



SPPA 139 Normal Speech and Language Development

FALL 2007

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How to Reach Me

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Readings

† purchase at Book Marq
‡ purchase from instructor (\$22) or order online (if you can find it)
* on electronic reserve at Raynor Library
(<http://libus.csd.mu.edu/search/r?SEARCH=SPPA139>)

- * Berman, R.A. (1986). A cross-linguistic perspective: Morphology and syntax. In P. Fletcher & M. Garman (Eds.), *Language Acquisition*. Second Edition. New York: Cambridge University Press. Pages 429-447.
- * Bickerton, D. (1983). Creole languages. *Scientific American*, 249, 116-122.
- ‡ Crystal D. (2004). *Rediscover Grammar*. London: Pearson Longman.
- † Owens, R.E. (2008). *Language Development: An Introduction*. 7th Edition. Boston: Pearson Education.
- * Pinker, S. (1991). Rules of language. *Science*, 250, 530-535.



Online Resources

<http://academic.mu.edu/sppa/slong/sppa139.htm>. The course webpage contains a copy of the course outline with links to files (pdf) containing all PowerPoint slides shown in class and Word files containing lists of terminology to study for each exam. The link for a given unit may not work (i.e., you'll see "The page cannot be found") until a few days before we begin that unit in class. This is so I can make adjustments to course content during the semester.



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental/lifespan, and linguistic and cultural bases.



Department of Public Instruction (DPI) Standards Met By This Course

1. General instructional content and practice of speech and language to include:
 - e. Typical and atypical speech, language, and hearing
 - f. Assessment techniques used in the identification of children with speech and language disabilities
2. Learning theory as it relates to:
 - a. Cognitive development
 - b. Communicative development
 - c. Emotional development
 - d. Psychomotor development
 - e. Social development
3. Individual Differences in regard to:
 - a. Motivation
 - b. Reinforcement
 - c. Transfer of learning
 - d. Different learning styles in children
5. Conducting formal and informal evaluation to include:
 - b. Authentic assessment
6. Professional communication to include:
 - a. Critical thinking
 - b. Problem solving
8. Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.



Course Objectives

This course is intended to provide an overview of normal language acquisition from birth through adolescence. You should emerge from the course with an understanding of:

1. *A levels model of language.* The distinction among developments in phonology, grammar, semantics, and pragmatics is essential to the description of language development. It is also applied routinely in the assessment of children with language disorders.
2. *Rationalist and empiricist explanations of language development.* In nearly all areas of children's development, scholars seek to differentiate between those learning factors that are innate and those that come from the environment. This distinction between the roles of nature and nurture has profound implications for the way in which we try to improve language learning in all children.
3. *Terminology, concepts, and procedures for analyzing children's emerging linguistic structures.* Any native speaker of English (and many non-native speakers) can tell when a child makes a mistake in using a word or forming a sentence. Speech-language pathologists must do more than simply identify a child's mistakes. They must look for patterns of error that indicate what a child does and does not understand about the way language works. The foundation for this pattern detection is the ability to identify, label, and analyze differences in linguistic structures.
4. *Core information about the sequence and rate of typically developing children's language achievements.* Most of our methods for judging language development are based upon a normal developmental model, that is, a comparison with the average rates and sequences of learning observed in children who are not impaired.



Videos

For most of the units in this course you will be given on CD or DVD short (less than 50 minute) videos to watch on your home computer. You are expected to watch these videos but you need not take notes. Each video disk must be returned after you are done watching.



Course Requirements, Grading, & Attendance

1. Thirteen homework assignments, of which 10 count toward the final grade. You are allowed three mulligans. (Each of the 10 assignments counts as 5% of the course grade)
2. First examination (15% of course grade)
3. Second examination (15%, mostly covering second third of course)
4. Final examination (20%, mostly covering final third of course)

All examinations and homework will be graded on a 100–point scale. Final scores will be computed from the percentage weightings shown above and converted to letter grades as follows: A (93–100), AB (88–92), B (83–87), BC (78–82), C (73–77), CD (68–72), D (60–67), F (59 and lower).

