

Brigham Young University
Communication Disorders
COMD 330: Language Development (3 credits)
Fall 2020
Tuesday/Thursday 12:30p-1:45p
Class Location: Live Remote Delivery (via Zoom)
Zoom Class ID: 983 0694 5390

Instructor Information:

Lee Robinson, M.S., CCC-SLP

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Phone: (801) 422-7650

Office: 163 TLRB (for office hours, join via Zoom)

Office Hours: Friday from 10am-12pm, or by appointment

Zoom Link: <https://byu.zoom.us/j/2724886831>

TA Information:

Emily Halliday

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Office Hours: TBD

Course Description:

In this course we will explore the theoretical and practical aspects of the language learning process and its relations to other aspects of cognitive, social, and academic development. Major theories of language acquisition will be contrasted with an emphasis on the contributions and limitations of each. The social-communicative, cognitive, and perceptual bases for language acquisition will be studied, and the components of language (semantics, morphology, syntax, pragmatics, and phonology) will be explored. We will discuss the development of speech and language skills through four key time periods of development:

1. Infancy (birth to one year),
2. Toddlerhood (1-3 years),
3. The preschool years (3-5 years),
4. The school-age years (5+ years)

Learning Outcomes:

1. Students will demonstrate knowledge of the difference between speech, language, and communication.

2. Students will define the key properties and components of language, including language form, content, and use.
3. Students will discuss the role of nature, nurture, and culture in theories of language acquisition.
4. Students will demonstrate knowledge of phonological, semantic, syntactic, and pragmatic development in each of the major time periods of development in childhood.
5. Students will calculate mean length of utterance by counting morphemes in authentic child utterances.
6. Students will compare/contrast spoken and written language.
7. Students will compare/contrast language delays, language disorders, and language differences.
8. Students will identify specific indicators that indicate a child may be at risk for language impairment at various stages of early development.

Required Text & Software:

1. Pence Turnbull, K.L., & Justice, L.M. *Language Development from Theory to Practice*. (3rd Ed). Upper Saddle River, NJ: Pearson Education, Inc.
ISBN: 9780134170428

Additional Readings will be announced in class before they are due. All readings will be made available on Learning Suite.

- This textbook is required and will not be available on Learning Suite, so students will need to obtain a copy.
- Additional supplemental readings, as assigned, will be made available on Learning Suite.
- Students are responsible for reading the assigned chapter/readings before the class for which it is assigned.

COURSE REQUIREMENTS

Students have the opportunity to earn 436 points in this class. The assignments and points allocated are outlined below.

Requirement	Due Date	Points	Percent of Final Grade
ATTENDANCE Quizzes (27)	To completed after each class session	23 (1 point each, 4 will be dropped)	6.2%
READING Checks (6)	Unannounced, administered in class throughout the semester	20 (4 points each, lowest one dropped)	5.5%
OBSERVATIONS		(120 Points Total)	27.5%
Video Observations	#1 – 10/15 (in-class) #2 – 11/10	20 20	

Live Observation	Part 1 —10/30– (Obtain parent permission, record, and submit recording)	30	
	Part 2 --12/04 (Complete analysis)	50	
LANGUAGE SAMPLING		(60 Points Total)	13.8%
Counting Morpheme Activity	11/05	20	
Transcript and Analysis	11/24	40	
Quizzes (4)		(85 Points Total)	19.5%
	Quiz 1 – 9/11 - 9/14	20	
	Quiz 2 – 9/18- 9/21	20	
	Quiz 3 – 11/06 - 11/09	20	
	Quiz 4 – 11/20- 11/23	20	
	Quiz 5—12/10- 12/15	5	
Mid-Term Exam	10/12-10/17	60	13.8%
Case Study Essays	12/10	60	13.8%
Extra Credit	11/1-12/1	5	(+1.1%)
TOTAL POINTS		436	100%

