

## **CSD 266: Normal Language Development**

Spring 2021

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Class: M/W/F 11:00-11:50 am

*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**

Owens, R. J. (2016). *Language Development: An Introduction (9<sup>th</sup> ed.)*. Pearson.

### **Course Objectives**

1. Students will compare and contrast speech, language, and communication.
2. Students will summarize speech and language developmental milestones from birth through high school.
3. Students will explain language development and facilitation for parent/caregivers.
4. Students will explain how literacy develops across childhood.
5. Students will define the five domains of language and describe the interplay between them.

COURSE OUTLINE		
Week	Content	Chapter
1. Jan 25-29	Overview of this course; creating a community	Canvas
2. Feb 1-5	The Territory	1
3. Feb 8-12	Describing Language	2
4. Feb 15-19	Neurological Bases of Speech and Language	3
5. Feb 22-26	Cognitive, Perceptual, and Motor Bases of Early Language and Speech	4
6. Mar 1-5	<b>Exam 1 and Application Activities</b>	Canvas
7. Mar 8-12	Social and Communicative Bases of Early Language and Speech	5
8. Mar 15-19	Language-Learning and Teaching Processes and Young Children	6
<b>March 22-26</b>	<b>SPRING BREAK—NO CLASS</b>	
9. Mar 29-Apr 2	First Words and Word Combinations in Toddler Talk	7
10. Apr 5-9	Preschool Pragmatic and Semantic Development <b>Brochures/Handouts due</b>	8
11. Apr 12-16	Preschool Development of Language Form	9
12. Apr 19-23	<b>Exam 2 and Application Activities</b>	Canvas
13. Apr 26-30	Early School-Age Language Development	10
14. May 3-7	School-Age Literacy Development	11
15. May 10-14	Adolescent and Adult Language <b>Literacy Activities due</b>	12
Due Wed., 5/19 by 2:30 pm	<b>FINAL EXAM</b>	Canvas

### Course Assignments:

1. Exams: There will be three exams, including a final exam. Exams will consist of objective (e.g., multiple choice) and subjective (e.g., short answer, essay) questions. The final exam will not be cumulative.
2. Weekly Chapter Quiz: There will be 12 weekly quizzes to help you understand and process the information. These will be “low stakes” formative assessments worth one point each. You may miss two without repercussion. If you complete all 12, you will have 2 points added to your lowest exam grade. These will be due each Monday by 5 pm
3. There will be two projects to be completed with a small group. The finish projects will be shared in a public forum, such as the CSD Facebook page or with area daycare centers.
  - a. Create a tipsheet. Individually or in a small group, you will create a brochure or handout geared for a specific population such as parents or daycare workers. You will describe language development during a predetermined age range and provide examples of evidence-based activities to enhance language skills during specific contexts like book-reading, going to the grocery store, and at the park.

- b. Develop a literacy activity. Individually or in a small group, you will be given a picture books and you will create a few activities to use with this book to address literacy and language skills.

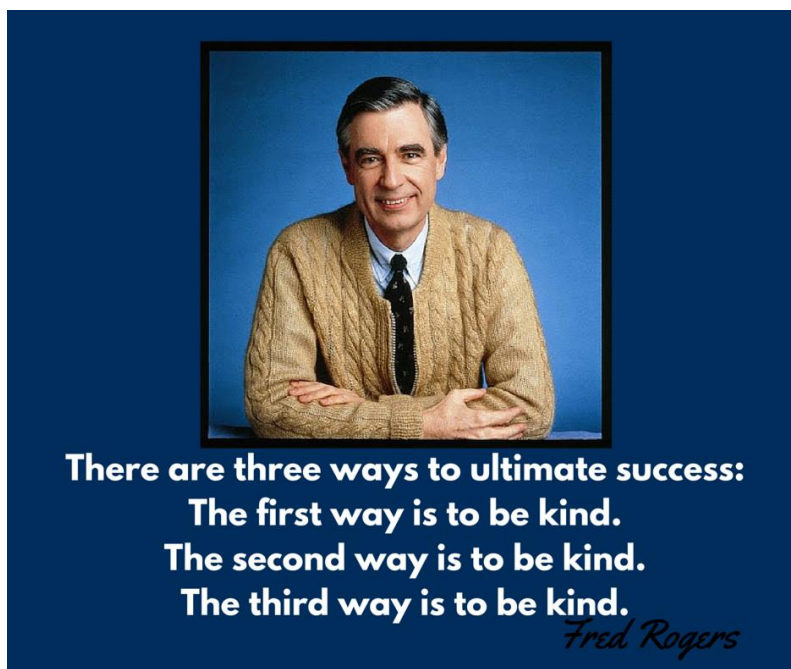
### Total Points

Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
Brochure/Handout	25 points
Literacy Activity	25 points
<u>Chapter Quizzes (10 pts each)</u>	<u>120 points</u>
 Total	 470 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.

### **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 to Zoom and to Canvas (e.g., not all glammed up for a social event if you normally wear 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 (in its preferred form) and have it appear on the screen. Feel free to include your pronouns.
- 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.

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

### 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
  - a. Office Hours: 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 and Bookings 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.
  - b. Email: Remember some faculty receive as many as 100 emails per day. Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Use a greeting (Dr. Terrell) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 266 babbling question). I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email because

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, housing, safety, healthcare 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.
4. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### Class Policies

1. 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 or written transcripts when closed captioning was not possible. 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. If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.
2. 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.
3. Lecture materials and recordings for CSD 266 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.

4. **Attendance:**

- Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.
- Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” [here](#).
- If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.
- During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- Attendance in 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.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

5. **Academic Integrity:** Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these

acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined [here](#)

