

ASLP 330, LANGUAGE DEVELOPMENT

Fall 2005

Section 1: 171 TLRB 8:00-9:15, T, Th

Section 2: 115 MCKB 1:30-2:50 T, Th

COURSE OUTLINE

Instructor: Dr. Martin Fujiki

Office hours: office 130 TLRB, F 10-11, other times by appointment (call: 422-5994)

Teaching Assistants: Melanie Javid (374-7448 or 830-2251)

Katie Bedke (808-6872)

Text: Owens, R. E., *Language Development: An Introduction, 6th Ed.*

Overview:

The mission of BYU is to provide an education that is (1) spiritually strengthening, (2) intellectually enlarging, (3) character building leading to (4) lifelong learning and service. In harmony with this mission, the conceptual framework (CF) of the David O. McKay School of Education emphasizes that student training stress (1) the moral dimensions of teaching, (2) academic excellence, (3) meaningful collaboration with parents and other professionals, and (4) the development of social competence. Within this broad university and college context, this course focuses heavily on academic excellence. The basic goal is to provide you, the student, with the information about language development that you will need in the assessment of and intervention for children with language impairment. Integrated in all that we will do, however, is the importance of the moral dimension of teaching, be it in the role of teacher, clinician, or parent. The importance of meaningful collaboration and interacting in a socially competent manner will be increasingly important as we progress from this course into the next course in the sequence, ASLP 350, Language Disorders in Children. It will be important to keep these general ideas in mind as we focus on specific topics and issues.

Course Topics:

Theoretical views of how children develop language.

Major components of language.

Social, cognitive, and biological influences on language development.

Cultural influences on language development.

Methods of studying and assessing speech and language development.

The development of pragmatics, semantics, syntax, and morphology.

Course Objectives:

Here is what you should learn from this course. The accreditation standards (KASA standards) that each objective meets is provided in parentheses. Also provided is an indication of how the objective lines up with the CF of the school. As noted, CF 2, academic excellent, is strongly highlighted. You should remember, however, that much of what you will learn is foundational for ASLP 350 language disorders. In that course it will become clear how you will apply what you learn here to the treatment of children with language impairment. The other aspects of the

CF will take on greater meaning as we work with parents, teachers, and other professionals to improve the lives of these children.

The student will demonstrate knowledge of what communication is, what language is, and how the two are related and how the two differ. (standard III-B, CF 2).

The student will be able to define the major components of language (syntax, semantic, phonology, morphology, & pragmatics) (KASA standard III-B, CF 2).

The student will demonstrate knowledge of the major theories of language development (social interactionist, linguistic) (standard III-B, CF 2).

The student will demonstrate knowledge of how the social and cognitive aspects of communication influence language development (standard III-B, III-D, CF 2 & 4).

The student will demonstrate knowledge of how cultural factors influence first and second language development (Standard III-C, III-D, CF 1, 2, 3, & 4).

The student will demonstrate knowledge of the developmental sequence of pragmatic, semantic, syntactic, and morphologic language behaviors in production and comprehension modalities (standard III-C, III-D, CF 2).

The student will demonstrate knowledge of the development of literacy (standard III-C, III-D, CF 2).

The student will demonstrate knowledge of how caretakers facilitate expressive and receptive language development (standard III-D, CF 2).

The student will demonstrate knowledge of basic tasks used to assess language (spontaneous language sampling, elicited imitation, sentence completion, judgment tasks). (standard III-D, CF 2).

The student will demonstrate the ability to elicit a language sample from a child and perform basic analyses of the sample (standard III-D, CF 2).

Requirements:

1. Assigned readings (as listed in the syllabus).
2. Two tests (midterm & final). The material on each exam will be taken from lecture material (about 75%) and from assigned readings (about 25%). The midterm will be administered on Oct. 15th and 16th. The final will be given during finals week and may be comprehensive (topics that appear to need further review from the midterm may appear on the final). Tests will be administered at the testing center. If you are ill and need to take a test late you will be required to provide written documentation from a physician. If you need to take a test early you should see me well before the day of the exam. If you have to take a test late without prearranged

permission (which will be allowed only in extreme circumstances) you may be penalized 10% per day late.

