

CSD 5380 Speech and Language Development

Fall 2018

Instructor: Robert Kraemer Ph.D., CCC-SLP
Office Hours: by appointment (email to schedule)

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Course Description and Objectives: The purpose of this course is to provide students with a background in the sequence and processes associated with typical speech and language development. Students will be introduced to current models of phonological, lexical, morphological, syntactic and pragmatic acquisition.

The specific objectives for this course are as follows:

1. To become familiar with the milestones, sequences, and processes associated with typical language development.
2. To become informed about different theories of language development and the core issues surrounding the study of language acquisition.
3. To become familiar with methodologies used to examine children's linguistic competence.
4. To reexamine models of typical language development in light of the developmental profiles associated with clinical populations.
5. To develop personal expertise in an area of language development through individual investigation of the research.

Required Text:

Hoff, E. (2014). *Language development 5th Edition*. Pacific Grove, CA: Brooks/Cole.

Late Assignment Policy: Assignments turned in late are penalized one letter grade for each day beyond the due date. Any special considerations requiring make-up examinations must be approved by the instructor prior to the scheduled date (at least 2 weeks' notice preferred). Students must provide a serious and compelling reason for the inability to take an exam on the scheduled date.

Grade Determination: The total number of points possible in this course is 180. These points are based on students' performances on three exams, an article synthesis assignment, and two child language probe exercises.

10 Quizzes (100 points; 10 points each)
3 Exams (150 points; 50 points each)
1 Article Synthesis Assignment (50 points)
2 Child Language Probes (50 points: 25 points each)

Course Grade: Grades will be determined based on the percentage of total points earned.

A	100 – 92	C+	79.9 – 77	D-	61.9 – 60
A-	91.9 – 90	C	76.9 – 72	E	59.9 and below
B+	89.9 – 87	C-	71.9 – 70		
B	86.9 – 82	D+	69.9 – 67		
B-	81.9 – 80	D	66.9 – 62		

Assignments:

1. **Quizzes (10 points each).** Ten online chapter quizzes will be administered upon completion of the online lectures. You must complete the chapter quiz in order to proceed to the next chapter. Quizzes are open book, open notes, and can be taken twice. Your highest score will count towards your grade. Quizzes can be used to study as a study guide as several quiz questions may appear on exams.
2. **Exams (50 points each):** Three exams will be administered - see the scheduled dates on the syllabus. Questions will be based on reading assignments, lectures, and other materials presented in on-line lectures. Exams will be taken at the Testing Center.
3. **Research Article Summaries and Synthesis (50 points):** Each student is required to write summaries and a synthesis of 5 **research** articles focusing on a child language topic. All of these articles must be on the same topic (see list of pre-approved topics) and must be more recent than 2000. Only primary sources may be used. In other words, these must be experimental studies from research journals (see Hoff 2014, pg. 27 for examples of research journals). **Secondary sources (e.g. academic books, book chapters, review articles, meta-analyses), tertiary sources such as textbooks, or “other” types of sources (e.g. non-journal internet materials, newspaper articles, magazine articles from *Time*, *Discover*, *American Scientist*, etc.) may not be used for this assignment. Reports on clinical populations will not receive credit** (e.g. children who use cochlear implants, children with Down syndrome, children with autism, children with dyslexia, etc.). In addition, **the 5 journals listed on pg. 27 as “language disorders journals (e.g. *Journal of Speech, Language, and Hearing Research*)” and journals focusing on autism, intellectual, or developmental disabilities may not be used for this assignment.**

