

University of South Florida Sarasota-Manatee
 Department of Communication Sciences and Disorders
 Language, Speech & Hearing Sciences post-baccalaureate online course sequence

SAMPLE Syllabus
SPA 3004 Introduction to language development and disorders
This course is 100% online

Be sure to check your USF email regularly for class announcements and communications.

How to use USF email:

1. Login to blackboard: <https://my.usf.edu>
2. Stay on the Welcome screen
3. Scroll down to USF email services.
4. Click the link to "gmail". This will take you to your USF mail.

If you have general questions about the course or its content, rather than emailing me, please post them on the **Q&A Discussion Board** so everyone can benefit from the answers. How to do this:

1. Login to Blackboard
2. Click on our course
3. Click on Discussion Board on left menu bar
4. Click the Q&A link to enter
5. Click the +Thread box (top left) to post your question as a new thread, or continue an existing thread by adding further questions or comments
6. Click **SAVE** to save your thread and work on it later. If you save, **only you will see it.**
7. **Be sure to click SUBMIT to post the thread and allow me and others to view it.**

If you require technical assistance, please contact the USF Help Desk:

[E-mail us at help-ac@usf.edu](mailto:help-ac@usf.edu)
 Or call 813-974-1222 or 1-866-974-1222.

COURSE DESCRIPTION: This course will provide an understanding of child language development from infancy through the adolescent years, including the conditions and symptoms associated with disordered language development. The class will also provide some exposure to research on literacy and academic language acquisition, as well as language and literacy development for bilingual children.

OBJECTIVES AND DESIRED LEARNING OUTCOMES: The Course objectives for SPA 3004 will meet the following ASHA Knowledge and Skills Acquisition (KASA) Standards:

Standard III-B: Demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

Standard III-C: Demonstrate knowledge of the nature of speech, language, hearing and communications disorders and differences including their etiologies, characteristics,

anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic and cultural correlates of the disorders.

These standards will be achieved through a combination of lecture presentations (on Blackboard), live online labs (via Elluminate), assigned readings, and other assignments. Your progress toward these goals will be measured by your performance on assignments and assessments.

REQUIRED MATERIALS

Textbook: Pence, K. L. & Justice, L. M. (2008). *Language development from theory to practice*. Pearson Education. ISBN: 0-13-170813-9

Note: Other assigned readings will be posted on Blackboard in Adobe .pdf format.

Software: You will need some kind of concept-mapping software to complete assignments. There are many options including FREEware. To learn more:

1. Login to Blackboard
2. Click on our course
3. Click Course Documents on the left menu bar
4. Enter the “Week 1-Welcome to class!” folder
5. Enter the folder entitled, “Intro to concept-mapping”

TECHNOLOGY REQUIREMENTS

- Daily, reliable internet connection: high speed internet service is highly recommended.
- Active USF NetID – To activate, follow the directions in [How to Get Started](#) on USF website. If you have difficulties connecting to Blackboard, contact the **Help Desk** ASAP.
- Requirements for [Elluminate](#):
 - Headset with microphone
 - 20 MB free disk space
 - 28.8 Kbps Internet connection
 - The following specifications:

Windows Client	Mac Client	Linux Client
Windows 2000/XP/Vista Pentium III 500 MHz processor	Mac OS X 10.2.8, 10.3.9 or 10.4 G3, G4, G5 or Intel Processor	Red Hat Linux (RHEL4), Novell SUSE 9 or 10 Pentium III 500 MHz processor 256 MB RAM

COURSE FORMAT

This course is 100% online and is designed to be an interactive experience. Course material will be presented in two formats:

1) Asynchronous (own your own, via Blackboard): This includes reading and other assignments, assessments, web resources, and lectures (PowerPoint, videos, podcasts, etc.) that will be posted in Blackboard. Lectures are intended to clarify reading and highlight important concepts and their application, with some opportunity to practice on your own.

2) Synchronous (live): Labs will be presented live online via [Elluminate](#) (web-conferencing software) four times during the semester, on Tuesday evenings (see green cells in schedule below). Labs will provide live interaction for questions, discussion, collaborative practice, and opportunities to hear guest speakers. Attendance for labs is recommended, but not mandatory. Labs will be recorded and available to view on your own.

ASSIGNMENTS/ASSESSMENTS

- **Concept maps** (yellow cells in schedule below): Concept maps are graphic organizers that summarize key information and display relationships among ideas or concepts. You will create seven concept maps throughout this course in which you will show off your understanding of the material, your summary skills, and your creativity. There will be specific instructions and criteria for each concept map assignment; however, you can learn about concept-mapping in general and find software options in the “Intro to concept-mapping” folder, located inside of the Week 1 folder in Course Docs (in Blackboard).
 - Each concept map assignment is worth **20 points**.
- **Discussion board (DB) assignments** (purple cells): The DB assignments will serve as a forum for critical thinking, reflection, and continuous conversation about the content of the course. You will be asked to develop a post and respond to a classmate. There will be 6 DB assignments total.
 - Each DB assignment is worth **15 points**.
- **Language observation projects** (pink cells): There will be two opportunities for you to observe child language in action and evaluate your observation based on the language development concepts we address in class. The language observation projects will involve specific procedures and criteria that will allow you to demonstrate your ability to apply language development theories and research findings as well as develop your writing skills.
 - Each language observation project is worth **50 points**.

