

About Me

Hi! I'm Dr. Terrell. I look forward to getting to know you. I have been a speech-language pathologist for over 30 years and am starting my 15th year teaching at UWSP. My areas of interest are pediatric language disorders, emergent literacy, cleft palate, counseling and adults with autism.

Contact Information

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Office: CPS 034

Class: M/W/F 1:00-1:50 pm

Office hours: pending clinic schedule



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!!" as she learns to protest. These simple utterances impact the environment and cause other people to respond and interact. This language explosion happens so quickly and in miraculous ways!

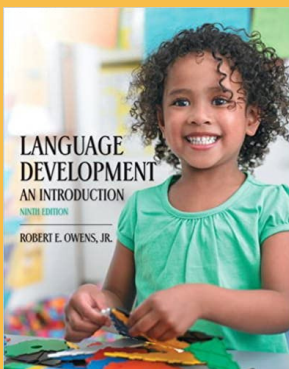


Normal Language Development

CSD 266

Fall 2021

Required Textbook

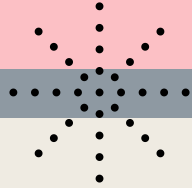


In this course, you will learn the components of language and the differences between language, speech, and communication. You will discover how language is created and organized in the brain and how language develops and builds upon itself throughout the lifespan. You explore how adults mold and scaffold 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, yet amazed by the ease at which most of us learn to speak our mother tongue.



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 develop materials about 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/Dates	Content	Chapter
1. 9/3	Overview of this course	
2. 9/6-10	Community building; The Territory	1
3. 9/13-17	Describing Language	2
4. 9/20-24	Neurological Bases of Speech and Language	3
5. 9/27-10/1	Cognitive, Perceptual, and Motor Bases of Early Language and Speech	4
6. 10/4-8	Catch-up, review, Exam 1	Canvas
7. 10/11-15	Social and Communicative Bases of Early Language and Speech	5
8. 10/18-22	Language-Learning and Teaching Processes and Young Children	6
9. 10/25-29	First Words and Word Combinations in Toddler Talk	7
10. 11/1-5	Preschool Pragmatic and Semantic Development; Brochures/Handouts due	8
11. 11/8-12	Catch-up, review, Exam 2	Canvas
12. 11/15-19	Preschool Development of Language Form	9
13. 11/22-24	Early School-Age Language Development	10
14. 11/29-12/3	School-Age Literacy Development	11
15. 12/6-10	Adolescent and Adult Language; Literacy Activities due	12
December 14 12:30-2:30 pm	FINAL EXAM	

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

J. K. Rowling



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) questions. The final exam will not be cumulative.
2. Weekly Quizzes: There will be 12 weekly quizzes to help you understand and process the information. These will be “low stakes” formative assessments and you can take each one up to 3 times.
3. Application: There will be several opportunities to analyze videos or practice new skills in class. You may be asked to submit a reflection, worksheet, etc. on these activities to demonstrate learning.
4. Projects: There will be two projects to be completed with a small group. The finished projects will be shared in a public forum, such as the CSD Facebook page or with area daycares.
 - a. Create a brochure/handout. 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 bookreading, going to the grocery store, and at the park.
 - b. Develop a literacy activity. In a small group, you will be given a picture book and you will create a few activities to use with this book to address literacy and language skills. You will present this to the class.
5. Final Reflection (optional): You will have an opportunity to summarize your learning over the course of the semester in a final reflection of what you learned and how you learned.
6. Supplemental Reflections (optional): You will have two opportunities to listen to a podcast, watch a documentary or TED Talk, or use other media to learn more about a related topic and write a reflection about what you learned and how it relates to course content.