Following the midterm we will take the next class period to go over the test so you will be able to see what you missed and why. *Please bring the sheet of paper from the testing center showing the items that you missed to the session following the exam.*

3. Language Sample Project. This assignment involves eliciting a language sample from a child. You should find a child under the age of five and spend 20 minutes with the child. You should tape record this interaction, and transcribe 30 child utterances. Hand in the tape recording with your write up. The write up will consist of the description of the child and the transcription. Please turn in your write up and tape in an envelope to prevent them from being separated and lost. Also, please set your tape recording to the beginning of the sample (if you do not set your tape to the beginning of the sample there will be a **5 point penalty**). You will be graded on the following information:

1. Description of the child (5)--this should include age, gender, and elicitation context (where you took the sample), and materials used.
2. Reliability of transcription (35)—you will lose one point per transcription disagreement (between your transcription and the TA who listens to your tape). Keep in mind that if your tape is of such poor quality that the TA cannot understand the child this will hurt your score.
4. "Spot" quizzes. There will be 11 quizzes given randomly throughout the semester (this works out to about 1 a week). They will not be announced. They will consist of short answer questions or writing assignments, and will be worth 10 points each. Quizzes **must** be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up, no matter how good your excuse is for missing class (the only exceptions being official university excused absences or illness with a note from your physician). You will be allowed to drop one quiz from the final total.

These quizzes are designed to motivate you to study course material after each class period as well as to highlight important information. They are also a good gauge of how well you understand the material and, ultimately, how well you are doing in the class. If you are not doing well on the quizzes it is your responsibility to contact me or a teaching assistant for additional help.

If you do not do well on a quiz, you may earn up to 2 points (added to your score) by writing a typed, one page paper on the quiz topic. Your paper must make it clear that you understand the concept that the quiz focused on (more on this will be presented in class). You will only have one chance to turn in a correction. Your paper must be turned in no later than 2 sessions after the quiz is returned. If you attend the review session after the quiz the TA will review the quiz and explain why you lost points.

Remember, we all have the same goal: *for you to learn this material so that you can effectively help children with language impairment*. If you are having trouble, we are available to help you, but you have to be proactive enough to recognize you are having trouble and to seek help.

Grading:

Grades will be computed on the following basis:

midterm	100	
final	100	
project	40	
spot quizzes	100	Total: 340

Grades will be assigned as follows: 90% or better A, 80% or better B, 70% or better C, etc. However, this scale will be adjusted depending upon class performance. Thus, if there are very few scores of 90% or better, the upper quarter of the class will receive As, the second quarter Bs, the third quarter Cs, and the fourth quarter Ds and Es. However, regardless of score distribution, if you have a mean score of 90% or higher you will receive no lower than an A-.

Topics and Reading Assignments

We will cover the material in this order. When we cover it will be more variable, but you should be able to estimate this from the topics being discussed in class. **It is critical that you read the text as we cover the material or the organization may not make sense.**

Introduction	Chapter 1
Defining language and other basics	
How we study language	Chapter 14
The context for early language development	Chapter 6
Early pragmatic and semantic development	Chapter 8
Preschool pragmatic and semantic development	Chapter 9
Midterm	Oct. 19/20 in the testing center
Preschool syntactic development	Chapter 10
School age pragmatic and semantic development	Chapter 11
The development of literacy	Chapter 12, pp. 395-407
Theories of Language acquisition	Chapter 2

Second language learning and bilingualism

Final (you may take the final any time during finals week)

Dates to remember:

Language Sample Project due on Nov. 8

Class will be cancelled on Nov. 17 for the ASHA convention

In some cases we will not discuss assigned reading material in class. Keep in mind that you will still be responsible for this material on examinations (see reading overview at the end of the handout packet for more detail.)

Reading List:

If you find some of the material difficult, confusing, or so interesting that you would like to read more, the sources in the reference list in the study guide are suggested for additional reading.

The administration has asked that we include the following information on sexual harassment and students with disabilities.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

Honor Code

Since coming to BYU in 1990, I have repeatedly been impressed by the honesty and integrity of the great majority of students. That being said, however, on some rare occasions there have been students who have had difficulty with the honor code. My "policy" on some specific honor code

violations is as follows. Copying the work of others, word for word, is plagiarism. In all writing (but specifically in class writing assignments), be sure to either put material in quotations with a proper source or to put the information in your own words. It also goes without saying that cheating on an examination or quiz is unacceptable. Plagiarism or cheating on an examination will result in a **failing grade in this course**.