

**SYLLABUS FOR SHS 331: NORMAL LANGUAGE ACQUISITION  
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY  
UNIVERSITY OF SOUTH ALABAMA  
SPRING 2010**

**SCHEDULE:** MWF 10:10 AM – 11:00 AM  
**LOCATION:** Room 1025 HAHN, Speech Pathology and Audiology Department  
**LEVEL:** Undergraduate  
**CREDITS:** **4 semester hours – NOTE Lab component**  
**INSTRUCTOR:** Brenda L. Beverly, Ph.D., CCC-SLP  
HAHN, Office 1072  
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Home: 665-9205  
Email: [bbeverly@usouthal.edu](mailto:bbeverly@usouthal.edu)

**WEBSITE:** <http://www.southalabama.edu/alliedhealth/speechandhearing/bbeverly/Beverly.htm>  
This is the instructor website, then click on SHS 331 to go to course page. If the course is web-enhanced through ecollege, additional instructions will be provided.

**DESCRIPTION:** Acquisition of communicative behavior in normal children during the first decade of life; development of syntax, semantics, pragmatics, cognition; clinical laboratory experience with young children. **Note that this course is a W course and includes a lab component requiring work outside of class times.**

**PREREQUISITE:** You must have earned a C or better grade in both SHS 291 and SHS 341.

**REQUIRED TEXTS:**

Owens, R. E. (2008). *Language development: An introduction, 7<sup>th</sup> Ed.* Boston, MA: Pearson.

Retherford, K. S. (2007). *Guide to analysis of language transcripts, 3<sup>rd</sup> Ed.* Greenville, SC: Thinking Publications.

\*\*\*This text comes with a CD-ROM required for the course labs. Note that the CD is not compatible with Mac computers. See the instructor if you have questions.\*\*\*

**SUPPLEMENTARY READINGS:** Additional articles and chapters will be assigned as part of the lab component of this course. These will be linked to the course web site or passed out during class.

**STUDENTS WITH SPECIAL NEEDS:** It is the policy of USA to accommodate students with disabilities. Any student with a qualified disability that requires accommodations should see the instructor during the first week of classes. A student must verify that he/she has a qualified disability through Special Student Services Office (460-7212), Student Center Room 270, Ms. Andrea Agnew, Director (See Disabled Student Services on the web site.)

**POLICY ON ACADEMIC CONDUCT:** Any dishonesty related to academic work or records is contrary to expected academic conduct. Students are responsible for acquainting themselves with the academic conduct policies of USA. Failure to comply can result in penalties including loss of credit for a particular assignment or dismissal from the university. See the updated Student Academic Conduct Policy: <http://www.southalabama.edu/academicaffairs/studentacadconduct2010.pdf>

*As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the teacher may be penalized or may not be accepted at all. To maintain the privacy rights of students, in compliance with the Federal Educational Rights and Privacy Act (FERPA), students will be given a code for submitting materials to Turnitin.com. In this manner, no personally identifying information will be submitted with the paper.*

**PRIVACY RULES:** The USA Speech and Hearing Center is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). As part of this class, you are required to directly and/or indirectly observe (i.e., videotape shown during class time) therapy procedures conducted with actual clients. In compliance with HIPAA, the patients and/or patient representatives have given authorization to allow for the observations. Additionally, the amount of Protected Health Information (PHI) that is provided to you will be limited to the “minimum necessary.” We require you, as future professionals in the field of Speech Pathology and Audiology, to be respectful of the learning opportunity afforded to you through these observations.

**PROGRAM ACCREDITATION:** The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), under the auspices of the American Speech Language Hearing Association (ASHA), has accredited two of this department’s graduate degree programs, the Master of Science degree in Speech-Language Pathology and the Doctor of Audiology programs. This means that credentials obtained by graduates of these programs will be accepted by ASHA when these graduates apply for certification. Content and skills associated with this course meet some of the competencies (see below) required for certification. If for any reason, students wish to contact CAA, they may do so at the following address:

Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

**BEHAVIORALLY-DEFINED COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILL:  
Upon completion of the course, the student will:**

1. Know terms *communication*, *language*, and *speech* and discuss the relationship among these.
2. Understand the unique communication system that is human language.
3. Summarize current theories of language development and discuss the general character of the “nature-versus-nurture” argument and its impact on our understanding of speech and language development.
4. Investigate the relationship between cognition and language, including the perceptual bases of early cognitive and language development.
5. Describe language development from birth through age two including the role of the caregiver and communication environment.
6. Demonstrate knowledge of language development in the preschool child including: (a) syntactic development and Brown’s Stages; (b) semantic development and the relationship to cognition; (c) discourse level skills, especially narration and conversation ability.
7. Construct an understanding of the development of language in the early school-age and adolescent child including changes in syntactic, semantic, and pragmatic abilities and the important interaction between child and academic environment.