DUE DATES

The schedule below is based on a Monday-Sunday week. With one exception, all weekly assignments are due (must be posted in Blackboard) by 11:59 pm EST on Sunday at the end of the given week. Child language observation project II is due by 11:59 pm EST on Tuesday, 12/8.

Penalty for late submissions: Any assignment submitted past 11:59 PM EST on the due date indicated will be penalized 5 points per day late up to a maximum of 3 days. After 3 days late, the assignment will receive a zero.

PROJECTED SCHEDULE

Date (week of)	Topic	Reading	Assignment/Assessment	Other activities
Week 1	Welcome	Review syllabus	- Download/purchase	Meet your classmates

		and welcome materials in Week 1 folder	concept-mapping software - Concept map (CM) #1: Autobiography	by looking over and responding to their CMs, posted on class DB.
Week 2	Intro to language devlpt.	Pence & Justice (P&J) Ch. 1	Discussion board (DB) #1: Intro	
Week 3	Theories, part I	P&J Ch. 2,	CM #2: Language development theories	
Week 4	Theories, part II	Thelen & Bates, 2003	DB #2: Theories	Elluminate lab 1
Week 5	Building blocks	P&J Ch. 3	CM #3: Components of language	
Week 6	Infancy	P&J Ch. 5 (Note: Ch. 4 is not required).	DB #3: Infancy	
Week 7	Toddler years	P&J Ch. 6	CM #4: Toddlerhood;	Elluminate lab 2
Week 8	Preschool	P&J Ch. 7	DB #4: Preschool	Videos up for CLOP I.
Week 9	School years	P&J Ch. 8	CM #5: School years	Work on CLOP I.
Week 10	Language development in action	Child language observation project (CLOP) I DUE		
Week 11	Academic language and literacy	Wilkinson & Silliman, 2008	DB #5: Language of schooling	Elluminate lab 3
Week 12	Language diversity	P&J Ch. 9	CM #6 Language diversity	
Week 13	English language learners	Other reading TBA	DB #6: ELLs	- ASHA Conference week - Videos up for CLOP II
Week 14	Thanksgiving week: No class!			Work on CLOP II
Week 16	Language disorders	P&J Ch. 10, Silliman & Scott, 2006	CM #7: Disorders	Elluminate lab 4 Work on CLOP II
Finals week	Language development in action	Child language observation project II Project DUE		

REFERENCES

- Silliman, E. R. & Scott, C. M. (2006). Language impairment and reading disability: Connections and complexities. Introduction to the special issue. *Learning Disabilities Research and Practice, 21*, 1-7.
- Thelen, E., & Bates, E. (2003). Connectionism and dynamic systems: Are they really different? *Developmental Science, 6*, 378-391.
- Wilkinson, L. C. & Silliman, E. R. (2008). Academic language proficiency and literacy

instruction in urban settings. In L. C. Wilkinson, L. M. Morrow, & V. Chou (Eds.), *Improving literacy achievement in urban schools: Critical elements in teacher preparation*. Newark, DE: International Reading Association.

GRADING

The point totals from all assignments and assessments (CMs, DBs, CLOPs) will be totaled, for 330 total possible points. Remember, late submissions will be penalized! Total accumulated points will be compared with the following letter grade percentage cut-offs:

Grade	Points earned	Percentage
A+	323-330	98-100%
A	307-322	93-97%
A-	297-306	90-92%
B+	290-296	88-89%
B	274-289	83-87%
B-	264-273	80-82%
C+	257-263	78-79%
C	241-256	73-77%
C-	231-240	70-72%

INCOMPLETE GRADES

An “I” grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the course instructor.

ACADEMIC INTEGRITY/DISHONESTY

The USF policy on Academic Integrity and Academic Dishonesty can be found at: <http://www.ugs.usf.edu/catalogs/0405/adadap.htm> will be followed in this course. Any form of cheating or aiding others who cheat on examinations constitutes unacceptable deceit and dishonesty and will result in an automatic grade of “F” for the course.

SPECIAL NEEDS

Students with disabilities are encouraged to consult with me as soon as possible. If you need course adaptations or accommodations because of a disability, a letter from the Office of Student Disability Services (SDS) is required. SDS is located in C107, phone 941-359-4741; TTY 941-359-4666.

RELIGIOUS OBSERVANCE

Students who anticipate the necessity of missing class time due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of class.