California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA D7: Interdisciplinary Social Science
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: EDSL 251 / SLP 251 Number of Units: 3 _____	Course Title: Language Development and Assessment for Practitioners
College or Program: Speech Language Pathology ☐CHABSS ☐CSM X☐CEHHS ☐COBA ☐Other _____	Desired term of implementation: ☐ Fall ☐Spring X☐Summer Year:	Mode of Delivery: X☐ face to face ☐ hybrid X☐fully on-line
Course Proposer (please print): Lori Heisler	Email: lheisler@csusm.edu	Submission Date: 7/23/2014

1. Course Catalog 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X ☐	Course description, course title and course number
☐ X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
☐ X	Topics or subjects covered in the course
☐ X	Registration conditions
☐ X	Specifics relating to how assignments meet the writing requirement
☐ X	Tentative course schedule including readings
☐ X	Grading components including relative weight of assignments

SIGNATURES

_____ 8/7/14   _____ 8/9/14
Course Proposer   Date   Department Chair   date

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

_____ Support   Do not support*   _____ Support   Do not support*

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9-22-14 ☞   ☐   ☐   ☐
Library Faculty   Date   Impacted   Date
                                                 Discipline Chair

                         Support   Do not Support*   Approve   Do not Approve
                           ☐   ☐   ☐   ☐
Impacted Discipline   Date   GEC Chair   Date
Chair

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone: Email:

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Students collect language samples and conduct analyses to determine the developmental level of the child based on culturally appropriate linguistic norms.	Students will practice language sample and analysis techniques in class during in class assignments. They will then collect a language sample during their service-learning placement (head start) and conduct the learned analyses on the collected sample.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Students will learn about monolingual and bilingual language development throughout this class.	This will be assessed through the head start service learning journal and case presentation.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will learn about historical and contemporary theories of language acquisition.	Students will critically analyze each of the theories and debate the pros and cons during a graded in class assignment. Students will also be asked to write one page summary of their "personal theory" of language acquisition incorporating the most influential aspects of the theoretical perspectives discussed in class.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Students will discuss and reflect upon the relationship between Socio-Economic Status and language development.	Students are given an article in class http://www.nytimes.com/2014/03/26/us/trying-to-close-a-knowledge-gap-word-by-word.html?hp&_r=2 And asked to discuss in small groups. The students are then asked to develop a training program for caregivers to help level the achievement gap through early language facilitation techniques.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will learn about theories of language acquisition. In addition they will learn how socio-economic status may influence language development.	Students will have an in class assignment where they write their personal theories. These papers are handed in and given feedback. This writing assignment should be in an expository form and include academic language referenced in the theories. Students will also develop and write a parent training program based on the research discuss in

		class. This writing assignment should be in a narrative or conversational form which would be more accessible to caregivers.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will integrate multiple theories to develop their own theory of language development. Students will learn language sample analysis techniques and use the information from their calculated analyses to determine if a child has appropriate language skills for his or her age.	Students will analyze and integrate theories of language acquisition to develop their own theory. Students will complete in class assignments in which students learn and practice language sample techniques. Head Start Journal in which students complete language sampling and analyses on a child from the service learning placement.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will learn ways to facilitate language acquisition for monolingual and bilingual children. Students will look for available parent and caregiver resources on the internet and compare the information to evidence based literature to determine if the internet resources are sufficient and accurate for caregivers.	Students will create a professional poster presentation documenting their case study. The presentation must include referenced resources for parent and teacher training.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	☐ No X☐ Yes
LEAP 2: Intellectual and Practical Skills	☐ No X☐ Yes
LEAP 3: Personal and Social Responsibility	☐ No X☐ Yes
LEAP 4: Integrative Learning	☐ No X☐ Yes
CSUSM Specific Programmatic Goals	**Course content that addressxes the following CSUSM goals. Please explain, *if applicable.***
CSUSM 1: Exposure to and critical thinking about issues of diversity.	☐ No X☐ *Yes (please describe):Students will learn about the development of language of children who are monolingual English speakers and children who come from culturally and linguistically diverse backgrounds.*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐No X☐ *Yes (please describe): Students participate in a service learning project in a local head start classroom. Students complete critical analyses related to their activities in the classroom.*

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	**Students complete multiple reflection papers in class and a journal documenting their weekly visits to their service learning placement.**
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	**A rubric will be used to assess the head start journal and final presentation. The rubric will reflect competency in both content and mechanics of writing.**
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	**Students will review quantitative literature with the help of the instructor. Students will compare knowledge learned from primary sources to that which is available on secondary/ internet resources.**
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	**Students will review quantitative literature with the help of the instructor. Students will compare knowledge learned from primary sources to that which is available on secondary/ internet resources without reference.**

