

Course Syllabus
CDIS 225: Speech and Language Acquisition and Development
Spring 2006

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Class Meeting: M, W, F 8:30 – 9:20, 205 OLSC

Office Hours: Mondays 1:30 to 2:30, Wednesdays 10:30 to 11:30, and by appointment

Required Readings:

Berko Gleason, J. (2005). *The Development of Language: Sixth Edition*. Boston: Allyn & Bacon.

Justice, L.M. & Ezell, H.K. (2002). *The Syntax Handbook*. Eau Claire, WI: Thinking Publications.

Additional readings are on Blackboard.

Course Purposes:

Language is one of the most amazing and remarkable skills that we have. Through language we can share our thoughts and feelings, instruct and share information, and receive these same concepts from others.

Language is multifaceted skill. In fact, there are many aspects to language that appear to be contradictory. As an example, consider these three facts about language. First, the structure of language is amazingly complex. Second, language is so pervasive in our lives that none of us could go a day without using it. Third, young children learn language at a remarkable rate, without being directly taught. How can something that is so complex be used by so many people and be learned so easily? How are people with developmental difficulties (e.g., Deafness, blindness, mental retardation) supposed to do this?

The primary purpose of this class is to stimulate your thinking about language. Because language is such an unconscious act, we often take it for granted. The following course goals have been created to increase your respect and amazement about language. These goals will be addressed through readings, lectures, and assignments.

1. You will develop a basic understanding of the structural components that are use to describe language use and language development.
2. You will learn the steps, milestones, sequences, and processes that children go through in acquiring their native language (primarily English).
3. You will understand the difficulties that children can have with speech and language development.

Grade Determination:

Your course grade will be determined by the percentage of the total number of possible points that you earn.

A = 89.5% and above	B = 79.5 to 89.49%	C = 69.5 to 79.49%
D = 59.5 to 69.49%	F < 59.5%	

<u>Activity</u>	<u>Individual points</u>	<u>Occurrences</u>	<u>Total points</u>
Examinations	100	3	300
Active Reading Worksheets	5	7	35
Individual assignments	10 – 30	~ 7	~ 100
Team assignments	15 - 30	4	~ 75
Extra credit	15		~ 510

Examinations: Three examinations will be administered over the semester. See the following schedule for exact dates. Exams must be taken on these dates. ***There will be automatic point deductions for tests taken at other times.*** Contact me **before** the date of the test to minimize these reductions. If you are not able to attend an exam because of an emergency, call my **office** or email me as soon as possible (including over the weekend). Going out of town, including home, the weekend before an exam is strongly unadvised.

The exam format will consist of multiple choice, fill-in-the-blank, matching, and short essay items. Questions will be based on reading assignments, lectures, and other materials presented in class. A review will be held during the last 20 minutes of a class period before each exam.

Active Reading Worksheets:

Prior to each new topic, you are to have completed the reading assignment(s). As you do the reading, you must complete an “Active Reading Worksheet”. Copies of this worksheet are posted on Blackboard. You must identify a) the 5 most important things from the reading, b) 3 things that were unclear from the reading, and c) 3 things that the reading made you think of. We will spend some class time talking about you worksheets and I will use this information to plan my lectures.

Individual Assignments:

You will be given various individual homework assignments for each topic. They will consist of fill-in-the-blank and short answer questions related to the subject. Some will require you to answer specific questions, others will have you collect data, and others will ask you to share your points of view. **All homework must show evidence of independent thought.** In other words, don't copy answers off of each other or work together, unless otherwise instructed to do so. Points will be taken off for copied work.

Team Assignments:

You will be assigned to a Language Evaluator Team. During some of the topics, your team will be given an assignment related to the language abilities of a young child. You will have access to data from a little boy between 14 and 33 months of age. As a group, you will be asked to determine what language skills he has and what skills he has not yet achieved. We will discuss your findings in class and compare his abilities across the different ages.

Each assignment will be worth between 15 and 30 points. The number of points that you receive will depend both on the points that I give the group and on ratings from your fellow team members. After each assignment is turned in, you will rate your teammates. Use the following descriptions to determine your ratings for each person in your team. Please base your ratings on the following descriptions only (not on how much you like or dislike someone). To keep your ratings private, I will request that you send an email that includes the numbers for each person in your team. You do not need to rate yourself.

Points	Description
5	A solid member of the team. Added relevant information to each meeting. Was supportive of other's input. (100%)
4	Attended team meetings and had some input to add. A consistent, but not strong contributor. (90%)
3	Attended most meetings. Added little input. Could have been more helpful. (80%)
2	Inconsistent attendance and not too helpful. (70%)
1	Scarcely attended, did little to help the team. (50%)
0	Who is this person? Never attended, never assisted. (0%)

The number of points that you will actually receive for these assignments will be calculated by multiplying this total by the percentage associated with your average team rating. For example, suppose that you received an average team rating of 4. If your team earned 28 points for the assignment, you would get 25 of those points ($28 * .90$). This is confusing, but it helps to facilitate group participation. The bottom line is that the better your participation in the group is, the more points you will receive.