8. Discuss the related but separate process of speech or phonological development.
9. Identify differences in acquisition of language by individuals from diverse cultural and dialectal backgrounds.
10. Observe normally developing preschool children's play behaviors, speech production, and pragmatic language use in a natural setting, and write a summary of their skills based on a few criterion-referenced measurements.

**Objectives 1 through 10 directly address ASHA Standard III-B, Knowledge of basic human communication processes including biological, neurological, psychological, linguistic, and cultural bases.**

11. Write 3 papers documenting specific aspects of a preschool child's play, speech, and language skills following observation of the child in a natural setting. **Addresses ASHA Standards III-B (see above), III-E, Knowledge of standards of ethical conduct, and IV-E, Skill in written communication.**

### **EVALUATION:**

Examinations: There are 3 examinations. They cover the material as indicated on the course outline. Each exam is worth between 50 and 75 points. The final examination is the third exam. Make-up examinations are given only in the case of illness documented with a physician's letter, and the instructor must be notified prior to the time of the regularly scheduled exam.

Quizzes: There are 6 quizzes. The dates and topics of these quizzes are announced. Each quiz will be worth 10 points, and your lowest quiz grade is dropped. Quizzes are worth a total of 50 points (5 quizzes X 10 points each). Quizzes are given at the start of class. No make-up quizzes are given, so do not miss class or arrive late on quiz days.

Labs/Directed Observations: This class includes a lab component that is equivalent to one additional class hour or a total of 4 course credits for the semester. (This is in addition to traditional out-of-class time needed per each course credit hour.) This class is also a W course, such that there are graded written assignments. There are five specific lab assignments. For each lab, students print and turn in the work log for an assigned transcript analysis, worth 10 pts (5 labs X 10 pts = 50 pts). Because the points for labs are based on completion, labs turned in late receive 0 pts. For the Directed Observations project, you are required to complete 3 directed observations of typically developing preschoolers (Specific guidelines and grading information on separate assignment page.) You will submit a typed report of each directed observation worth 25 points (3 reports X 25 points = 75 pts). Directed observation papers turned in late will drop one letter grade for every class day past the due date.

Attendance: Attendance is required. Students are not penalized for missing class up to 6 times. No differentiation between excused and unexcused absences is made. After 6 absences, 10 points are deducted from your total class points at the end of the semester. Please do not be tardy. Three tardies (arriving more than ten minutes after the start of class) are counted as an absence. If you arrive late, it is your responsibility to see me after class to check the roll. If you know you are going to be absent from or late for class for any reason, please contact me and let me know beforehand as a simple courtesy.

Course Grade: Your grade will be determined by the total number of points you earn during the semester divided by the total number of possible points. The letter grade will be based on the percentage of points earned as follows:

90% - 100% = A      80% - 89% = B      70% - 79% = C      60% - 69% = D

**PLANS FOR RECORD KEEPING, FEEDBACK TO STUDENTS, FACULTY, SUPERVISORS, & STUDENT REMEDIATION:** Grades for assignments are kept on a spreadsheet by the instructor. Quizzes and tests are reviewed with the class. Students may take notes from the tested material but they do not keep their actual quiz or test forms. Hard copies of lab assignments and directed observation papers are returned to the

students with instructor feedback. Student progress is communicated with other faculty and supervisors as needed to track the student's successful completion of the undergraduate degree. Students are required to earn a C or better grade in this course before taking the next course in the sequence, SHS 431, Introduction to Language Disorders. Students who earn below a C are expected to retake the course in order to earn their undergraduate degree in speech and hearing sciences.

**NOTE TO STUDENTS: The course objectives, assignments, and schedule of lecture topics may be changed with 24 hours notice, via in-class announcement.**

