

CSD 267: Normal Language Development Lab

Fall 2020

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Class: Wednesday 12:00-12:50

The child begins to perceive the world not only through his eyes, but also through his speech.

Lev Vygotsky

Children are born into the world and announce their arrival with a cry. Within a few short months, they begin to express themselves through smiles, coos, babbling, and gestures. When the first word emerges and then they learn to string words together, children learn the power of language. A child says, “juice” and he gets a drink. A toddler screams, “NO!!” and is redirected. These simple utterances impact the environment and cause other people to respond and interact. This language explosion happens so quickly and in miraculous ways!

In this course, you will learn the components of language and the differences between language, speech, and communication. You will discover how language is created and organized in the brain and how language develops and builds upon itself throughout the lifespan. You explore how adults mold and scaffold the language of young children and you’ll understand how language develops from noises and syllable strings to sentences and complex stories. I hope you become captivated by the complexity of language, but the ease at which most of us learn to speak our mother tongue.

Words are, in my not so humble opinion, our most inexhaustible source of magic.

Author Unknown

Text

None required

Course Objectives

1. Students will transcribe and analyze the morphosyntax, semantic, and pragmatic features of a preschool language sample.
2. Students will identify strategies that facilitate and impede language development and interaction in adult and child dyads.
3. Students will describe preschooler’s develop across cognitive, fine/gross motor, and linguistic domains.
4. Students will recognize the impact of situational context upon a child’s language.
5. Students will organize observations into reports that are supported with examples and explanations.

COURSE OUTLINE		
Date	Content	Chapter
September 2	Overview of this course	Canvas
September 9	Collecting language samples; determining MLU	1
September 16	Morphosyntax analysis	2
September 23	Semantic/pragmatic analysis	3
September 30	Pulling it all together	4
October 7	Weekly observations	Canvas e-reserve
October 14	Weekly observations	Canvas e-reserve
October 21	Weekly observations	Canvas e-reserve
October 28	Weekly observations	Canvas e-reserve
November 4	Weekly observations	Canvas e-reserve
November 11	Weekly observations	Canvas e-reserve
November 18	Weekly observations	Canvas e-reserve
November 25	Weekly observations	Canvas e-reserve
December 2	Weekly observations	Canvas e-reserve
December 9	Weekly observations	Canvas e-reserve
December 17 8-10 a.m.	FINAL EXAM	

Course Assignments:

1. Language Sample Analysis: You will transcribe a recorded interaction between an adult and child. Then you will calculate MLU and complete morphological, semantic, syntax, and pragmatic analyses of the sample.
2. Weekly Video Observations: You will watch a few short videos of typically developing toddlers and preschoolers each week and write up a brief observation report. These will be due each Tuesday by 5 pm
3. Final Exam: Your final exam will be a descriptive analysis of a longer parent-child video.

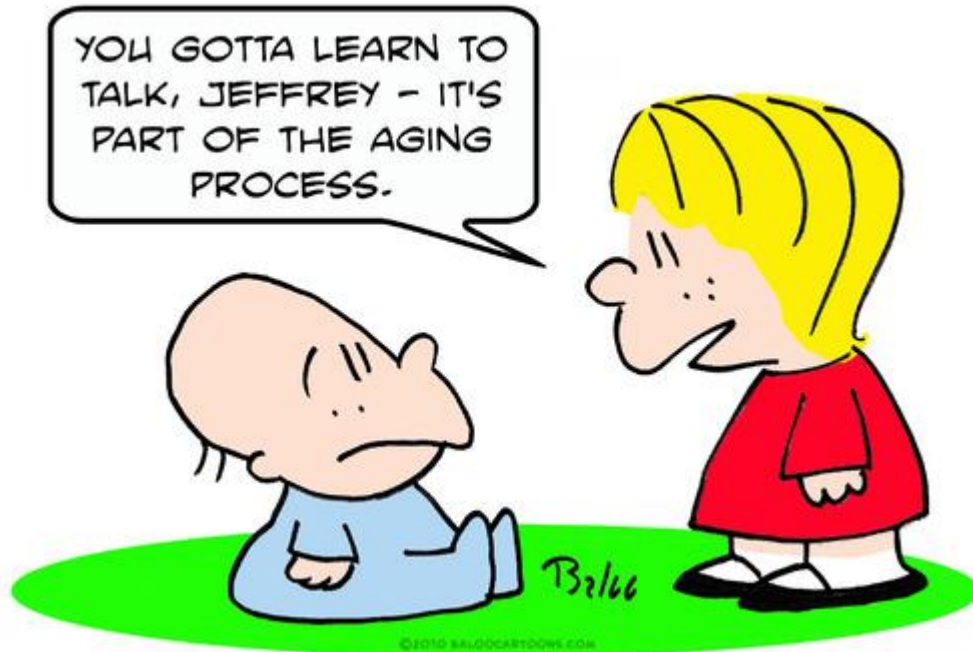
Total Points

Language Sample (Part I)	50 points
Language Sample (Part II)	100 points
10 weekly observations (10 pts each)	100 points
<u>Final Analysis</u>	<u>50 points</u>
Total	350 points

Grading Scale

A: 95-100%	A-: 92-94%	B+ 88-91%	B 84-87%	B- 80-83%	C+ 77-79%
C: 74-76%	C-: 70-73%	D+ 67-69%	D 64-66%	D- 60-63%	<60% = F

If a percentage has a decimal >0.45 , then I will round up IF you have participated regularly and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.