Specifications Grading

This course will use a specifications grading system (Nilson, 2014), which is likely different from how you have been graded in the past. This grading scheme is directly related to your demonstrated competencies across the various learning outcomes for the course. This type of grading also gives you a choice in determining your desired grade and the necessary work and competency to achieve it. Exams will be graded on a typical percentage scale and assignments will be graded as exceeds or meets expectations or "not yet..." You will have two “tokens” or opportunities to improve competency. Thorough directions will be given for each assignment with clear criteria for meeting expectations.



The grading policy is on the following page. For B, C, and D grades, a + or - will be determined by writing a final course reflection and by course participation and attendance. See separate attendance policy



**There are three ways to ultimate success:
The first way is to be kind.
The second way is to be kind.
The third way is to be kind.**

Fred Rogers

Grades

Criteria

A

- Complete all exams with a score of >90%
- Complete parent handout and literacy assignment by exceeding expectations
- Complete 12 quizzes with a score of 100%
- Complete two supplemental reflections by exceeding expectations
- No tokens were used

A-

- Complete all exams with a score of >90%
- Complete parent handout and literacy assignment by exceeding expectations
- Complete 12 quizzes with an average score of >90%
- Complete two supplemental reflections by exceeding expectations
- No more than one token was used

B

- Complete all exams with a score of >85%
- Complete parent handout and literacy assignment by exceeding expectations
- Complete 10 quizzes with an average score of >90%
- Complete one supplemental reflection by exceeding expectations
- Used 1-2 tokens

C

- Complete all exams with a score of >75%
- Complete parent handout and literacy assignment by meeting expectations
- Complete 10 quizzes with an average score of >80%
- Used 1-2 tokens

D

- Complete all exams with a score of >65%
- Complete parent handout and literacy handout—one with meeting expectations or above and one that doesn't meet expectations yet
- Complete >5 quizzes with an average score of >80%
- Used 2 tokens (or didn't take advantage of the opportunity when warranted)

F

- Missing an exam or assignment (parent handout, literacy assignment); repeated unexcused absences
- Completed fewer than 5 quizzes
- Didn't take advantage of the opportunity to use tokens when warranted

Example: 1st exam-82%, 2nd exam-77%, 3rd exam-75%, parent handout and literacy handout-met expectations, 11 quizzes-82% average, used 1 token. Adequate class participation. Missed two classes due to illness, but notified instruction beforehand. Completed thoughtful final reflection. Final grade: C+

Example: 1st exam-93%, 2nd exam-89%, 3rd exam-86%, parent handout and literacy handout-exceeded expectations, 10 quizzes-95% average, used 2 tokens. Adequate class participation. Missed two classes and notified instruction afterward. Did not complete final reflection. Final grade: B-

Course Policies

1. 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 (Dear 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.*

2. Disability Accommodations: Students with documentation through disability services will be accommodated. I have worked hard to make all materials accessible to screen-readers and have added closed-captions where possible. I will use automatic subtitles during class. 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 me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

3. "Best by" Dates: We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, fill out the "due date extension request" form in advance and outline a new due date with justification. the due date. Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date.

4. Intellectual Property: Lecture materials and any potential recordings for CSD 266 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings and take notes for their personal use related to participation in this class. 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:

- a. 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 some class meetings you will have at least one project, exercise, test, and/or discussion that will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I would encourage to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class. **Note that properly worn (covering nose and mouth) face coverings are required to attend class.**
- b. Attendance to class can affect your grade, especially if you are working toward a "+" (see grading policy). However, we are still in the midst of a pandemic and it is likely that many of your may be quarantined due to exposure or actually become ill. Similarly, life events (family illness, births, transportation problems, etc.) happen. While I will be tracking attendance, your absence will not affect your grade, if you let me know prior to class that you will not be in attendance and you make-up the work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse.
- c. Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" [here](#).
- d. 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.
- e. During the first eight days of the regular 16-week term, I 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. If you do not make satisfactory arrangements with me 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.

Academic Integrity

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. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

(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](#).

Student Supports

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 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.](#)

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.

Resources:

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

EMERGENCIES

- In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to CSD Clinic hallways. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.