

University of South Florida Sarasota-Manatee
Communication Sciences & Disorders
College of Arts and Sciences
<http://www.sarasota.usf.edu/academics/CAS/academics/csd.php>

Syllabus
SPA 3004 Introduction to Language Development and Disorders
Spring 2012 (Full term, 3 credits)
This course is 100% online

Instructor Information

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Office hours: Wednesday, 10:00-12:00 and by appointment

Be sure to check your USF email daily for class announcements and communications.

How to login to your USF email:

1. Login to blackboard <https://my.usf.edu>
2. Select "email" from the tabs at the top of the screen
2. Select "students –USF google mail" from the drop-down menu.

If you have questions about the course or its content, rather than emailing me, please post them in the **Q&A Discussion Board** so everyone can benefit from the answers:

1. Login to Blackboard
2. Click on our course
3. Select Discussions
4. Click the Q&A link to enter
5. Click "Create Thread" to post your question as a new thread, or continue an existing thread by responding with further questions or comments
6. Click **SAVE DRAFT** to save your thread and work on it later. If you save, **only you will see it.**
7. **Be sure to click SUBMIT to post the thread and allow me and others to view it.**

Need help?

- Blackboard tutorials: <http://www.cte.usf.edu/resources/blackboard/>
- Other tutorials for students: http://www.sarasota.usf.edu/Academics/DE/current_students.php
- USFSM Direct Technical Assistance: Contact Dale Drees: 941-359-4215 or ddrees@sar.usf.edu
- USF Toll-free Helpline: 866-974-1222
- USF Live online help: http://usfsupport.custhelp.com/app/chat/chat_launch

PROGRAM MISSION STATEMENT

The mission of the BS-SLS program is to prepare students with degrees in other fields for competitive application to masters degree programs in speech-language pathology. This preparation includes the acquisition of foundational concepts of speech, language, and hearing sciences, advancement of critical thinking and communication skills, and understanding of professional conduct and scope of practice at a level appropriate for the position of speech-language pathology assistant.

Academic Learning Compact: http://www.sarasota.usf.edu/academics/cas/academics/csd_ps.php

COURSE DESCRIPTION: This course will provide an understanding of child language development from infancy through the adolescent years, including the conditions and symptoms associated with disordered language development. The class will also provide some exposure to research on literacy and academic language acquisition, as well as language and literacy development for bilingual children.

OBJECTIVES AND DESIRED LEARNING OUTCOMES: The Course objectives for SPA 3004 will meet the following ASHA Knowledge and Skills Acquisition (KASA) Standards:

Standard III-B: Demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

Standard III-C: Demonstrate knowledge of the nature of speech, language, hearing and communications disorders and differences including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic and cultural correlates of the disorders.

These standards will be achieved through a combination of lecture presentations (on Blackboard), live online labs (via Elluminate), assigned readings, and other assignments. Your progress toward these goals will be measured by your performance on assignments and assessments.

REQUIRED MATERIALS

Textbook: Pence, K. L. & Justice, L. M. (2011, 2nd Ed.). *Language development from theory to practice*. Pearson Education. ISBN: 013707347X

Note: Other assigned readings will be posted on Blackboard in Adobe .pdf format.

Software: You will need some kind of concept-mapping software to complete assignments. There are many options including FREEware. To learn more:

1. Login to Blackboard
2. Click on our course
3. Click Course Documents on the left menu bar
4. Enter the “Week 1-Welcome to class!” folder
5. Enter the folder entitled, “Intro to concept-mapping”

TECHNOLOGY REQUIREMENTS

- Reliable, daily Internet connection: high speed connection (DSL/cable) is highly recommended.
- Active USF NetID – For help, go to <http://it.usf.edu/services/netid>
- Requirements for [Elluminate](#) (used for live, online labs):
 - Headset with microphone
 - 20 MB free disk space
 - 28.8 Kbps Internet connection

COURSE FORMAT

This course is 100% online and is designed to be an interactive experience. Course material will be presented in two formats:

- 1) Asynchronous (own your own, via Blackboard): This includes reading and other assignments, assessments, web resources, and lectures (PowerPoint, videos, podcasts, etc.) that will be posted in Blackboard. Lectures are intended to clarify reading and highlight important concepts and their application, with some opportunity to practice on your own.
- 2) Synchronous (live): Labs will be presented live online via [Elluminate](#) (web-conferencing software) intermittently throughout the semester (see green cells in schedule below). Labs will provide live interaction for questions, discussion, collaborative practice, and opportunities to hear guest speakers. Attendance for labs is recommended, but not mandatory. Labs will be recorded and available to view on your own.