Approximately *one-and-a-half to two double-spaced typed pages should be devoted to summarizing each article*. Article summaries must report on: (1) the specific developmental question investigated (note: this will be more specific than the general topic); (2) the research design and methodology used; (3) the study’s results; and (4) the implications of the study results to our understanding of the topic. A photocopy of each article’s abstract (i.e. the first page of the article) must be attached for full credit. In addition to the individual summaries, each student must provide an *overall summary and synthesis which integrates information across the 5 articles (expected length: three-and-a-half to five pages)*. Your synthesis can follow a variety of formats depending on the nature of the articles. For example, a **developmental synthesis** integrates information across articles by comparing and contrasting the performances of children at different ages. This format uses the comparison across studies to describe a general pattern or process associated with growth in the topic area. An **argument synthesis** describes two or more opposing theories utilized in the investigations and uses the information to argue the evidence offers the best support for one of the theories, or neither of the theories, or provides partial support for multiple theories. A **comparison and contrast synthesis** would be appropriate in cases where cross-linguistic information is being integrated or when the potential impact of different demographic variables is being considered (e.g., sex, socioeconomic status).

Pre-Approved General Topics for Article Summaries (other topics will require instructor approval): *pre-linguistic speech perception, critical period hypothesis, the Whorfian hypothesis (linguistic determinism) in development, infant directed speech (motherese), language learning by neural networks (connectionism), genetic factors associated with language development, environmental factors associated with language development, acquisition of specific morphological/grammatical forms (e.g. past tense, pronouns, WH-questions, passive sentences), development of theory of mind, babbling, first words, word spurt, early word combinations, sex differences in language development,*

overregularization errors, overextension errors, sequential bilingualism, simultaneous bilingualism, development of working memory, effects of socioeconomic status on language development, effects of television/media on children's language development, children's peer conversations, metalinguistic awareness, emergent literacy, cross-linguistic differences in narrative development.

4. **Child Language Probes (25 points each):** Each student is required to administer and report on two child language probes (age range: 18 months to 8 years). A set of six different probes with specific instructions and report forms will be provided. These probes represent shortened versions of procedures that have been used by child language researchers to investigate children's linguistic knowledge. Written documentation of parental permission must be obtained and turned in to the instructor along with the probes. Failure to provide parental consent will result in a grade of 0 (zero).

Course Schedule:

DATE	TOPIC/EXAMS	READINGS/ASSIGNMENT
Week 1 (8/20)	Introduction to the Study of Language Development	Ch. 1
Week 2 (8/27)	Biological Bases of Language Development	Ch. 2
Week 3 (9/4)	Foundations of Language Development	Ch. 3
Week 4 (9/10)	Phonological Development	Ch. 4
Week 5 (9/17)	EXAM 1	
Week 6 (9/24)	Lexical Development	Ch. 5
Week 6 (10/1)	Morphological/Syntactic Development	Ch. 6
Week 7 (10/8)	Fall Break	
Week 8 (10/15)	Morphological/Syntactic Development (cont.)	Ch. 6
Week 9 (10/22)	Communicative Development	Ch. 7
Week 10 (10/29)	EXAM 2	
Week 11 (11/5)	Language, Culture and Cognition in Language Development	Ch. 8
	[Child Language Probes Due by 11/10]	
Week 12 (11/12)	Childhood Bilingualism	Ch. 9
Week 13 (11/19)	Language in the School Years	Ch. 10
	[Article Synthesis Due by 11/24]	

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS): <http://disability.utah.edu/> 162 Olpin Union Building; (801)-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.
2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***The code of Student Rights and Responsibilities.*** The code is provided in detail on the University of Utah web page (<http://www.saff.utah.edu/CODE.HTM>). The code specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc.
4. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
5. ***Drop/Withdrawal.*** The last day to drop (delete) classes is [date]; the last day to withdraw from this class is [date]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
6. ***Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.
7. ***LGBT Resource Center.*** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

8. *Learners of English as an Additional/Second Language.* If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

9. *Statement of Equal Access*

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. In order to establish the existence of a disability and/or request reasonable accommodation for classes, students should contact the Center for Disabled Student Services (160 Olpin Union Building, 581-5020). If arrangements are not necessary through the Center for Disabled Student Services, but through the instructor alone, please bring concerns to the instructor so that accommodations can be considered.