

SLHS 4560: Language Development

University of Colorado – Boulder

Department of Speech, Language and Hearing Sciences

INSTRUCTOR: Donna Boudreau, Ph.D.
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COURSE MODE: Online/Distance-Learning– Desire to Learn (D2L)
CREDIT HOURS: 3
OFFICE HOURS: By appointment or Zoom <https://cuboulder.zoom.us/>

COURSE DESCRIPTION

SLHS 4560: Language Development will focus on language development from birth to early adolescence. The purpose of this class is to provide a basis of knowledge in language and related processes that will be the foundation for further study and clinical practice. Through readings, lectures, discussions, and video examples, students will acquire knowledge about key stages of development in communication and language; the social and cognitive contributions to communication development; the relationship between oral and written language, and language differences in children.

COURSE OBJECTIVES

SLHS 4560: Language Development will provide the student with the following competencies enabling them to:

1. Identify different components of language acquisition
2. Describe different stages of language development and key levels of accomplishment within varied age ranges
3. Explain varied theoretical frameworks that describe the developmental process
4. Describe the relationship between language and literacy (reading and writing)
5. Identify language differences in children from varied cultural/linguistic communities

REQUIRED TEXTBOOK

McLaughlin, S. (2006). *Introduction to Language Development*. Thomson/Delmar Learning. ISBN: 9780769302652. Additional readings will be posted online.

COURSE FORMAT

SLHS 4560 is an online course using D2L. All materials related to the course (lecture presentations, assignments, exams) will be accessed and submitted through D2L. You are expected to check the course at least once every two days for updates. It is your responsibility to keep abreast of ongoing communications/discussions within this class.

COURSE COMMUNICATION

Please email me any questions/comments/concerns using D2L. I will respond to emails/discussion board postings within 48 hours (with the exception of weekends and holidays). The discussion board can be used to post questions that may benefit the entire class; personal questions/comments should not be communicated using this platform. If you have a critical issue that needs immediate attention, you may email me at Donna.Boudreau@colorado.edu or telephone at (970) 689-9167.

COURSE ORGANIZATION

The class consists of six modules, addressing varied topics of early language and communication development. There are varied learning experiences within each module: text reading, lecture, content presentation, homework assignment, and a quiz. Additionally, students will complete an observation assignment for children at the toddler, preschool and school-aged stage of development. These tasks are designed to assist students with varied learning styles, as well as to assist students in applying content information to practical/real life situations. Module lessons/lectures will emphasize key concepts from the readings, as well as information that may not be in the text. You will be responsible for knowing all of this information. If there is anything that you are not clear about, or anything you would like to know more about, please don't hesitate to ask.

COURSE CONTENT

Topics covered, relates tasks and reading, as well as assignments, are presented below.

WEEK	MODULE/CONTENT	READINGS	ASSIGNMENTS /EXAMS
1	1 Introduction to Communication Development Theories of Language Acquisition	Chapter 1: <i>The Dimensions of Human Communication</i>	Intro assignment
2	1 Introduction to Communication Development Theories of Language Acquisition	Chapter 4: <i>Models of Language Development (pp. 123-129)</i>	Assignment 1
3	1 Introduction to Communication Development Theories of Language Acquisition		Quiz 1
4	2 Early Communicative Development	Chapter 3: <i>Interactive Bases of Human Communication (pp. 79-106)</i>	Assignment 2
5	2 Early Communicative Development	Chapter 5: <i>Infant Communication</i>	Quiz 2
6	2 Early Communicative Development	Chapter 6: <i>Early Language Development</i>	Toddler Observation Report
7	3 Language Development in Toddlers		Assignment 3
8	3 Language Development in Toddlers		Quiz 3
9	4 Preschool Language Development	Chapter 7: <i>Pragmatic and Semantic Development in Preschoolers</i>	Midterm
10	4 Preschool Language Development	Chapter 8: <i>Developing Grammar in Preschoolers</i>	Assignment 4 Quiz 4
11	5 Language Development in the School-age Years	Chapter 9: <i>Language and Literacy During the School Years and Beyond</i>	Preschool Observation Report
12	5 Language Development in the School-age Years		Assignment 5
13	5 Language Development in the School-age Years		Quiz 5
14	6 Linguistic Differences	Chapter 10: <i>Language Differences: Diversity and Disorders</i>	School-age Observation Report
15	6 Linguistic Differences		Quiz 6
16	FINALS WEEK		Final Exam

EVALUATION

All assignments information may be accessed through the Dropbox menu on D2L. Assignments must be downloaded through this link and saved as a word document. Assignments should NOT be cut and pasted into email.

1. Introduction – Each student will complete a brief introduction of them self to share with me and other students. This assignment can be accessed under the assignments link. Please copy the questions, form an answer, and then reply to the posted message. I am aware that this cohort has been working together and many of you may already know each other quite well, but this will help me get to know you. I have posted my own introduction as a model. Additionally, I am posting a video link so that you might see me in person and match a name to a face.
2. Homework assignments – Students will be required to complete five homework assignments that will serve to apply lecture/text information to authentic contexts. Homework assignments will be accessed through the assignments heading. Homework assignments will be graded based on completeness and general accuracy, as well as timeliness of the submission. I will post a key for each homework assignment after the timeframe for submission is closed.
3. Quizzes – Students are required to complete six quizzes throughout the semester. Quizzes will be available through the Assessments link 48 hours before they are due. Students will be allowed to use their notes/books/other materials in order to complete the quizzes. Information detailing when quizzes must be completed by is available in the

assessment link of the website. Late assignments will not be accepted, so please plan accordingly. Students will be allowed to access the quiz multiple times, but may only SUBMIT the quiz once.

4. Observation Reports – Students will complete three observation reports designed to assist in learning concepts presented in class. Students will be assigned several videos to view, and to complete a report which requires them to apply their knowledge of language and communication to these video samples. A detailed description of this assignment will be available through the assessment link. Late assignments will be penalized 10% of total available points per day, so please plan your time accordingly.
5. Midterm and Final Examinations – Students will complete a midterm and final examination. Each exam will cover all material covered until that point in time (final exam will be cumulative). Exams will be posted for 36 hours. Students are expected to complete assignments independent of notes, books, or help from others. Failure to complete an exam within the time constraints will result of loss of points for this exam.

GRADING

ASSIGNMENT	POSSIBLE POINTS
Module Assignments (5 @ 20 points each)	100
Module Quizzes (6 @ 50 points each)	300
Observation reports (3 @ 100 points each)	300
Midterm and Final exam (2 @ 150 points each)	300
Total Points	1000

Final Grades will be calculated using the following scale:

93.0-100%	A	87.0-89.9%	B+	80.0-82.9%	B-	73.0-76.9%	C	67.0-69.9%	D+	60.0-62.9%	D-
90.0-92.9%	A-	83.0-86.9%	B	77.0-79.9%	C+	70.0-72.9%	C-	63.0-66.9%	D	<60%	F

SOME UNIVERSITY POLICIES

Disabilities

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{insert your procedures here}} See full details at http://www.colorado.edu/policies/fac_relig.html

Learning Environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination & Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and

employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Academic Honesty

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>