Attendance at all class meetings is expected. Homework assignments not turned in on the due date, regardless of the reason, count toward your total of three mulligans. Homework will be graded in class on the date it is due. The assignments cannot be made up. Exams missed because of an excused absence must be taken within a week of your return to class. The memorandum “SPPA Departmental Policy for Make-up Examinations”, attached to this syllabus, details what qualifies as an excused absence. Exams missed for discretionary (non-excused) reasons must also be taken within a week of your return to class. A 10 point deduction will be applied to exams missed for discretionary reasons.

Formative Assessment is ongoing measurement during educational preparation for the purpose of improving student learning. All of the homework and the first and second examinations are this type of assessment.

Summative Assessment is comprehensive evaluation of learning outcomes at the culmination of educational preparation. The final examination is of this type.



Academic Dishonesty

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/academics/regulations/acaddishonesty.html>.



Course Outline

Topics to be covered in each class are listed in the table below, along with the texts that should be read. Homework due dates are in boldface. Examination dates are also shown.

Dates	Lecture Topics	Readings
8/27 M	Language domains	Owens: chapter 1
8/29 W 8/31 F	First words	Owens: chapter 7
9/3 M	no class (Labor Day)	
9/5 W 9/7 F 9/10 M	First words (cont.)	
9/12 W 9/14 F	Precursors of language in infancy	Owens: chapters 4, 5
9/17 M 9/19 W 9/21 F	Conversations of parents & children	Owens: pp. 168-184
9/24 M	First Examination	
9/26 W 9/28 F 10/1 M 10/3 W 10/5 F	Grammatical structures of English	Crystal (entire book)
10/8 M 10/10 W 10/12 F 10/15 M 10/17 W	Grammatical development	Owens: pp. 151-167, 261-300, 337-347
10/19 F	no class (Mid-semester holiday)	
10/22 M 10/24 W 10/26 F	Later lexical development	Owens: pp. 248-254, 330-336
10/29 M	Second Examination	
10/31 W 11/2 F	Pragmatic development	Owens: pp. 44-46, 231-248, 317-330
11/5 M 11/7 W	Individual differences	Owens: pp. 380-381
11/9 F 11/12 M 11/14 W	Later achievements: metaphor, humor, idiom, narrative, language awareness	Owens: pp. 335-337, 348-351
11/16 F 11/19 M	Acquisition of other languages	Berman
11/21 W 11/23 F	no class (Thanksgiving Break)	
11/26 M 11/28 W 11/30 F	Biological, cognitive, and environmental factors in language development	Owens: ch. 3, pp. 30-53
12/3 M 12/5 W	Linguistic theories of language acquisition	Pinker Bickerton
12/7 F	catch-up	
12/11 Tu	1:00-3:00 pm <i>Final Examination</i>	

Memorandum

To: SPPA Graduate and Undergraduate Students
CC: Dean Jack Brooks
From: SPPA Faculty
Date: October 24, 2006
Re: SPPA Departmental Policy for Make-up Examinations – Effective Spring 2007

It has come to the attention of the SPPA faculty that there have been an increasing number of requests by students for make-up examinations. It is the view of this department that make-up examinations are costly and disadvantageous for several reasons. First, they take time for your instructors to prepare and administer, which decreases the time they can devote to other activities related to your education. Second, the ability to provide a fair examination is compromised when students either take an exam early (e.g., they may communicate the content of the exam to other students) or late (e.g., they have more time to study).

The purpose of this memo is to clarify the circumstances under which requests for make-up examinations are appropriate. It is expected that students take exams on the dates scheduled by their instructors. Exceptions will be made for certain ANTICIPATED ABSENCES and true EMERGENCIES. These are defined below:

Definition of excused absence for SPPA exams

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Please note that the student is required to provide verification of the absence to the course instructor.

Missing exams for DISCRETIONARY reasons (e.g., weddings, vacations) is STRONGLY DISCOURAGED. Students who request a make-up examination for discretionary reasons may receive a grade penalty or be asked to or fulfill an additional course requirement, at the discretion of the instructor. Examples of these penalties or requirements include:

- A grade reduction on the missed exam (e.g., 20% reduction in points).
- Providing assistance to the instructor (e.g., working 5 hours in the instructor's laboratory)

As part of your professional preparation, and as a courtesy to your faculty and fellow students, it is expected that you honor your academic commitments. **A student may appeal in writing to the Department Chair to obtain an excused absence for missing an exam due to circumstances**

other than those specified above. We appreciate your cooperation with these policies.