Date: September 22, 2014

To: Lori Heisler, Ph.D., CCC-SLP
Department of Speech-Language Pathology

From: Toni Olivas, Ed.D.
Education Librarian

Subject: Library Comments for the New Course Certification form for EDSL 251
(*Language Development and Assessment for Practitioners*)

The Library is pleased to respond to the new course certification form for the proposed course entitled *Language Development and Assessment for Practitioners*. It is essential that collaboration with course proposers commences early in the process to ensure that students and faculty have sufficient library resources as well as librarian expertise by the time the course is implemented. We thank you for your collaboration and your willingness to work closely with us to ensure our students get the Library services they need. For your consideration, you will find the Library's recommendations for this course proposal.

There seems to be a large service learning component to this class, but there is a case presentation associated with this as well. The syllabus says, "*Case presentation guidelines will be outlined in CougarCourses,*" but it would be helpful to know what those guidelines are now to see if the library has the proper resources to help students complete their case presentations.

The syllabus also mentions that students "*will debate the pros and cons of different theories of language acquisition... [and the] instructor will assign... a theory to analyze.*" It would be good to know what types of sources students will be using for this assignment (books, journal articles, websites?) in order to be better prepared for student research needs.

Course requirements mentioned in the new course certification form state that "*students will review quantitative literature...*" The Library welcomes the opportunity to work with the instructor on incorporating information literacy component each semester this course is taught. Through these information literacy sessions, the librarian will teach students how to effectively find and critically evaluate empirical quantitative literature on their topics.

California State University San Marcos
College of Education Health and Human Services
Department of Speech Language Pathology

COURSE: EDSL 251/SLP 251: Language Development and Assessment for Practitioners (3 units)

Department of Speech Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students on the knowledge and skills in prevention, assessment, and treatment of typical and disordered communication and swallowing across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence based clinical decisions. Our aim is to provide clinical services that promote wellness to culturally and linguistically diverse populations within our community.

Professor: Lori Heisler Ph.D CCC-SLP
Phone : 760-750-8596
Email: lheisler@csusm.edu
Office: UH 319
Office hours: Tuesday 2:30-4:30
Course pre-requisites: None
Time: Thursday 2:30-5:15
Head start service learning: 2 hours per week at a regular time which you will schedule with your designated facility
Location: AH 310

I. 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 (IV-B;in class assignments and written reflection)
2. Discuss the biological factors that impact language learning (IV-B, Exam)
3. Understand evidence-based practice and its implications for assessment and treatment (IV-D; Exam)
4. Collect and analyze language data from informal assessment measures (IV-D; head start journal, in class assignments)
5. Demonstrate understanding of the variation in acquisition patterns in bilingual individuals, and how to assess language knowledge and use in bilingual populations (Head Start service learning journal and presentation)

6. Demonstrate understanding of disordered language processes, and how to assess for language disorders (Exam)

General Education Learning Outcomes

1) Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.

2) Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.

3) Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.

4) Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

III. REQUIRED TEXT:

Levey, Sandra, (2013) Introduction to Language Development, Plural Publishing, San Diego, CA

IV. Schedule

Date	Topic	BG/BR Chapter	Videos	Assignment Due
1/23/2014	Review Syllabus Introduction to language acquisition	Levey, Chapters 1		
1/30/2014	Theories of Language Development Guest Jeri Mendel (Head Start)	Levey Chapter 2	"Secrets of The Wild Child"	In class activity: Debates
2/6/2014	Biological basis for language Cognitive Development	Owens Chapter 5- posted on Cougar Courses		In class activity: Your theory of language

	Infant and Toddler Language Development	Levey Chapter 5		development.
2/13/2014	Analysis of Infant and Toddler milestones			You should be starting in your head start placement this week.
2/20/2014	Preschool Aged Children' Language Development	Levey Chapter 6 Bliss chapter posted. Please print and bring to class		Work on HS-Q1
2/27/2014	MLU/TTR/NDW			HS-Q2
3/6/2014	Language Sampling In class practice			HS-Q3 Bring headstart portfolio to class (what you have so far) Language Sampling In class practice
3/13/2014	Mid term Exam			HS-Q4
3/20/2014	Language development in middle and late childhood and adolescents	Levey Chapter 7		HS-Q5
3/27/2014	SES and language acquisition In class activity: Parent training handout.			HS-Q6
4/3/2014	SPRING BREAK			
4/10/2014	Assessment and Intervention of language skills in children	Posted readings		HS-Q7 Bring headstart portfolio to class (what you have so far)
4/17/2014	Review assesments			Work on case