ASSIGNMENTS/ASSESSMENTS

- **Concept maps** (yellow cells in schedule below): Concept maps (CMs) are graphic organizers that summarize key information and display relationships among ideas or concepts. There will be specific instructions and criteria for each CM; however, you can learn about concept-mapping in general and find software options in the “Intro to concept-mapping” folder, located inside of the Week 1 folder in Course Docs (in Blackboard). There are 7 CMs; each is worth **15 points**.
- **Discussion board (DB) assignments** (purple cells): The DB assignments will serve as a forum for critical thinking, reflection, and conversation about the content of the course. You will be asked to develop a post and respond to a classmate. There are 6 DBs; each is worth **15 points**.
- **Language observation project** (pink cells): This is an opportunity for you to observe child language in action and comment on your observations based on the language development theories and concepts we address in class. The language observation projects will involve specific procedures and criteria that will allow you to demonstrate your ability to apply language development theories and research findings as well as develop your writing skills. This is the major assessment of the course. **Worth 100 points**.
- **Reflection paper** (pink cells): This final assignment will invite you to synthesize and critically comment on what you have learned about child language development throughout the semester. Instructions and requirements will be provided. **Worth 30 points**.

DUE DATES

The schedule below is based on a Monday-Sunday week. Unless otherwise specified, all assignments are due (must be posted in Blackboard) by 11:59 pm EST on Sunday at the end of the given week.

Penalty for late submissions and incorrect format: Any assignment submitted past 11:59 PM EST on the due date indicated will be penalized 5 points per day late up to a maximum of 3 days. After 3 days late, the assignment will receive a zero. NOTE: Be sure your assignments are correctly uploaded and attached in BB. “Empty” assignments (i.e. submission without attachment) will be considered LATE and points will be deducted accordingly. Submissions that are not in the requested file format (e.g., .docx, .pdf, .jpg) will be deducted 3 points and must be resubmitted within 24 hours of my request. If resubmission is beyond 24 hours of request, late penalties (see above) will apply. Request for resubmission may be via email or comment in your grades.

PROJECTED SCHEDULE

Date (week of)	Topic	Reading/lecture	Assignment/ Assessment	Other activities
Week 1: 1/9	Welcome & Intro to concept mapping	- Review syllabus and welcome materials in Week 1 folder	-Download/purchase concept-mapping software - Concept map (CM) 1: Autobiography DUE 1/15	Meet your classmates by looking over and responding to their CMs, posted on class DB.
Week 2: 1/16	Intro to lang. devlpt.	Pence & Justice (P&J) Ch. 1	- Discussion board (DB) 1: Intro DUE 1/22	
Week 3: 1/23	Theories	- P&J Ch. 2 - Deb Roy lecture (TED), <i>The birth of a word</i>	CM 2: Language development theories DUE 1/29	
Week 4: 1/30	Building blocks	- P&J Ch. 3 - Jean Berko Gleason lecture, <i>Unfolding language, unfolding life</i>	CM 3: Components of language DUE 2/5	Elluminate lab 1 Wednesday, 2/1 6:00-8:00 pm EST
Week 5: 2/6	Infancy	P&J Ch. 5 (Note: Ch. 4 is not required). - Patricia Kuhl lecture (TED), <i>The linguistic genius of babies</i>	DB 2: Infancy DUE 2/12	
Week 6: 2/13	Toddler years	P&J Ch. 6	CM 4: Toddlerhood; DUE 2/19	
Week 7: 2/20	Preschool	P&J Ch. 7	DB 3: Preschool DUE 2/26	
Week 8: 2/27	School years	- P&J Ch. 8, - Wilkinson & Silliman, 2008	DB 4: School years DUE 3/4	Elluminate lab 2: Wednesday 2/29, 6:00-8:00 EST
Week 9: 3/5	Language development in action	Child language observation project (CLOP) DUE 3/11		
Week of 3/12	SPRING BREAK: NO CLASS!			
Week 10: 3/19	Language diversity	- P&J Ch. 9, pp. 312-329 - Adger et al., 2007, Ch. 7	CM 5: Language diversity DUE 3/25	
Week 11: 3/26	English language learners	- Goldenberg, 2008 - Kohnert, 2008, Ch. 4	DB 5: ELLs DUE 4/1	Lab 3: Dr. Danzak on ELLs and academic language and literacy Wednesday, 3/28 6:00-8:00 pm EST
Week 12: 4/2	Language disorders, overview	- P&J Ch. 9, pp. 330-353 - Ruiz & Beltrán, 2002	CM 6: Disorders DUE 4/8	

