

California State University San Marcos
College of Education
Fall 2009
EDSL 551: Language Development and Assessment for Practitioners

Time: Wednesdays 5:30-8:15pm
Location: UH 237

Instructor: Suzanne Moineau, Ph.D.
Office: UH 323, phone (760) 750-8505
Office hour: by appointment
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Book: Shulman & Capone: Language Development

Additional required reading: will be assigned as we go along

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.

GENERAL CONSIDERATIONS

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

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 needs. 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.

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This 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.

Attendance: Students are expected to attend every class. You will be allowed to miss 1 class period without need for excuse, however, if you miss a class period where there is an assignment and you do not complete it, you will not have the opportunity to make it up. Each additional absence above the *one freebie* will result in a lowering of your grade by a full letter. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Students missing work during excusable absences will have the opportunity to make up the work, provided the instructor is notified before the absence occurs.

Furloughs: Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor. Some of my dates are scheduled on days that are class meets, and are noted below on our tentative schedule.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

GRADING STANDARDS

Grading Scale: In percentage of final points

A = 90 -100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

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.).

COURSE REQUIREMENTS

Assignments:

All work is due on the dates indicated. **NO LATE WORK WILL BE ACCEPTED – PERIOD!** It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Article Presentation	10 points
2. Language samples: 2	
Phonological development	10 points
Lexical Development	10 points
Grammatical Development (Morphology/Syntax)	10 points
Gestural/Social Development (Pragmatics)	10 points
Final Paper	50 points
	100points Total

- 1) Article Presentation: Good practice requires that we seek out empirical evidence for our assessments and evaluations. As such, you will be responsible for reviewing and presenting an article related to some aspect of language development that we will cover in class. The general approach will be: 1) every week 2-3 students will present 1 article each of your own selection (make sure you do not pick the same article). The article you select will be related to the component of language development that we are discussing at that time; 2) you will carefully read the article and present the methods and findings to the class. The article you select should be a research article (i.e. empirically based evidence) from a peer-reviewed journal. **YOU MUST SEND ME YOUR ARTICLE 1 WEEK PRIOR TO YOUR PRESENTATION FOR MY REVIEW.**
- 2) You will be required to collect 2 language samples from 2 different children during the course of this class. You can use 2 children that you know, or you can observe in the Center for Children and Families (more on this in class). You can pick 2 children of the same age or of different ages. You will be doing an informal assessment of their language development in each of the subcomponents of language that we will cover (i.e. phonological, lexical, grammatical (morphological and syntactical) and gestural/social (pragmatic)). You will use our textbook, the *LinguiSystems Guide to Communication Milestones* and at least 1 additional (primary source) resource to do a careful analysis of the children's language development. You are looking to see 'what structures' the children are using and/or not using, and to determine if they are developing on a typical timeline as per these resources. You will submit your papers in individual sections throughout the course, and then write and present a final paper at the end of the course. You should compare and contrast the children's development in your final paper.

TENTATIVE COURSE SCHEDULE

(This schedule is tentative subject to negotiated changes in response to class demands)
ASSIGNMENTS ARE TO BE COMPLETED FOR THE DATE SPECIFIED

- Week 1: Introductions/Syllabus Review/Distinguishing the different components of speech and language & Biological Bases of Communication
- Week 2: **Collection of Language Samples – No meeting time**
- Week 3: Child Development (Chapter 2), Theory (Chapter 3) & Hearing (Chapter 4)
- Week 4: Speech Perception/Phonological Development (Chapter 8)
Presentations
- Week 5: Phonological Development, continued
Presentations
- Week 6: **Furlough- No class**
- Week 7: Lexical Development (Chapter 197)
Presentations
Phonological Paper Due
- Week 8: Grammatical Development (Chapters 9 & 10)
Presentations
Lexical Paper Due
- Week 9: Social-Emotional (Chapter 5) and Gestural Development (Chapter 6) -- Pragmatics
Presentations
Grammatical Paper Due
- Week 10: Comprehension of Language (Chapter 11) & Transition to School-aged Literacy (Chapter 12)
Presentations
Social Paper Due
- Week 11: **Veterans Day- Campus Closed**
- Week 12: Multilingualism & Multiculturalism (Chapter 13)
Presentations
- Week 13: **Thanksgiving – Campus Closed**

Week 14: Children w/Language Impairment (Chapter 14 & 15)
Presentations
Final Paper Due

Week 15: Wrap-up