First things first—Guiding Principles for the Pandemic Classroom:

1. This isn't what we wanted.
 - We never wished for a pandemic, social distancing, or wearing masks.
 - We didn't hope for an online class, teaching remotely, learning from home, or mastering new technologies.
 - We need to acknowledge that we will miss being in a shared space together, developing relationships with one another. It's okay to be sad about that.
2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans.
 - We are going to prioritize simple solutions that make sense for the most.
 - We are going to prioritize sharing resources and communicating clearly.
 - We are going to support different thoughts, perspectives, and experiences, while honoring differing identities (such as race, gender, class, sexuality, religion, ability, etc.). Everyone is welcome here.
3. Although things have to be adapted for online classes, rich, deep learning will still occur.
 - Some assignments will need to be modified
 - Expectations and outcomes have been adjusted, while still providing opportunities to read, discuss, and connect with each other as we apply course content.
4. We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Synchronous discussion to learn together and combat isolation
 - Regular office hours and prompt communication through email.
5. We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt.
 - Everybody needs support and understanding in this unprecedented moment.

Class Policies

1. You will be held to the UWSP Academic Standards, which prohibit cheating, collaborating with others on individual work, plagiarizing, etc. For more information, refer to <https://www.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf>.
2. Students with accommodations through disability services will be accommodated via online platforms. I have worked hard to make all materials accessible to screen-readers and have added closed-captions. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly.
3. There will still be deadlines, but if you are unable to meet those deadlines, please let me know **before the due date** (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments, illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.
4. Lecture materials and recordings for CSD 267 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for

their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

5. Attendance is to our synchronous class is strongly recommended. The time will be spent clarifying difficult concepts and learning to apply the course material. Additionally, this is a great opportunity for us to connect with and get to know each other. However, all synchronous Zoom meetings will be recorded and uploaded following the class. If you miss class due to illness, I do not need a doctor's excuse.

EXPECTATIONS	
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Complete assigned readings before class. • Come to class promptly and prepared to actively participate in discussion and in-class assignments. • Answer questions asked by the instructor. • Ask the instructor for clarification when needed. • Display appropriate respect and courtesy to other students, guest lecturers, and instructor. 	<p>The instructor is expected to:</p> <ul style="list-style-type: none"> • Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings • Have a solid rationale for why she is teaching the material • Begin and end class on time • Announce any changes to the syllabus during the semester, including date changes, in advance • Answer any student questions. If I don't know the answer, I will find it out. • Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance • Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

Other Important Tidbits

1. Capstone binder: CSD students, should be developing a binder of pertinent course materials that will be beneficial to you during your senior capstone clinical experience. I will try to point out handouts and materials that I find helpful. However, it's ultimately your responsibility to choose materials from this course to put into your binder.
2. Contacting the instructor: I will have established weekly office hours in Zoom once the clinic schedule is set and that is the best time to see me. I will be using a Zoom scheduler, so that you can alert me if you are coming. If those hours don't work, then email me for an appointment. You don't have to have a specific class-related question to attend office hours. I also enjoy when students drop in virtually for a brief visit just to chat. Regarding email, I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email. I get a lot of email and sometimes yours may get "buried" in my inbox. ***To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.***
3. Any student who faces challenges securing their food or housing or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

Zoom Netiquette:

- You are not required to turn on your camera. I realize that there are a variety of environmental and safety reasons that you may not want to use your camera. It may also interfere with your bandwidth. If you can use your camera, it is very helpful for me because it is much more energizing and rewarding to connect with faces rather than blank screens. However, if you don't feel comfortable using your camera, please upload a natural looking headshot of yourself (e.g., not all glammed up for a social event if you normally wears sweats and a baseball hat) so I can at least start connecting names and faces.
- If you do use your camera, make sure you are dressed appropriately.
- If you want to speak, raise your hand physically or use the "raise hand" feature. Start your question/comment by stating your name.
- Use your real name and have it appear on the screen.
- Mute your microphone if you aren't talking.
- Feel free to use the chat with messages relevant to the class. Keep messages fairly short and don't type in all caps.