Extra credit:

Up to 15 extra credit points may be earned by the completion of an extra assignment. This assignment will be based on information that we cover during the semester. As a result, complete directions will be given to you in April. You will have at least a week to complete the extra credit assignment.

Late Assignments:

You are expected to turn in all of the class assignments on the dates they are due. Late Active Reading Worksheets and Individual Assignments will be accepted. However, points will be taken off for each day (including weekends) that they are late. The Extra Credit assignment may **not** be turned in late. If you do not turn in an assignment within a week of the due date, you will not be able to get any of the points. After a first missed assignment (worksheet or homework), **all subsequent missed assignments will result in the loss of points plus a bonus negative 5 point penalty.**

Class Participation:

No points will be awarded for class participation or attendance. This does not mean, however, that you are not expected to participate or attend class. There is a strong correlation between your amount of class participation and your final grade. During each class session, I fully expect you to:

- Ask questions
- Answering questions
- Give constructive responses to other's questions and comments
- Attend regularly and on time

If you do not actively participate, **I will call on you directly.**

Readings and Lectures:

Reading assignments are listed on the schedule below. You are expected to complete a reading assignment by the date listed. This means that you should begin reading for an upcoming topic while we are covering the current topic. As you read, take notes on what you are learning, what is unclear, and what the readings made you think about. Some class time will be devoted to discussing these three issues.

The individual class sessions will consist primarily of lectures and small group activities. The lectures are based on the reading assignments. However, the lectures and readings will not consist of exactly the same information. This means that you will have to rely on both the readings and the lectures to earn a passing grade.

The lectures will be presented in an outline format, using PowerPoint. The complete PowerPoint presentations will not be made available to you. I have carefully considered the educational benefits of posting and not posting presentations and believe that your learning is best served by me not doing so. I will, however, post outlines of the lectures at the start of each topic. Use these to help you follow the general organization. If you miss a class, get a copy of the notes from one of your fellow students because it may have information that I did not include on the presentation (such as ideas that came up during class).

Students with Disabilities:

The goal of the Disability Services for Students Office is to help provide equal access and reasonable accommodations to BGSU students with disabilities. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office.
Phone (419) 372-8495, Fax: (419) 372-8496, TTY: (419) 372-0582

Academic Honesty:

The Department of Communication Disorders supports a **zero tolerance** for any violation of academic honesty and/or academic misconduct. If you are found to be guilty of a violation of the Academic Honesty Policy (cheating, fabrication, plagiarism...), you will be reported to the Dean of your college and assigned a grade of “WF” for the course. Consult the “Codes of Conduct” section of your Student Affairs Handbook for a complete explanation of these policies. It is **your responsibility** to understand these policies.

Statement of Implied Limited License:

The lectures and classroom materials that I will use are considered to be **our intellectual property** and are protected by state and federal regulations. Included in this intellectual property are the notes that you take. You are authorized, and expected, to take notes in this class. You may share these notes with anyone else in the class. However, you are **not** authorized to provide these notes to anyone outside of the class, sell them to anyone, post them on a web site, and/or make any commercial use of them without express prior permission from me. See me **before** you do anything that may possibly violate this policy.

Class Schedule:

The following page contains the class schedule.

Topic dates may shift, but the exam dates will not change.

A completed Active Reading Worksheet is required at the beginning of each topic. For topics that have multiple readings, complete **one** worksheet that covers all readings. The Fromkin & Rodman and Pan & Snow articles are posted on Blackboard.

Date	Topic	Readings
January 9	Defining Language & its structure	Berko Gleason – 1
January 11		
January 13		
January 16	No class, MLK Holiday	
January 18		
January 20		
January 23	Phonological Development	Berko Gleason – 3
January 30		
February 1		
February 3		
February 6		
February 8		
February 10		
February 13	Semantic Development	Berko Gleason – 4
February 15		
February 17		
February 20		
February 22		
February 24		
February 27	<u>Exam #1</u>	
March 1	Morphological Development	Fromkin & Rodman
March 3		
March 6	No class, Spring Break	
March 8	No class	
March 10	No class	
March 13		
March 15		
March 17		
March 20	Grammatical Class	Justice & Ezell, 1–8
March 22		
March 24		
March 27	<u>Exam #2</u>	
March 29	Syntactic Development	Berko Gleason, 5 (ignore 149 – 153) + Justice & Ezell, 9–12
March 31		
April 3		
April 5		
April 7		
April 10		
April 12		
April 14		
April 17		
April 19		
April 21	No class	
April 24	Pragmatic Development	Berko Gleason 2 + Pan & Snow
April 26		
April 28		
May 2, 8:30 am	Final Exam	