

**California State University San Marcos
College of Education**

COURSE: EDSL 551: Language Development and Assessment for Practitioners (3 units)

COLLEGE of EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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Office: UH 325

Office hours: Tuesday 11am-1pm

Course pre-requisites: None

Time: Tuesday 1-4pm

Location: TBD

I. COURSE DESCRIPTION

COURSE DESCRIPTION

This course serves as a general introduction to the study of language acquisition and assessment. Principles of typical and atypical first and second language acquisition will be examined. We will read and explore how theoretical viewpoints and evidence-based practice influences our approach to acquisition and assessment of typical and atypical language development. Students will gain “explicit” knowledge in language assessment and analysis techniques of natural speech.

Upon completion of this course, students should be able to:

1. Explain the basic principles of the current theories of language acquisition
2. Discuss the biological factors that impact language learning
3. Understand evidence-based practice and its implications for assessment and treatment
4. Collect and analyze language data from informal assessment measures

5. Demonstrate understanding of the variation in acquisition patterns in bilingual individuals, and how to assess language knowledge and use in bilingual populations
6. Demonstrate understanding of disordered language processes, and how to assess for language disorders
7. This course is required for all students prior to enrolling in graduate level courses for the MA in Education with an Option in Communicative Sciences and Disorders.

III. REQUIRED TEXT:

Berko Gleason, J. & Bernstein Ratner, N. (2009). **The Development of Language: Seventh Edition**, Boston, MA, Pearson Education Inc.

IV. TENTATIVE COURSE OUTLINE:

Date	Topic	BG/BR Chapter	Readings for presentations	PRESENTATIONS & Assignment Due
25-Jan	Review Syllabus/Introduction	Chapter 1		
1-Feb	Communication Development in Infancy	Chapter 2	1-Kuhl (2007) 2-Werker and Tees (1984)	
7-Feb	Phonological Development	Chapter 3	3-Saffran, Aslin and Newport (1996) 4-Fabiano and Goldstein (2010)	1- 2-
15-Feb	Semantic Development	Chapter 4	5-Nazzi et al. (2003) 6-Oetting et al. (1995)	3- 4-
22-Feb	Morpho-Syntax	Chapter 5	7-Gerken (1996) 8-Moyle et al. (2007)	5- 6-
1-Mar	Language in Social Contexts	Chapter 6	9-Hadley & Rice (1991) 10-Shumway and Whetherby (2009)	7-- 8-

8-Mar	Review			9-10-
15-Mar	MIDTERM EXAM			
22-Mar	Spring Break			
29-Mar	Visit to CCLC this week on Friday, April 1st-no class on Tuesday			
5-Apr	Theoretical Approaches	Chapter 7		Case Study Due
12-Apr	Individual Differences	Chapter 8		Paper Due
19-Apr	Atypical Development	Chapter 9	11-Leonard et al (1999) 12-Paul et al (2007)	
26-Apr	Language/Literacy	Chapter 10	13-Peterson et al. (2009) 14-Conti-Ramsden (2008)	11-12-
3-May	Developments in the Adult Years	Chapter 11		13-14-
10-May	Wrap up			
17-May	Final Exam Week			

V. Course Requirements

1) Professionalism

- a. Professionalism in this class is considered mandatory. While difficult to measure, your level of professionalism reflects your future abilities as a speech-language pathologist. For EDSL 671-672, professionalism consists of, but is not limited to: arriving to class on time, coming prepared to participate, politely acknowledging the contributions of your colleagues, turning off cell phones before class begins..

- 2) **Midterm Exam (50 points)**
 - a. The Midterm Examination is scheduled on March 15, 2011. This Exam will be a combination of multiple choice, true and false, matching and essay questions. Exam will cover all material from lectures and readings. A study guide will be provided prior to the exam.

- 3) **Final Exam (50 points)**
 - a. The Final Examination will be scheduled during Exam week. This Exam will be a combination of multiple choice, true and false, matching and essay questions. Exam will cover ALL material from lectures and readings. A study guide will be provided prior to the exam.

- 4) **Class visit to childcare facility (April 1, 2011) and reflection paper. (50 points)**
 - a. We will conduct a visit to the Center for Children and Families which is the on campus childcare facility. You will observe children at 5 developmental levels and record observations about phonological, semantic, morpho-syntactic, and pragmatic development. An observation sheet will be provided to help guide you through the process. After the visit, you will write a paper describing the language of the children you observed at each developmental level. Relate the observational data to the developmental norms discussed during class.

- 5) **Language Sample (50 points)**
 - a. A language sample of a child will be provided to you. You must assess the language sample by completing specific analyses that we will learn and practice in class. You will analyze: phonological processes, number of different words, type token ratio, mean length of utterance, and stage of grammatical development. A sample of how to complete the assignment will be provided to you. You must hand in all work and a written summary of your results.

- 6) **Presentations (50 points)**
 - a. Students will work in groups of two or three to present research articles that correspond to the class topics. Articles have been preselected by the instructor and are listed on the syllabus schedule. Articles can be retrieved through moodle. Groups will create an original professional presentation that provides a description and summary of the article. You must include, background information, the research question and why it is important, information about participants, methodology (what the researchers did to answer the question), and the findings. Be sure to include a short editorial about how information from the article

relates to class content and would be useful in the practice of speech and language pathology. You must create a handout and upload it to the moodle discussion board two days prior to your presentation. Presentations should be 20 minutes total (15 minutes for presentation and 5 minutes for questions). A grading rubric will be provided in class.

7) In class assignments and quizzes (50 points)

- a. Group assignments, independent writing assignments, and quizzes will be given during class without prior notice. This will serve as a way for the instructor to monitor class attendance, preparation, and the students' understanding of the content. There will be no make-up assignments or quizzes. If you miss a class in which an assignment or quiz is given, you will receive a score of 0 unless you notify the instructor with a valid reason prior to class.

VI. COURSE GRADING (percentage of total points):

95 – 100	A	80 – 82	B-
90 – 94	A-	77 – 79	C+
87 - 89	B+	73 – 76	C
83 – 86	B	70 – 72	C-

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

VII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Specific Language Impairment" rather than "Language Impaired student;" "Johnny who presents with Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.

3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Select a class “buddy” to ensure you receive handouts and information if you miss class.

Buddy: **Telephone:** **e-mail:** **Fax:**

VIII. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the CoE Governance Community, December, 1997).*

Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.

IX. GENERAL CONSIDERATIONS

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.