form 883-E). For each exam, please bring a blue Scantron form 883-E 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 the final. 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.**

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to help you 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 notetaking permitted when you see your other 4 tests. You may only look at your other 4 tests in my office or in the adjacent waiting room. No one is permitted to take tests out of my office vicinity.

Children's Book Assignment 60 points

Please select 3 children's books that you'd like to write up. You are **not required** to give me actual physical books, but you can if you want. I'll donate them to my children's book drive. You will write a short paper about the books. 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 **one** target vocabulary word for each book and base your therapy activities on teaching that particular word. For example, you might pick the word "airplane." For morphology, pick one or more **bound morphemes** to target (e.g., un-, -ing, -ed, -s. pre-). The paper should be 1-1.5 pages long single spaced. On my website, I have four examples of past students who have received 100% on the assignment. I want to set you up for success by giving you examples of what 100% looks like.

This assignment is worth 60 points. Please make sure you use **complete sentences** and correct grammar and punctuation. **One point will be taken off** for each incomplete sentence, misspelled

word, instance of incorrect grammar, and instance of incorrect punctuation. **Please be sure your writing is perfect. I suggest having 1-2 people proofread your assignment before you post it to Canvas.**

This assignment must be turned in on 10/4/23 for you to be eligible for the whole 60 points. If it is late (comes in after 10/4/23), I will begin taking 5 points off per day. 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 10/10/23.

Please post your assignment on Canvas. I'll write comments and feedback for you. It will take me a couple of weeks to grade your assignment.

****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!

GRADING CRITERIA

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

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons.

REMEMBER: IN ORDER TO GRADUATE WITH YOUR BACHELOR'S DEGREE IN SPEECH PATHOLOGY, YOU NEED A MINIMUM GPA OF 3.0.

Letters of recommendation: Please see my website for specifics. Click on the Courses link. I need everything turned in to me at least 4 weeks—28 days—in advance. I only accept requests and materials, both paper and electronic, by November 10 in the fall and April 10 in the spring. I do not accept anything turned in after this. If electronic or paper forms or requests come in after these dates, I will regard them as having come in on the first day of the next semester and will give myself 28 days from that time to complete things for you.

Study Tips

******Read the readings before class******

1. Review each day's lecture notes **later that same day** to aid retention.

2. Review a lot! Research with adult learners shows that in order to truly master information, you have to hear it at least 4 times and practice it 6-8 times.
3. It is **very** helpful to study with other people. Being part of a study group is one of the biggest positive predictors of success.
4. Recite and write! Recite or repeat material out loud. Write it out (in longhand, not on the computer). Reciting and writing solidify information in your memory.
5. Study a little every day rather than cramming once or twice. For example, it is better to study 20-30 minutes a day than to study 6 hours the night before an exam.
6. Remember every course unit = 3 hours of studying outside of class. Thus, for a 3-unit class, you would study/do homework 9 hours a week.
7. Make flashcards—3 x 5 cards are good. Carry them with you everywhere and review whenever possible—even 2-3 minutes in the 10 or less items line at Safeway helps! Put the term/definition on one side and the exact definition from the book on the other side.
8. **Write your own test questions in the instructor's style.**

💡 SURVIVING & THRIVING IN THE MAJOR 📖

Speech-language pathology is a fabulous and exciting field! There are SO MANY jobs out there; people will line up to hire you. Here are a few helpful hints as you start in this major. These tips are calculated to help you succeed in major classes. Remember: you will need 3 letters of recommendation when you apply for our (or any) graduate program This means that you will need to be on the radar of 2-3 professors who like you and will say nice things about you in the letter. 😊 Let's look at some ways to make a good impression and to succeed:

1. Remember, there is a lot of studying in this major. You have to actually read the books in our classes. Most our exams require very detailed knowledge, not just global essay answers.
2. Be on time, and don't be absent. If you are constantly absent or late to class, that leaves a bad impression! If you are absent or late, write us a brief email explaining your reason.
3. In order to get on the professor's radar, it's important to volunteer in class occasionally. Also, join NSSLHA and show up for events. There's nothing worse than someone asking me for a letter of recommendation, and I have no idea who they are! Being a NSSLHA member and attending events is extremely important. Be sure to come up and say hi and get on our radar. 😊
4. If you disagree with something your professor just said, or think they are wrong, don't contradict them publicly. Most of us consider that really rude. A good way to approach is to send the professor a brief email, explaining your point of view. Here is an example of an excellent way to approach on email:

“Hi, Dr. R., it's Joanna Javier from your 112 class. I am really enjoying your lectures, but was a little confused about something you said yesterday. During the lecture on theories of child language development, you said that B.F. Skinner was the founder of the cognitive theory. I thought Jean Piaget founded the cognitive theory. Can you please clear this up for me? Thanks.”
5. Same thing goes for grading. If you think the professor made a mistake in scoring your exam, approach them after class, email them, or sign up for office hours. Courteously show them the item you think was scored incorrectly, and ask them if they would mind taking a second look at it.

DON'T accuse them of being unfair! And don't try to take them on in front of the whole class. You will get nowhere.

6. Let's say that you studied really hard for an exam and did not get the grade you hoped for. The best thing to do is sign up for an office hour, and request that your professor go over your exam with you to explore how you can do better next time. As long as the student is courteous and takes responsibility for their grade, I am always very happy to do this.

7. Don't ever chat, laugh, text, or play on your computer or phone during class time. No texting during class! We notice this, and it leaves a VERY bad impression. I personally will not write letters of recommendation for students who do this. Most of my colleagues won't either. We do talk, and word spreads!! If you have to leave class because of an emergency, please write us a brief follow up email later that day with an apology and brief explanation (e.g., mom had a flat tire, child care emergency, etc.).

8. *Please* don't ask your professors to make exceptions for you. For example, as you know, I don't allow makeups on exams unless I have a doctor's note. Please don't come and tell me that you are going skiing on an exam day, and could you please make up the test? NO. It's not fair to your classmates. Everyone is treated exactly the same; there is no favoritism.

9. If you are having a problem with an instructor, come and talk to them. Do not EVER post smack about them on social media, because professors have ways of finding out about this—and they never forget that it was you. Instead of posting smack on social media, make an appointment to have a professional, courteous conversation where you present your point of view. Most instructors are happy to talk with you.

Inclusion Statement

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

LEARNING OUTCOMES RECORDING SHEET

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.

The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximization of students' opportunities to learn and integrate information. The quantitative and qualitative data from these multiple assessment measures will be triangulated to evaluate students' mastery of each learning outcome.

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	

The following ASHA standards are met by successful completion of this course:

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.