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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change **Catalog Description Change**

Current course prefix, number and full title: **SPLP 334, Language Development**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-5-11
Department Chairperson(s)	<i>[Signature]</i>	11/19/2011
College Curriculum Committee Chair	Edel Reilly, TECC Curr. Chair	2/27/12
College Dean	<i>[Signature]</i>	3/1/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	3/22/12

Received

MAR 2 2012

Liberal Studies

Course Revision

SPLP 334

Language Development

(3c-0l-3cr)

1. Syllabus

Find attached the proposed course syllabus.

2. Summary of Changes

Changes are being made to the course catalog description, course objectives, and course content. The previous version of this course focused on the development of oral language. The revised course will address both oral and written language. In addition, this course will include information on the analysis of spoken and written language samples. Finally, the course will provide increased coverage of language differences, including dialects and bilingualism. Prerequisites have been added: SPLE major, Admission to teacher certification, SPLP 111. The prerequisite of a 3.0 GPA has been removed.

3. Justification/Rationale for the Revision

Speech-language pathologists serve individuals with both oral and/or written language difficulties. This requires an understanding of normal oral and written language development. To competently assess children's oral and written language abilities, speech-language pathologists must be able to analyze both oral and written language samples. Adding information on language sample analysis will increase their competency in this area. Finally, in order to serve individuals from diverse linguistic backgrounds, information on dialects and bilingualism will be provided. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. The prerequisite of SPLP 111 was added to ensure students have introductory content in speech-language pathology. Admission to teacher certification to ensure that students enrolled have completed Step I, and this requires a 3.0 GPA and thus that prerequisite has been removed.

4. Old syllabus of record – Please find attached the old course syllabus of record.

Syllabus of Record

I. Catalog Description

SPLP 334: Language Development

3 class hours
0 lab hours
3 credits

Prerequisites: SPLE major, Admission to teacher certification, SPLP 111

(3c-0l-3cr)
SpEd hours: 2
ELL hours: 20

The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, semantics. Highlighting of neurological, social and psychological bases of language development.

II. Course Outcomes

The student enrolled in this course will be able to:

- 1) define and discuss the dimensions of speech, language and communication.
- 2) identify the social, neurological, structural and cognitive bases of language development.
- 3) compare and contrast the major theories of language development.
- 4) summarize the stages of language development and the characteristics of each stage.
- 5) discuss how language develops in relation to other major developmental domains and the relationship among the domains.
- 6) summarize the language/literacy connection, the components of readings, and the 5 areas of critical skills development in literacy.
- 7) evaluate oral and written language samples using SALT and other methods.
- 8) discuss language differences: dialects and bilingualism.
- 9) summarize the common disorders of language.

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	1a	III-B	I.C	Examination Formative activities
2	1a	III-A,B	I.B,C	Examination
3	1a	III-B	I.B	Examination Weekly Summary

				Questions
4	1b	III-B	I,B,G	Semester Project
5	1b	III-B	I,B,G	Homework Formative activities
6	1a	III-B,C	I,B,G,J	Homework Formative activities Weekly summary questions
7	3d	III-C,D; IV-G	I,B,H,I,L	Language Sample Analysis
8	1b	III-B,C	I,B,C,G	Examination Homework
9	1b	III-C	I,E	Examination Weekly summary questions

III. Detailed Course Outline (42 hours)

- A. The Dimensions of Human Communication 3 hours
1. Communication, Speech, and Language
 2. Linguistic Aspects of Language
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics
- B. The Foundations of Language Development
1. Neurological Bases 2 hours
 2. Anatomical Structures 1 hour
 - a. Lungs
 - b. Larynx
 - c. Oral/Nasal Cavities
 - d. The Ear
 3. Structural Foundations 1 hour
 - Prenatal and Early Development
 4. Perceptual Bases 1 hour
 - a. Auditory
 - b. Visual
 5. Cognitive Bases 3 hours
 - a. Vygotsky
 - b. Script Theory
 - c. Gardner's Multiple Intelligences
 - d. Information Processing

C. Models of Language Development	3 hours
1. Behavioral Models	
2. Syntactic Model	
3. Semantic Models	
4. Sociolinguistic Theory	
D. Infant Communication	2 hours
1. Related Development Overview	
2. Prelinguistic Foundations	
3. Phonological Aspects of Babbling	
4. Infant and Caregiver Communications	
a. Perlocutionary stage	
b. Illocutionary stage	
EXAM 1	1 hour
E. Early Language Development – Toddlers	2 hours
1. Related Development Overview	
2. Pragmatic Development	
3. Locutionary stage	
a. First Words	
b. Combining Words and Meaning	
c. Strategies for Language Learning	
F. Preschool Development	2 hours
1. Related Development Overview	
2. Pragmatic Development	
3. Narrative Development	
4. Semantic Development	
5. Syntactic Development	
G. Developing Grammar	2 hours
1. Grammatical Morphemes	
2. MLU	
3. Brown’s Stages of Development	
H. SALT Analysis	3 hours
1. Elicitation Procedures	
2. Developing the Gloss	
3. Transcribing	
4. Software Instruction	
5. Evaluation/Analysis Procedures	
I. Sentence Form Development	2 hours
1. Noun phrase	
2. Verb phrase	
3. Complex/compound sentences	
EXAM II	1 hour

