

SES 240 Spring 2006

Communication Development in Children
3.0 hours credit
8:00-9:15 a.m. T/Th

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I. CATALOGUE DESCRIPTION

Psychosociolinguistic and developmental processes in the acquisition of communication in typically developing children. Emphasis on interactive patterns in diverse cultures that contribute to and influence social interaction.

II. PURPOSE

To examine the stages of development of communication in children with emphasis on the linguistic, cognitive, physiological, and social processes that determine typical speech and language development.

III. LEARNER OUTCOMES

Upon successful completion of SES 240, learners will be able to:

1. Discuss language and linguistic functioning from a psychosociolinguistic perspective (CEC/DHH DH1K1, CC2K1, CC2K5; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
2. Summarize theoretical approaches to language development (CEC/DHH CC1K1, DH1K1, CC2K1, CC2K5; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
3. Describe the major patterns in the communicative growth of young children (infants, toddlers, and preschoolers—birth to 5 years of age) (CEC/DHH DH1K1, CC2K1, CC2K5, CC6K2, DH10K1; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
4. Describe the auditory and visual perceptual bases of early language development (birth to 5 years of age) (CEC/DHH DH1K1, CC2K1, CC2K5, DH2K2, DH3K4, DH6K3; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
5. Trace the social and communicative bases of early language development (CEC/DHH DH1K1, CC2K1, CC2K5; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
6. Describe the semantic-pragmatic components of the developing child's communication abilities (birth to 5 years of age) (CEC/DHH DH1K1, CC2K1, CC6K2; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
7. Describe the phonological components of the developing child's communication abilities

(CEC/DHH DH1K1, CC2K1, CC2K5; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)

8. Describe the syntactic-morphological components of the developing child's communication abilities (CEC/DHH DH1K1, CC2K1, CC2K5; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3, 5.6)
9. Recognize features of communication development and use in children from diverse cultures (CEC/DHH CC1K5, CC1K10, DH1K1, CC2K1, CC2K5, CC3K3, CC3K4, CC3K5, CC5K9, CC6K1, CC6K2, CC6K3; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3; DPI Diversity 4.1, 4.3)
10. Discuss the classification, features, and impact of communication disorders in young children (CEC/DHH DH1K1, DH1K3, CC2K2, CC2K5, CC3K1; DPI K-12 Hearing Impaired 4.0, 5.2, 5.3)
11. Describe communication practices that facilitate social interaction between children and parents/caregivers (CEC/DHH DH1K1, CC2K3, CC6S1; DPI K-12 Hearing Impaired 1.1, 4.0, 5.2, 5.3, 5.6; DPI Diversity 3.4)
12. Use instructional technology to demonstrate and share your understanding of communication development. (NETS IV B, V D)

IV. TEACHER'S ACADEMY CONCEPTUAL FRAMEWORK

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity, and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service, (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based), (c) the construction of a professional knowledge base through collaboration and collegiality, and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

V. INSTRUCTIONAL PROCEDURES /COURSE ORGANIZATION

1. Lecture, class discussion, small group interaction, videotape viewing, reading, completing chapter workshops, answering study questions.
2. Examinations, group interactions, internet project, language sample review, parent/caregiver interview

VI. COURSE REQUIREMENTS

1. Examinations 50 POINTS EACH

Exam 1: Tuesday, Feb 7

Exam 2: Thursday, Feb 23

Exam 3: Tuesday, Mar 21

Exam 4: Tuesday, May 2

2. Internet Summary 40 POINTS

Each student will locate an internet site of a minimum of 4 screens in length that focuses on speech and language development in **typically** developing infants, toddlers or young children (up to age 12). Such sites emphasize descriptions of the developing pragmatic, semantic, morphological and phonological systems of typically developing children. Each student will prepare a 2 page, typed summary of and reflection on the site. Content of the summary will include: 1. The key features/points of the information presented in the site. 2. Your reflection on how you can use the information in your work with children and their parent(s). 3. What questions does the information from the site bring to mind? 4. What is your opinion of how useful the site is for parents and caregivers? 5. Submit a printout of the site with your summary. How to cite an online reference: Gates, W. & Lucas, G. (May 15, 1999). Microsoft and Episode One: Hype or Hope?[Online]. Available: [1. http://www.lucasfilems.com/epi_one.html](http://www.lucasfilems.com/epi_one.html)

2. Communication Development Project 40 POINTS

Each student will select one of the options listed below as an individualized project:

Option 1: Develop a poster that offers a graphic/visual display that shows your interpretation/visual organization for learning concerning speech and language development found in Born To Talk.