Week 13: 4/9	Autism spectrum disorder	ASD Reading to be determined	DB 6: ASD DUE 4/15	Lab 4: Catherine Zenko, M.S., CCC-SLP, Coordinator of Education and Training, UF Center for Autism and Related Disabilities (CARD) Wednesday, 4/11 6:00-8:00 pm EST
Week 14: 4/16	Assessment of language disorders	Owens (2010), Ch. 3.	CM 7: Assessment of language disorders DUE 4/22	
Week 15: 4/23	Wrap-up	Reflection paper, DUE FRIDAY, 4/27		

REFERENCES FOR ADDITIONAL READINGS (pdf. files will be provided)

- Adger, C. T., Wolfram, W., & Christian, D. (2007). *Dialects in schools and communities* (2nd Ed.). Mahwah, NJ: Lawrence Erlbaum. Ch. 7: Language variation and reading, pp. 125-150.
- Goldenberg, C. (2008). English language learners: What the research does –and does not- say. *American Educator, Summer*, 8-44.
- Kohnert, K. (2008). *Language disorders in bilingual children and adults*. San Diego, CA: Plural Publishing. Ch. 4: Primary developmental language disorders in bilingual children, pp. 83-110.
- Owens Jr., R. E. (2010). *Language disorders: A functional approach to assessment and intervention*. 5th Ed. Boston, MA: Pearson. Ch. 3: Assessment of preschool and school-age children with language impairment, pp. 69-98.
- Ruiz, N. T., Vargas, E., & Beltrán, (2002). Becoming a reader and writer in a bilingual special education classroom. *Language Arts*, 79 (4), 297-309.
- Wilkinson, L. C. & Silliman, E. R. (2008). Academic language proficiency and literacy instruction in urban settings. In L. C. Wilkinson, L. M. Morrow, & V. Chou (Eds.), *Improving literacy achievement in urban schools: Critical elements in teacher preparation*. Newark, DE: International Reading Association.

GRADING

The point totals from all assignments and assessments will be totaled, for 325 total possible points. Points earned will be divided by 325 for the following letter grade percentage cut-offs:

Grade	Percentage	Grade	Percentage
A+	98-100%	B-	80-82%
A	93-97%	C+	78-79%
A-	90-92%	C	73-77%
B+	88-89%	C-	70-72%
B	83-87%		

LAST DAY TO DROP: March 24, 2012 is the last day to drop with a ‘W’; no refund, no academic penalty.

USF Sarasota-Manatee Policies and Procedures

Religious Observances

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

Disabilities Accommodation

Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of

Accommodation. www.sarasota.usf.edu/Students/Disability/

Contact Information: Pat Lakey, Coordinator 941-359-4714

plakey@sar.usf.edu

Academic Dishonesty

The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#) and the [USF Student Code of Conduct](#).

Undergraduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

Graduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog, [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#) and the [USF Student Code of Conduct](#).

Undergraduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

Graduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

Contingency Plans

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Emergency Preparedness

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site <http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>

Fire Alarm Instructions

At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.