

Course Syllabus

COMD 2500: Language, Speech, and Hearing Development

CONTACT INFORMATION:

Instructor

Karen Filimoehala, MS, CCC/SLP Use Canvas e-mail (preferred)
or karen.filimoehala@usu.edu if Canvas is not an option

Teaching Assistants

To Be Announced

COURSE DESCRIPTION, GOALS, OBJECTIVES AND ASSESSMENT TOOLS:

Course Description

As a basic introduction to the development of language, speech, and hearing, this course has relevance for majors in communication disorders and deaf education as well as for those in education, family and human development, psychology, nursing, and pre-medicine. This is also a valuable course for those seeking developmental information to assist in child rearing practices. The course focuses on:

- language, speech, and hearing development
 - theoretical models of language acquisition
 - intra/ intercultural language differences and their impact on mainstream communicative competence
 - life-long language acquisition and strategies for facilitating such acquisition
 - the nature, causes, and prevention of disorders of language, speech, and hearing
- Course Goals

The overall goals of this course are to develop student proficiency in:

- Gaining faculty knowledge (terminology, classifications, and methods) in the area of language, speech and hearing development.
- Learning fundamental principles, generalizations of theories concerning the basic area of language, speech and hearing development.
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Objectives

1: Learn the terms communication, language, and speech as they relate to human as well as to non-human communication skills.

- 2: Understand the impact of physiological variables on hearing, language, and speech
- 3: Understand the theoretical models of language acquisition
- 4: Understand the nature of inter- and intra-cultural language differences
- 5: Understand the impact that cultural differences have on language acquisition
- 6: Understand the sequence and development for the phonological, semantic, syntactic-morphological, and pragmatic systems
- 7: Understand how caregivers can positively affect the acquisition of communication, language, and speech
- 8: Define emergent literacy; understand the relationship between language acquisition and emergent-literacy development; and understand how to enhance the development of emergent-literacy skills
9. Demonstrate knowledge of language development by systematically analyzing a child's language skills for MLU, and by informally estimating skills in the areas of phonology, morphology, semantics, syntax, and pragmatics.
10. Understand language growth in older children, adolescents, and adults
11. Understand the nature of language, speech, and hearing disorders, their possible causes, and their effects on the individual and his/her family.
12. Gain increased empathy for individuals with communication disorders and/or differences.

Assessment Tools

1. EXAMS

Three exams will be given. Questions on all exams will be a combination of multiple choice and true/false. Each exam will be worth 100 points. The final is not comprehensive. All students must take exams during the specified times. All exams **MUST BE PROCTORED** (see instructions on course home page under “start here.”) Please direct all questions about proctors to distance education as they oversee this process entirely.

2. CHAPTER REVIEWS

Nine chapters from the Pence and Justice text are covered in this course. Essay type questions from each chapter will be assigned as a chapter review. Each review will be worth 10 points for a semester total of 90 points. These assignments must be completed independently.

3. QUIZ

One quiz will be given. It will be released prior to the Language Analysis Assignment discussed below. It is worth 10 points. You will be notified of this quiz at least three weeks prior to its release. It is an open-notes quiz on a video you will watch. This quiz does NOT need to be proctored.

3. LANGUAGE ANALYSIS ASSIGNMENT

This assignment is worth 85 points (10 points for the practice exercise and 75 points for the main part of the assignment). It involves facilitating a language sample from a pre-school-aged child and analyzing the sample for specific language features (TBA). Instructions will be provided through Canvas around midterm.

4. ASHA WEBSITE ASSIGNMENT

This is the final assignment for this class. It is worth 10 points. It corresponds to the last chapter in the text. Instructions will be provided through Canvas approximately three weeks prior to the due date.

Late Policy

Students are expected to submit assignments by the designated date and time. Electronic submission of assignments will be due by the dates indicated according to the Mountain Time zone. Assignments may be submitted up to one week late but will be charged a daily 10% penalty of total possible points after the prescribed due time / date and each 24 hour period after that until date of actual submission. No assignments will be accepted after the last day of class. Exams/quizzes may not be taken late for partial credit.

Course Expectations

1. Actively process information: Read, clarify, rehearse, and organize.
2. Be assertive about understanding the information that is taught in this class--ask questions if the information is not clear to you.
3. Keep up with the class. Research clearly indicates that spaced practice of new information is much more efficient than massed practice (cramming for exams).
4. Figure out a strategy for organizing the information--you will remember new information better if you develop your own unique strategy. For example, group or chunk information for easier recall, rewrite notes, make graphic organizers, draw pictures, or develop test questions and answer them.
5. Check your announcements daily for new messages, schedule changes, assignment changes, etc.

Course Technology Requirements

Canvas is the where course content, grades, and communication will reside for this course.

- <http://canvas.usu.edu>
- Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For **Canvas**, **Passwords**, or any other computer-related technical support contact the **IT Service Desk**.
- 435 797-4357 (797-HELP)
- 877 878-8325
- <http://it.usu.edu>
- servicedesk@usu.edu

Textbook

Pence Turnbull, Khara L and Justice, Laura M. (2016). Language development from theory to practice 3rd edition. Upper Saddle River: Pearson Prentice Hall.

Additional Readings

Readings will be taken from peer-reviewed journals and education magazines. Most readings will be available in Canvas in PDF format. Other readings will be available online, with a hyperlink provided in Canvas.

Presentations

Weekly online presentations may be posted on Canvas. Lecture notes along with slides will be provided to view online or downloaded.

COURSE ACTIVITIES:

Readings

There will be assigned readings for each topic. You will be accountable for reading materials and assessed for comprehension through assignments, discussions, and quizzes.

Presentations

For most topics there will be an Instructor presentation. If readings are provided **you are expected to do all readings prior to presentations**. The presentation will be focused more on synthesis and expansion of the reading materials, so it is your responsibility to gain a basic understanding of the reading materials first.

Exams/Quizzes/Assignments

Please see descriptions under "Assessment Tools" above.

Discussions

You may participate in the discussions in Canvas, but you are not required to do so as part of your grade.

COURSE GRADING:

Your grade is based on performance of course components and possible points.

Component Points

- Assignments 190
- Quiz 10
- Exams 300
- Extra Credit +.5% (2.5 points)
- TOTAL POINTS 500** Final grades are calculated using a percentage scale out of 100%.

GRADE PERCENTAGE

- **A** 100% - 93%
- **A-** < 93% - 90%
- **B+** < 90% – 87%
- **B** < 87% – 83%
- **B-** < 83% - 80%
- **C+** < 80% - 77%
- **C** < 77% - 73%
- **C-** < 73% - 70%
- **D** < 70% - 60%
- **F** < 60 %

COURSE POLICIES:

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.
(<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback/Communication

I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond to email **within two business days** (Monday – Friday/University Holidays excluded). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

All electronic files must be submitted in word(.doc, .docx) or rich text file (.rtf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*. Files in formats other than doc, docx, rtf

and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

Course Fees

There are no course fees associated with this course.