- Attendance Quizzes** (23 points total). These will be available on Learning Suite after each class period until midnight of that same day. Students will report their attendance and submit a question or comment on the presented class material.
- Reading Checks** (20 points total). Periodically (on six different days) throughout the semester, students will complete an **internet-based survey** on the reading assignment. Students will indicate whether they are caught up on the reading and answer 2-3 basic multiple-choice questions from that day's assigned readings. The lowest scoring Reading Check will be dropped. Please ensure you have a device with you in class (e.g., smartphone, laptop, tablet, etc) that will enable you to complete the survey. *Reading Checks are unannounced until the day of class.* Students who miss class will not have the opportunity to make up the Reading Checks. (Please note that you are expected to read the entire chapter by the first day it scheduled to be discussed in class.)
- Observations** (120 points total). To gain a stronger understanding of language development in real cases, students will observe a variety of children at differing stages of language development and with differing language abilities. Students will complete two types of observations. Please note: due to COVID-19 regulations, these assignments may altered. These alterations will be discussed in class prior to the due date.

- a. **Video Observations** (2, 20 points each). Details of these assignments and the requirements for the observation will be provided at the time the videos are assigned and details will also be made available on Learning Suite.
 - b. **Live Observation.** (Broken into two parts; Part 1 worth 30 points, Part 2 worth 50 points). Students will work individually or in partnerships of up to (but no more than) 3 students to find a child to observe in a naturalistic setting such as a home or daycare setting.
 - i. **Part 1:** Students will identify a child for observation, obtain parental permission to record the child in a naturalistic setting, and complete the video recording.
 - ii. **Part 2:** Using the obtained video recording, students will conduct a thorough description and analysis of their child's language developmental processes.

Details for this assignment will be provided in a separate document and made available on Learning Suite.
4. **Language Sample Analysis** (60 points total). Students will demonstrate knowledge of language sampling procedures in two primary assignments.
 - a. **Counting Morpheme Activity** (20 points). Students will be provided a transcribed language sample of at least 50 utterances and provide a coded transcription and calculated mean length of utterance. *Details for this assignment will be provided when assigned and made available on Learning Suite.*
 - b. **Transcript and Analysis** (40 points). Students have the option of working independently or in pairs to transcribe, code, and interpret an authentic child language sample. All students must submit their own assignment. *Details of this assignment will be provided in class and made available on Learning Suite.*
5. **Quizzes** (80 points total): There will be 4 content quizzes throughout the course of the semester (see Course Schedule for dates). These on-line quizzes will comprise multiple choice, matching, true-false, and short-answer questions and are designed to ensure students are comprehending basic concepts and topics covered in this class. Material on the quizzes may include any topics covered in class, readings, assignments or any other materials discussed in class. Quiz 5 is an evaluation of group members for the Live Observation project.
6. **Mid-Term Exam** (60 points): Students will complete a mid-term exam (Available on Learning Suite) *See Course Schedule for details.*
7. **Case Study Essays** (60 points): In lieu of a final exam, students will submit a case study assignment for which they will be presented with hypothetical cases and will need to generate hypotheses about the language development of the described children. Further details of this assignment will be provided when it is assigned and be made available on Learning Suite.
8. **Extra Credit Option** (+5 points). If you are a student desiring an opportunity to make up points, you may submit a comprehensive review of a Research Article related to Language Development and/or Language processes. Requirements for this extra credit opportunity are made available upon request. Simply contact

the instructor for the assignment (this is so that I know who to expect the extra credit from!) and it will be provided. Extra credit will only be accepted between 11/02/2020 - 12/01/2020 so please plan accordingly.

COURSE POLICIES

1. **Attendance is required.** Students are strongly encouraged to ask questions and actively participate in class discussions via remote learning. The aim of this course is to help students critically engage with theories of language development through exposure to content and discussion. Attendance is critical to success in this course. Attendance quizzes will be available after every class session for students to report their participation in class and ask questions about class material.
2. **Assignment Policies.** Assignment details and due dates are listed in the course schedule and the Learning Suite calendar. Late assignments will incur a 20% points deduction for each day late. Assignments submitted more than five days late will not be accepted and will incur a score of 0 points. If you have a legitimate medical reason or other unforeseen circumstance making it impossible for you to hand an assignment in on time, you must contact the instructor as soon as that situation becomes apparent and discuss options for an extension. An extension will only be granted for significant medical or family emergencies documented by official paperwork (such as a doctor's note) and at the instructor's discretion.
3. **Course Flexibility.** Every attempt will be made to cover all the topics listed in the course outline. However, the instructor reserves the right to adjust the content of the course material and/or assignments should this be considered appropriate in order to meet the objectives of the course or the needs of the students.
4. **Professional Behavior.** All students are expected to behave in a respectful and professional manner during class times and in all personal or written interactions with fellow students and faculty. That includes not talking with each other during class and turning off cell phones. If you have an urgent matter that requires you to use your phone to text or place a call, please leave the classroom to do so.
5. **The "Suffer in Silence" Provision.** After students' hand in their Live Observation paper they will be asked to give an objective evaluation of their performance as well as their partner's performance/participation (e.g., how much time you spent writing and researching, how much time your partner spent writing and researching). I reserve the right to lower or raise a student's class grade based on the evaluation of their writing partner.

