

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 95

Introduction to Speech and Language Development

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements made by logging onto the Blackboard website on a regular basis.

INTRODUCTION AND COURSE DESCRIPTION

This is a 3-unit undergraduate course concerning the typical speech and language development from infancy through adolescence. Techniques for enhancing the speech and language development of infants, toddlers, and school-aged children will be discussed. There are 6 learning modules to complete. All course materials can be found online through Blackboard. There are PowerPoint presentations to listen to, and the written scripts for the PowerPoint presentations are also available to help you study.

PRIMARY LEARNING GOALS/OBJECTIVES

Upon completion of this course, it is expected that students will be able to:

1. Define *communication, speech, and language*
2. Demonstrate knowledge of two major viewpoints of what constitutes language: the linguistic viewpoint and the behavioral viewpoint
3. Analyze language samples according to linguistic and behavioral theories
4. Describe the major models that have been proposed to explain language development, including *nativism, interactionism, and behaviorism*
5. Demonstrate understanding of Piagetian theory in explaining the cognitive bases for language development
6. Describe early infant vocalizations and pragmatic language behaviors, such as eye gaze and turn taking
7. Describe speech and language development in toddlers
8. Apply techniques for enhancing language development in infants and toddlers
9. Demonstrate understanding of the importance of peer interaction and play in the speech and language development of preschoolers
10. Describe developing grammatical structures in preschool children, with an emphasis on Brown's 14 grammatical morphemes
11. Practice techniques for enhancing language development in the preschool child
12. Describe the continuing development of speech and language as children enter the school years
13. Demonstrate understanding of the development of literacy (including phonological awareness skills) – beginning in infancy and progressing through the school years
14. Apply techniques to enhance the development of literacy in children from infancy on into the school years
15. Demonstrate understanding of bilingual language development and typical processes of second language acquisition

REQUIRED TEXT

McLaughlin, S. (2006). *Introduction to Language Development*. (2nd ed.) San Diego, CA:

Thomson/DelMar Learning.

GRADING

There will be the following opportunities to receive points:

Exams (5 @ 50 points)	250
Bb Assignments	100
Total points possible	350

A standard grading scale will be used to determine the final grade, as follows:

89.5 – 100%	A	315 - 350
79.5 – 89.49%	B	280 - 314
69.5 – 79.49%	C	245 - 279
59.5 – 69.49%	D	210 - 244
59.49% and less	F	209 and below

EXAMS

1. Exams consist of multiple-choice and true/false questions.
2. Exams are timed. You have one hour to complete the exam, without penalty. The exam will not “disappear” after one hour, but if you go over that amount of time, your score will be “flagged” and the instructor will look at it and determine how much your score should be reduced, as a result of having taken more than the allotted amount of time.
3. You must answer each question as they come up, and you may not “backtrack.”
4. The questions are presented in random order; no two of you will be seeing the questions in the same order.
5. **THESE ARE NOT MEANT TO BE “OPEN BOOK” EXAMS.** They are the same exams as you would be taking were you sitting in a classroom, under instructor supervision. Therefore, you should not give yourself access to notes or any other instructional materials during the exam. Similarly, you should take the exams independently, without any “buddies” standing by to help. Study as you would for any exam, and let your conscience be your guide!
6. **FOR ALL EXAMS, DO NOT “PUT OFF” TAKING THE EXAM UNTIL THE LAST MINUTE!!! DO NOT, FOR EXAMPLE LOG ON A MERE ONE HOUR BEFORE THE EXAM IS SCHEDULED TO BECOME UNAVAILABLE!!!!**

7. The last exam will be considered to be the final exam, but it will not be cumulative and will only reflect information presented during Learning Module #5, in addition to a brief module #6 on multicultural issues. It will be available all during finals week, so that students may take it at a time convenient to them.
8. At times, students get “frozen” out of the exams. The most the technological folks have been able to explain is that if you take too much time on a question, the exam will lock you out. So, try to answer each question within one minute.
9. **IF YOU DO GET “FROZEN OUT” DO NOT PANIC!!!** Contact either the instructor, Christine Maul, or the graduate assistant, Ana Atkinson, by personal email. We will “unfreeze” you and reset your exam. We will be checking our email frequently on exam day. Unfortunately, no matter how far along you were in the exam process, you must retake the exam in its entirety.

WE KNOW AND UNDERSTAND HOW FRUSTRATING TAKING EXAMS BY INTERNET CAN BE. PLEASE KNOW THAT, IN THE EVENT OF TECHNOLOGICAL DIFFICULTIES, WE WILL WORK WITH YOU TO MAKE SURE YOU ARE ABLE TO COMPLETE THE EXAM.

