

SHS 465/565: Speech and Language Acquisition Spring 2005

Tuesday and Thursday 3:15 – 4:30 p.m., Coor 120

INSTRUCTOR: **David Ingram, Ph.D.**
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Office Hours: T, Th 4: 40-5:30, or by appointment

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Office Hours: T, Th 2:00–3:00, or by appointment
** T.A. office hours will be held in Coor 3407.

REQUIRED TEXT: Berko-Gleason, (Editor) *The Development of Language*, 6th edition, MacMillan.

COURSE DESCRIPTION AND OBJECTIVES:

This course examines the acquisition of language by children. It examines how children acquire the major areas of language (phonology, semantics, syntax, morphology, pragmatics), the stages of acquisition that they follow, and related topics such as individual differences, atypical development, and the acquisition of reading.

COURSE PREREQUISITE: SHS 367 (Language Science) or equivalent; SHS 250 is highly recommended.

COURSE REQUIREMENTS:

Readings: There are weekly reading assignments from the textbook. These need to be done prior to class in order to understand the material being presented. They cover a broader range of material than that covered in class.

Tests: There are four tests during the course, three mid-term examinations and one final examination. Each test is worth 25 points, for a total of 100 points. Each test is based on the material covered since the previous test. Each test may include multiple choice, true/false, fill in the blank, matching, and short answer questions. The tests only cover material covered in class and related readings in the text, i.e. questions will not be asked on material in the text that is not covered in class. You will, however, be expected to demonstrate understanding and competence involving topics that are covered in lectures, but are not in the textbook. Your knowledge of the material, however, will be enhanced by all the textbook information, not just that to be tested.

Final Examination: The final examination covers all the material covered in the course. It is designed to provide you with an opportunity to review all the information studied to have a better overall view of first language acquisition.

Analyses: Students registered for SHS 565 have to complete two analyses, each worth 10 points for a total of 20 points. The analyses are each brief papers (2 to 3 pages plus appendices) of selected data on phonology, semantics, syntax and morphology respectively. They are designed to expose you to the analysis of children's language and provide an opportunity to develop your writing skills for short reports. The analyses must be typed, double spaced, with 1 inch margins, in 12 pt font and stapled. Tables within the report may be single-spaced. Phonetic symbols may be handwritten but they must be legible and follow standard IPA format. Place your name, SHS 565, the date, and the title of the assignment at the top of the first page. They are given out on a Tuesday and due on Thursday of the following week. Late papers may not be accepted. Please save and back up your work frequently as computer crashes, malfunctions, disk failures, etc cannot excuse you from turning in the assignment on time. Students may work together on the analyses, but not on the writing of the report. Students who work with another student should indicate that within their report.

DISPOSITION OF ASSIGNMENTS/EXAMINATIONS:

All tests and papers will be kept by the instructor. They are returned in class for review and then collected.

PLAGIARISM:

To plagiarize is to present as your own work any work this is not exclusively yours. Plagiarism of all or a portion of any assignment (including cheating on an exam) will not be accepted. Plagiarism will result in a failing grade.

WITHDRAWAL/INCOMPLETE:

Please read the ASU Schedule of Classes, Spring 2005 for details. The final Drop/Add dates are Jan. 21 (in person) and Jan. 23 (online), the Unrestricted Withdrawal Deadlines are Feb. 11 (in person) and Feb. 13 (online), and the Restricted Course Withdrawal is April 1. As the Schedule notes, all dates are tentative and subject to change by ASU with notice.

GRADING:

Scoring of the examinations, projects and participation assignments will add up to 100 points for SHS 465, and to 120 points for SHS 565. Grades will be assigned in the following percentages:

90 -100 % = A 80 -89 % = B 70 -79 % = C 60 -69 % = D Below 60% = E

The instructors will use attendance, participation and increased performance as the semester progresses to assign letter grades in the event of points that are at the cut off (e.g. 89.5).

CLASS NOTES:

Class material is presented in PowerPoint presentations using "key words" for note taking. Summaries are also available on the instructor's webpage. Handouts will be provided when material is more detailed in nature. When relevant, some classroom activities will also take place, e.g. practice analyses of language samples.

SHS 465/565 Course Schedule, Spring 2004

Date	Topic	Readings/Assignments
Jan 18, 20	Overview of course; History of Child Language Studies	Chapter 1
Jan 25, 27	Stages of Language Development	Chapter 1
Feb 1, 3	Prelinguistic Development	Chapters 2, 3
Feb 8, 10, 15	Phonological Development	Chapter 3
Feb 17	Test #1	
Feb 22, 24	Semantic Development	Chapter 4 Analysis #1 given on Feb 22
Mar 1, 3	Syntactic Development	Chapter 5 Analysis #1 due Mar 3
Mar 8, 10	Morphological Development	
Mar 15, 17	Spring Break	Chapter 5
Mar 22, 24	Review, Test # 2 on 24th	
Mar 29, 31	Pragmatic Development	Chapter 6 Analysis #2 given on Mar 29
Apr 5, 7, 12	Theories & Individual Differences	Chapters 7 & 8 Analysis #2 due Apr 7
Apr 14, 19	Atypical Development	Chapter 9
Apr 21	Test #3	
Apr 26, 28	Reading & Writing	Chapter 10
May 3	School Age Language Development	Chapter 10
May 10	FINAL EXAM 2:40 – 4:30	

Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills section of the American Speech-Language-Hearing Association (ASHA) standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1, 2005.

Standard III-B: The applicant must demonstrate knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.

Please note that the examinations and the assignments address the developmental linguistic aspects of basic communication. Students registered for the undergraduate section can meet the specified standards by receiving a C or better for the course (70% or better); students registered for the graduate section of the course must receive a B or better (80% or better) for their performance in the course in order to meet the ASHA competency requirements. Students who do not meet the ASHA competency requirements for the course will need to obtain those skills elsewhere (e.g., another course, etc.).

Knowledge and Skill Outcome Measures

Speech and Language Acquisition (SHS 465/565) provides students with academic knowledge about the history of child language studies, general stages of acquisition, prelinguistic and phonological development, semantic, syntactic and morphological acquisition, basic measures such as MLU and percentage of obligatory occurrence, the role of linguistic input, individual differences, theories of acquisition, general aspects of atypical acquisition, and an overview to acquisition of reading and writing, and school age acquisition.