MONDAYS	WEDNESDAYS	FRIDAYS	LABS
1/11/10 Introductions/Overview	1/13/10 Review Terminology	1/15/10 Defining Language	• Log On to Turnitin.com
<i>Week 1 Reading – Chapter 1 Owens</i>			
1/18/10 <b>NO CLASS</b> MLK Holiday	1/20/10 Hockett's Design Features	1/22/10 Directed Observations and/or In-Class Lab Work	• <b>LAB 1:</b> Using Guide CD-Rom, complete Parts of Speech analysis, transcripts # 1-5
<i>Week 2 Reading – Start Chapter 2 Owens</i>			
1/25/10 <b>QUIZ 1</b> "I am Your Child"	1/27/10 Start Theories - Behavioral	1/29/10 Theories – Behavioral	• Prepare <b>Directed Observation 1</b> – Speech
<i>Week 3 Reading – Finish Chapter 2 Owens</i>			
2/1/10 <b>DUE DATE – LAB 1</b> Theories – Nativist	2/3/10 <b>QUIZ 2</b> Theories - Nativist	2/5/10 Theories - Semantic/Cognitive	<b>NO NEW LABS ☺</b>
<i>Week 4 Reading – Readings associated with Directed Observation 1 - Speech</i>			
2/8/10 Theories - Sociolinguistic	2/10/10 Theories - Emergentist	2/12/10 Finish Theories	• Complete <b>Directed Observation 1</b> – Speech
<i>Week 5 Reading – No new reading ☺</i>			
2/15/10 Speech	2/17/10 Speech	2/19/10 <b>TEST 1</b>	• <b>LAB 2:</b> Using Guide CD-Rom, complete Semantic Roles Analysis (Multiword Utterances/Semantic Roles and Residual Grammatical Categories), transcripts, # 4-8
<i>Week 6 Reading – Chapter 13 Owens</i>			
2/22/10 Diversity/Bilingualism	2/24/10 <b>QUIZ 3</b> Diversity/Bilingualism	2/26/10 <b>Early Review – DO1</b> Diversity/Bilingualism	<b>NO NEW LABS ☺</b>
<i>Week 7 Reading – Chapter 3 Owens</i>			
3/1/10 <b>DUE DATE – LAB 2</b> Cognition/Language Connections	3/3/10 Cognition/Language Connections	3/5/10 Cognition/Language Connections (Piaget)	• <b>LAB 3:</b> Using Guide CD-Rom, complete Primitive and Conversational Speech Acts Analysis (Conversational Choices), transcripts # 8-12
<i>Week 8 Reading - Chapter 4 Owens</i>			
3/8/10 Perceptual Bases for Language	3/10/10 Perceptual Bases for Language	3/12/10 <b>DUE DATE – DO1</b> Social Bases/Joint Attention and Language	• Revise <b>Directed Observation 1</b> – Speech • Prepare <b>Directed Observation 2</b> – Communicative Interaction
<i>Week 9 Reading – Chapter 5 Owens; Readings associated with Directed Observation 2</i>			

<b>3/15/10</b> NO CLASS Spring Break	<b>3/17/10</b> NO CLASS Spring Break	<b>3/19/10</b> NO CLASS Spring Break	<b>NO NEW LABS ☺</b>
<i>Week 10 Reading – No new reading ☺</i>			
<b>3/22/10</b> Motherese	<b>3/24/10</b> <b>QUIZ 4</b> Motherese	<b>3/26/10</b> <b>DUE DATE – LAB 3</b> Catch-up	• <b>LAB 4:</b> Using Guide CD-Rom, complete Morpheme Analysis (MLU), transcripts # 1-6
<i>Week 11 Reading – Chapter 6 Owens</i>			
<b>3/29/10</b> <b>TEST 2</b>	<b>3/31/10</b> Toddler Talk	<b>4/2/10</b> Toddler Talk	• Complete <b>Directed Observation 2</b> – Communicative Interaction
<i>Week 12 Reading – Chapter 7 Owens</i>			
<b>4/5/10</b> Toddler Talk	<b>4/7/10</b> <b>DUE DATE – DO2</b> Toddler Talk	<b>4/9/10</b> <b>DUE DATE – LAB 4</b> Preschool	• <b>LAB 5:</b> Using Guide CD-Rom, complete Grammatical Morphemes Analysis (Brown's 14 Morphemes), transcripts # 1-5
<i>Week 13 Reading – Chapter 8 Owens</i>			
<b>4/12/10</b> <b>QUIZ 5</b> Preschool Language Development	<b>4/14/10</b> Preschool Language Development	<b>4/16/10</b> Preschool Language Development	• Prepare <b>Directed Observation 3</b> - Sentences
<i>Week 14 Reading – Chapter 9 Owens</i>			
<b>4/19/10</b> Preschool Language Development	<b>4/21/10</b> <b>DUE DATE – LAB 5</b> Preschool Language Development	<b>4/23/10</b> <b>QUIZ 6</b> Preschool Language Development	• Complete <b>Directed Observation 3</b> - Sentences
<i>Week 15 Reading – Chapter 10 Owens</i>			
<b>4/26/10</b> School Age Language Development	<b>4/28/10</b> School Age Language Development	<b>4/30/10</b> <b>DUE DATE – DO3</b> School Age Language Development	
<i>Week 16 Reading – Chapter 11 Owens</i>			
<b>5/3/10 MONDAY FINAL 10:30-12:30</b>			