- J. Later Language Development 3 hours
 - 1. Overview of Related Development
 - 2. Semantics
 - 3. Metalinguistic Skills
 - 4. Pragmatics

- K. Language and Literacy 3 hours
 - 1. Components of Reading
 - 2. Language/Literacy Hierarchy
 - 3. National Literacy Panel
 - 4. Interactive Reading Strategies

- L. Language into Adulthood 2 hour
 - 1. Changes in Speech and Language
 - 2. Changes in Hearing

- M. Language Differences 3 hours
 - 1. Bilingualism
 - 2. Dialects

- N. Introduction to Language Disorders 2 hours

Exam III During Final Exam Week 2 hour

IV. Evaluation Methods

- A. Three examinations 275 points
 Two exams during the semester (75 pts each) and a final examination during exam week (125 pts). The exams will be announced and comprised of multiple choice, fill-in-the-blank, short answer questions, essay, and case examples. Exam questions will cover information presented in class and in the assigned readings.

- B. Semester Project 50 points
 A final project consisting of a summary of development across all domains

- C. Language Sample Analysis 75 points
 Analysis of a variety of language samples using SALT software and other methods (more information to follow)

- D. Weekly summary questions 50 points

- E. Homework and In-class formative activities 50 points

V. Example Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0% - 60%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI. Attendance Policy

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. Required Textbook(s), Supplemental Books and Readings

McLaughlin, Scott (2010) Introduction to Language Development. San Diego: Singular Publishing.

Miller, J.F., Andriacchi, K., & Nockerts, A. (2011). Assessing language production using SALT software: A clinician's guide to language sample analysis. (this is included with the purchase of SALT Software, Student Version)

Miller, J.F. & Iglesias, A. (2012). Systematic Analysis of Language Transcripts (SALT) [Computer Software – Student Version]. Madison, WI: Language Analysis Lab, University of Wisconsin – Madison.

VIII. Special Resource Requirements

None.

IX. Bibliography

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Gerken, L. (2009). *Language Development*. San Diego: Plural Publishing

Gleason, J.B. (2005). *The Development of Language*. New York: Pearson.

Hulit, L., & Howard, M. (2006). *Born to Talk: An Introduction to Speech and Language Development*. Boston: Allyn & Bacon.

- Johnston, J. (2006). *Thinking About Language*. Eau Claire, WI: Thinking Publications
- Kuder, S. J. (2003). *Teaching Students with Language and Communication Disabilities*. Boston: Allyn & Bacon.
- Oller, J., Oller, S., & Badon, L. (2008). *Milestones: Normal Speech and Language Development Across the Lifespan*. San Diego: Plural Publishing
- Owens, R. (2008). *Language Development: An Introduction*. New York: Pearson.
- Paul, R. (2006). *Language Disorders from Infancy Through Adolescence: Assessment and Intervention*. New York: Mosby.
- Pence, K. & Justice, L. (2008). *Language Development: From Theory to Practice*. New Jersey: Pearson Prentice-Hall.
- McLean, J. & Snyder-McLean, L. (2005). *How Children Learn Language*. San Diego: Singular Press.

COURSE SYLLABUS

CATALOG DESCRIPTION

SH 334 Language Development

3c-01-3sh

Prerequisites: None

Study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, and semantics with emphasis on the generative evolution of sentences. Highlighting of neurological, social, and psychological bases of language development.

COURSE OBJECTIVES

1. To orient the students to the area of language and speech, from a psycholinguistic viewpoint.
2. To present a generalized model of language, to present a working perspective.
3. To have the students develop an understanding of the structure of language.
4. To have the students develop an understanding of the generalized stages of language development and the characteristics of each stage for each area of development.
5. To have the students develop an understanding of the functions of language.
6. To have the students develop an understanding of the social basis of language and language variations.
7. To have the students develop an understanding of and appreciation for the neurological basis of language.

COURSE OUTLINE

- A. Language, Speech and Communication
 1. Language - Psycholinguistics, Sociolinguistics
Rule - Governed - Grammars - Linguistic
competence Generative System
Components of Language

- Syntax
- Morphology
- Phonology
- Pragmatics
- 2. Speech
- 3. Communications

- B. Language Developmental Models
 - 1. Behavioral Theory
 - 2. Psycholinguistic Theory
 - Syntactic Model
 - Semantic - Cognitive Model
 - 3. Sociolinguistic Theory

- C. Development of Social and Communicative Bases of Language
 - 1. Maternal Communication Behaviors
 - 2. Interactions Between Infant and Caregiver
 - 3. Child Learning Strategies
 - 4. Adult Teaching Strategies

- D. Preschool Language Development
 - 1. Semantic Development
 - 2. Morphological Development
 - 3. Syntactic Development
 - 4. Pragmatic Development
 - 5. Phonological Development

- E. Language Differences
 - 1. Dialects
 - 2. Bilingualism

EVALUATION METHODS

The final grade will be based upon four (4) major tests (100 pts. each), five (5) quizzes (20 pts. each - total 100 pts.) and one five-page paper (100 pts.).

Grading Scale:

90 - 100 - A
89 - 80 - B
79 - 70 - C
69 - 60 - D
Below 60 - F

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Owens, R. E. (1988). Language development.
Columbus, Oh: Charles E. Merrill.

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