UNIVERSITY POLICIES

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COURSE SCHEDULE ****Note: Quiz times are according to UT time zone****

WEEK	DATE	TOPICS	READINGS	ASSIGNMENTS DUE
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1	9/1	Course introduction, overview of syllabus Introduction to Language Development	CH 1	
	9/3	What is Language?	CH 1	
2	9/8	Building Blocks of Language	CH 2	
	9/10	Building Blocks of Language, cont'd	CH 2	Quiz #1 – Bldg Blocks of Language (Open 9/10 @ 1:45pm - 9/15 @ 12:30pm)
3	9/15	Neuroanatomy and Neurophysiology of Language	CH 3	
	9/17	Neuroanatomy and Neurophysiology of Language	CH 3	Quiz #2 – Neuroanatomy/Nature-Nurture-Culture (Open 9/17 @ 1:45pm - 9/22 @ 12:30pm)
4	9/22	Science and Theories Nature/Nurture/ Culture	CH 4	
	9/24	Nature/ Nurture/ Culture Live Observation Project Briefing	CH 4	
5	9/29	Infant Development	CH 5	
	10/1	Infant Development, Cont'd	CH 5	
6	10/6	Infant Development, Cont'd	CH 5	
	10/8	Infant Development, Cont'd;	CH 5	
7	10/13	Babies film		
	10/15	Last Part of Babies Film; Toddler Development (1-3 years), First Words	CH 6	Video Observation #1 DUE (Babies Film)
Mid-Term Exam available on Learning Suite Cumulative across Chapters 1-5, lectures, and assigned readings - does not include Toddler Development (Date: Monday,10/12- Saturday,10/17.)				
8	10/20	Toddler Development (1-3 years), Cont'd	CH 6	
	10/22	Toddler Development (1-3 years), Cont'd		

9	10/27	Toddler Development (1-3 years), Cont'd	CH 6	
	10/29	Toddler Development (1-3 years), Cont'd	CH 6	LIVE OBSERVATION PART 1 DUE tomorrow (10/30)
10	11/ 03	Toddler Development (1-3 years), Cont'd	CH 6	
	11/05	Toddler Development (1-3 years), Cont'd	CH 6	Quiz #3 – Toddler Development (Open 11/05 @ 1:45pm– 11/10 @ 12:30pm) Counting Morpheme Activity DUE
11	11/10	Preschool Language Development (3-5 years), cont'd	CH 7	VIDEO Observation #2 DUE
	11/12	Preschool Language Development (3-5 years), cont'd	CH 7	
12	11/17	Preschool Language Development (3-5 years), cont'd	CH 7	Quiz #4 – Preschool Development (Open 11/17 @ 1:45pm– 11/24 @ 12:30pm)
	11/19	No Lecture		
13	11/24	No Class-- FRIDAY Instruction		Transcript and Analysis DUE
	11/26	NO CLASS – HAPPY THANKSGIVING!		
14	12/1	School-Age Language Development (age 5+)	CH 8	
	12/3	School-Age Language Development (age 5+)	CH 8	LIVE OBSERVATION PART 2 DUE tomorrow (December 4)
15	12/8	Language Diversity and Bilingualism	CH 9	
	12/10	Introduction to Language Disorders	CH 10	FINAL PROJECT– Case Studies DUE &

				Live Observation Partner Review DUE
	12/12	FINAL PROJECT – Case Studies		

Note: The instructor reserves the right to amend or modify the syllabus schedule and assignment as needed during the semester