	Work on Head Start Presentations			presentation.
4/24/2014	Head Start Case Presentations			Case presentation
5/1/2014	Final Exam Review			Head start reflection journal due
5/8/2014	Exam 2 (comprehensive)			Exam 2

V. Course Requirements

Service Learning (MAAC-Head Start Project) 100 points (breakdown 20 points for attending, 50 points for journal, 30 points for case presentation).

All students are required to accumulate a minimum of 20 hours of volunteer time at a MAAC head start location. You will negotiate the time directly with the head start at which you are placed. Students will have the opportunity to choose from a list of locations in North County to maximize convenience. You must keep a log of your hours and have them signed by a representative at your designated facility. During your time at the center, you will be spending your time observing and interacting with the children. You will be responsible for modeling vocabulary and grammar to help enhance the communication environment of the children. In addition to the hour log, you will be given a short weekly assignment that must be completed. At the end of the semester, you will hand in a portfolio that includes all of your weekly assignments. You will also be responsible to give a case presentation to the class. Case presentation guidelines are outlined in Appendix A. This journal of the weekly assignment should be handed in at the end of the semester. Bring the journal to class on a weekly basis for discussion and group activities. You must complete the volunteer application form and have evidence of a valid TB test.
http://www.csusm.edu/shcs/generalinfo/healthfee.html (for individuals who pay the student health fee at CSUSM)
http://www.sdcounty.ca.gov/hhsa/programs/phs/documents/TB-454eTBServicesBrochure.pdf (for individuals who do not have private insurance)
http://www.minuteclinic.com/services/wellnessandprevention/tuberculosistesting/ (minute clinic, $39 fee)

EXAM 1: 50 points
EXAM 2: 100 points (Cumulative)

In class assignments and activities: 50 points
    1) In class, we will review theories of language acquisition.
          a. You will debate the pros and cons of different theories of language acquisition. Your instructor will assign you a partner and a theory to analyze (from the textbook). You will then be paired with another pair to have your debate in front of the class. (10 points)

      b. Based on your knowledge of the different of theories of language acquisition, you will write a 1-2 page paper discussing your personal theory of language acquisition. This will be handed in at the end of class. (10 points).

2) Using what you have learned about ways to facilitate language acquisition to develop a handout for caregivers. Discuss how this type of parent training could help to level the achievement gap. (10 points)

3) Language sample analysis: MLU/TTR/parts of speech/14 grammatical morpheme analysis (20 points)

Total possible points: 300. (NOTE, a minimum of 285 points must be accumulated to receive an A in the class. There will be no rounding).

VI. COURSE GRADING (percentage of total points): Grades are calculated to two decimal places and will not be rounded up or down.

Letter grade   (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to submit all work when due. Late work will receive reduced or no credit. Work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). Full sentences are expected. Speech-language pathology is a career that requires mastery of the written and oral language, as well as professionalism, dependability and attention to detail. Grading will reflect this broad scope.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This requirement will be satisfied via short answer homework questions, observation report and journal article review.

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 presentation 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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

It is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of professional interaction and e-mail is often the easiest way to contact a professor. However, students should be aware that professional and grammatical language is expected in all forms of communication, including e-mail.

Attendance and Participation Policy

Students are expected to complete all in class and/or online activities, classes or. At a minimum, students must attend more than 80% of required live sessions or live chats, 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should contact their instructor prior to the second week of class.

Appendix A
Head Start Case Presentation: 30 points
You will create a paper poster of website (weebly.com) about your Head Start placement.

Your poster/website must:
*Be neat, organized, easy to read, and creative.
*Demonstrate your mastery of the terms form/content/use.
*Give examples from your head start placement related to phonology, morphology, syntax, semantic, and pragmatics.
*Show an integration of the content and concepts learned in class with your placement at Head Start.
*Describe language facilitation strategies that you used or could use with bilingual preschool children.

On the day of the presentations, we will set the room up like a poster session at a conference. I will create a schedule and you will take turns presenting in groups of 5.

2:30-3 #1-5
3-3:30 #6-10
3:30-4 #11-15
4-4:30 # 16-20
4:30-5 # 21-25

Students will be required to rate each other's posters and provide feedback.