BLACKBOARD POSTINGS

There is one major assignment, or Blackboard posting, for each learning module. The postings are worth 20 points each, for a total of 100 points. Therefore, the Blackboard postings account for almost a full third of your grade. **You must complete Blackboard postings in a thorough and timely manner to get a good grade in the class.**

ABSOLUTELY NO LATE BLACKBOARD ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON!!! THAT MEANS EVEN IF IT IS “ONLY” A MINUTE LATE, IT WILL NOT BE ACCEPTED!!! THIS IS A HARD AND FAST RULE, SO PLEASE DO NOT CONTACT THE INSTRUCTOR TO ASK FOR A LATE SUBMISSION TO BE ACCEPTED.

You can find all of the assignments under Course Documents. Turn your assignments in to the designated forum on the Discussion Board of this on-line class. Please note that the date and time you turn in your assignment is duly recorded by the computer, and **late assignments will not be accepted.** There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Blackboard problem, I can confirm that with the University, and I will accept the work. **In the event you cannot log onto Blackboard to complete work, send your work to me at sfinley@csufresno.edu as an attachment *or* take a hard copy of your work to the CDDS Department office and ask office staff to time and date stamp it and place it in my box.**

For this internet class, students are given the opportunity to respond to the instructor's feedback and revise their assignments to maximize the points awarded. You will have **one** opportunity to respond to feedback, and your revised assignments must be submitted no later than **one week** after you have received your feedback. Remember, that everything turned in to the Discussion Board is timed and dated, so there is never any question as to when something was turned in and when feedback was received.

To post:

1. Click on Discussion
2. Click on Bb #1, 2, 3, 4, or 5
3. Click on Create Thread
4. From here on, it's just like an email message:
 - a. Subject – Use “Bb assignment # -; Your last name”
 - b. Click Attach a File – just like you would attach anything to a regular email
 - c. Click submit
 - d.

File Formats for Blackboard Posts

- **All file formats from word processing programs associated with Microsoft Word are acceptable.**
- If you use an uncommon word processing program, please contact the teaching assistant (TA) to do a test run with a one-sentence document to make sure it can be opened.

TECHNOLOGY REQUIREMENTS FOR THE INTERNET CLASSROOM

To take this class you must have the following:

- a. A computer with Internet access.
- b. An active email account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
- c. **Microsoft Office** (You may purchase Microsoft Office from CVIP with your Fresno State ID).
- d. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

This is a web-based class—there will be no on-campus class meetings. Class materials are accessible on Blackboard. Log onto the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password. **You**

should log into the course a minimum of 6-7 times per week. You should also read your e-mail regularly – at least 4-5 times per week. This course is very intense and takes a significant time commitment

SPECIAL NEEDS

If you have special needs as addressed by the American with Disabilities Act (ADA) and need course material in alternative formats, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your instructor who will refer you to the office of Services for Students with Disabilities, (559) 278-2811.

CHEATING AND PLAGIARISM

It is important to know the university policy on cheating and plagiarism when you take tests, write research papers, and sign the attendance sheets.

1. Cheating and plagiarism in the CSUF General Catalog reads as follows:
 “Cheating. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term cheating not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.”

“Plagiarism. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one’s own work.”

<http://www.csufresno.edu/catoffice/current/>

DROPS FOR “SERIOUS AND COMPELLING REASONS”

1. It is important to know that “failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, not is dissatisfaction with the subject matter, class, or instructor.” Read the CSUF General Catalog. <http://www.csufresno.edu/catoffice/current>
2. For other important information regarding the Fall semester see page one in the Schedule of Courses or visit the website at: <http://www.csufresno.edu/catoffice/current/calndr.html>

COMPUTERS

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information

Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources. There are several computer labs on campus.

DISRUPTIVE CLASSROOM BEHAVIOR

The classroom is a unique environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. <http://www.csufresno.edu/catoffice/current/>

SEE THE TENTATIVE COURSE SCHEDULE IN A SEPARATE DOCUMENT

CDDS 95 - Blackboard assignment #5

Do one of the following:

(1) Spend some time looking at/reading a book with a toddler. Post a paragraph regarding what evidence of emerging literacy you may have observed in the toddler.

(2) Read a short storybook to a preschooler twice. The first time, require the preschooler to sit silently and attend, while you simply read the book. the second time, use *dialogic reading* techniques discussed in your on-line lecture. Ask questions, invite input, and welcome comments. Write a paragraph comparing the two interactions.

IF YOU HAVE ABSOLUTELY NO ACCESS TO CHILDREN: You may invent a hypothetical situation, specifying the age and gender of the "child." In the case of the first option, be sure to describe several emerging literacy skills you may observe in a toddler. In the case of the second option, be sure to speculate as to how the preschooler might react differently to each of the two storybook reading approaches. Part of your grade will depend on how accurately your descriptions depict how a typically developing child would react to each intervention. **BE SURE** to indicate that your situation is "made-up".