

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D~~X~~: ~~Interdisciplinary~~ Social Science
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: EDSL 251 / <u>SP 251</u>		Course Title: Language Development and Assessment for Practitioners	
Number of Units: 3 _____			
College or Program: Speech Language Pathology <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer Year:	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> 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:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	
<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Grading components including relative weight of assignments
<input checked="" type="checkbox"/>	

SIGNATURES


Course Proposer

8/7/14
Date


Department Chair

8/9/14
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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• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

 Library Faculty	9-22-11 <input checked="" type="checkbox"/>	<input type="checkbox"/>	Impacted Discipline Chair	Date	<input type="checkbox"/>	<input type="checkbox"/>	
	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>		Impacted Discipline Chair	Date	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
			GEC Chair	Date			

* 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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• AREA D: Social Science

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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?
<p>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.</p>	<p>During this course, students will describe and critically apply theories and methods from three social scientific disciplines; developmental psychology, linguistics, anthropology and sociology. Students will learn about typical and atypical language development in culturally and linguistically diverse environments. Students will learn about genetic and environmental factors that influence development. Social-interactionist theories will be discussed. In this class, students will consider ways to increase the language ability of individuals with lower socio-economic status (SES).</p>	<p>Students will critically evaluate research that shows that individuals with lower SES have decreased oral and written language skills. Students will collect and analyze language samples from children who attend a Head-Start Preschool program. As part of this project, students will prepare a handout for parents and teachers with evidence based methods to facilitate language acquisition.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Throughout the course lectures and service-learning component, students will learn the ways that race, class and gender can impact an individuals ability learn language. This in turn will impact their ability to be successful in school and in society.</p>	<p>Students are expected to apply these concepts in their Head-Start project.</p> <p>They will also be assessed in midterm and final exams. For example: Explain why low socio-economic status and pre-natal care are risk factors for language delay.</p> <p>Explain how poor phonological awareness skills at 3years or age can be linked to poor reading and academic performance in third grade.</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>Students will learn the current and historical theories of how children learn language in class and through chapter readings. These theories that are referenced in the textbook chapter and that are highlighted during the class discussion include: Behaviorism (Skinner, 1957) Linguistic approaches</p>	<p>Students will critically analyze each of the theories and debate the pros and cons during an in class assignment. Students will also be asked to wrote a one page summary of their personal theory of language acquisition incorporating the most</p>

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	<p>(Chomsky, 1957) LAD and Development (Chomsky; 1982, 1999; Lennenberg, 1967) Cognitive/Interactionist Approaches (Piaget, 1954; Vygostsky, 1962) Information Processing Models (McLelleand & Rummelhart, 1981; Bates & MCWhinney, 1989) Social Interactionist Approach (Locke, 1993; Ninnio & Snow, 1999)</p>	<p>influential aspects of the theoretical perspectives discussed in class.</p>
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>Students will write a paper which develops their own theory of language acquisition that will be handed in to their instructor. This will help to develop academic writing. In an additional assignment, students will develop a handout to share language facilitation strategies with parents and teachers. This will be to develop writing for purpose of communicating with the general population.</p>	<p>Students will have an in class assignment where they write their personal theory of language acquisition. Assignments will be graded by the instructor according to a rubric. Students will be given feedback.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>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.</p>	<p>Students will write their personal theory of language acquisition. Other 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 their service learning placement.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>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. Written reflection as describe above. Other 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 their service learning placement.</p>	<p>Students will create a professional poster presentation documenting their case study. The presentation must include referenced resources for parent and teacher training.</p>

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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.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students will learn about development of language of children who are monolingual English speakers and children who come from culturally and linguistically diverse backgrounds. Students will also learn about individuals born with developmental and acquired disabilities.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students participate in a service-learning project in a local head start classroom. Students complete critical analyses related to their activities in the classroom.</i>

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 primary literature with the help of the instructor. The instructor will invite library faculty to speak to students during live course offerings. Instructor will post a video instruction link and email contact information for the instructional librarian in the syllabus for online course offerings.
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 for accuracy.

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

COURSE: EDSSL 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)

	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

- 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.

Appendix A**Head Start Case Presentation: 30 points**

You will create a paper poster or 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.