Option 2: Create a 1-page flyer/handout with pictures/graphics. Include specific milestones in either syntactic, semantic, phonological, pragmatic or morphological development that could be distributed to parents or caregivers to put on their refrigerators or on a bulletin board.

Option 3: Prepare a typed, annotated bibliography of 3 sites on the internet that focus on communication development in children. Be sure to include 1) the addresses where the information can be located 2) Your reflection on each site 3) a printout of each site.

3. Parent/Caregiver Interview 40 POINTS

Each student will interview a parent or caregiver to solicit his/her comments concerning a specific child's or children's speech and language development. For example, you may have friends who have children or you may interview your own parents about your own speech and language development. A typed report of the findings of the interview will be submitted. **Each report will be typed and no longer than 2 pages in length.** A list of suggested questions is posted on Blackboard.

4. Language Sample Analysis Review 55 POINTS

Students will be divided into groups of at least 3 students in each group. Each group will

be given a transcribed language sample. Each group will prepare a review of the sample that focuses on semantic, syntactic, pragmatic, and morphological development. Each group will develop a typed summary of the features present in the sample in each component of language. Some class time will be given to developing this assignment. This is intended to provide you with an introduction to analyzing language samples. The instructor will be available for conferences and in-class references will be available. **Each review will be typed and no longer than 5 pages in length.**

**** Notes****

* Only under exceptional circumstances will a student be excused from taking an exam on the day scheduled. Students must contact the instructor before the scheduled exam if an exceptional situation should occur. Failure to notify the instructor will constitute an unexcused missed examination. Such an occurrence will result in your receiving an “F” for the missed examination. Make-up exams must be scheduled within one day of a missed exam.

* Mrs. Ask reserves the right to alter course requirements and due dates; however, any such changes will be done in consultation with class members.

* Assignments are expected to be turned in on the due dates listed/announced. Your grade will be reduced by 5 points **per day** (not class period) an assignment is overdue unless specific arrangements are made individually with the instructor. **I will not accept any assignments through email or on disc– you must turn in a hard copy.**

* Please budget your time efficiently during the semester. I will not accept any assignments after 9:15 am on May 3rd unless there are **extremely urgent** circumstances.

Please be considerate of your fellow classmates and Instructor concerning the following behaviors: 1) turn your cell phones to the silent mode; 2) refrain from eating items other than those that are purchased from a campus vending machine; 3) take care of personal needs before class. Please do not leave the room and return during class time. 4) confine your in class conversations to class-related topics to enable your classmates to hear what the instructor or other class members contribute to in class-learning. 5) demonstrate respect for the opinions and efforts of others as they learn. 6) if you must arrive after class has begun or leave once class has started, please do so quietly. Arriving late or leaving early may affect your attendance and participation grade

VII. GRADING

The final grade for each student in this course will be determined on the basis of the following points criteria:

Exams (4 exams @ 50 points each)

200

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|-----------------------------------|-------------------|
| Internet Summary | 40 |
| Communication Development Project | 40 |
| Parent/Caregiver Interview | 40 |
| Language Sample Analysis Review | 55 |
| Chapter Study Guides | 45 |
| TOTAL | 420 points |

Points Grading Scale

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| 391-420= A (93-100%) |
| 378-390= A- (90-92%) |
| 365-377=B+ (87-89%) |
| 348-364=B (83-86%) |
| 336-347=B- (80-82%) |
| 323-335=C+ (77-79%) |
| 307-322=C (73-76%) |
| 294-306=C- (70-72%) |
| 281-293=D+ (67-69%) |
| 252-264=D- (60-62%) |
| 251 and below=F |

VIII. ATTENDANCE

Your attendance is vital to your successful mastery of course content. You are allowed three (3) absences in event of illness, emergencies, or personal business. Four (4) absences will lower your final point total by ten points; whereas, five (5) absences will lower your total number of points by fifteen, etc. Please note this policy at the beginning of the semester and reserve absences for personal emergencies or illnesses. YOU are responsible for being familiar with all material covered or assigned during an absence.

IX. HONOR POLICY

The instructor expects each student to abide by the tenets of the Academic Honor Policy in completing each assignment. Please refer to the UNCG Student Handbook for university policies concerning plagiarism and submitting duplicate assignments.

X. TEXTBOOK

Hulit, L.M. and Howard, M.R. (1997). Born to Talk. New York, NY: Macmillan.

CALENDAR

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|-------------------------|--|
| Tuesday, Jan 10 | Introduce and acquaint participants Distribute syllabus |
| Thursday, Jan 12 | CLASS CANCELLED |
| Tuesday, Jan 17 | A Connection of Brains (Ch.1) Study Guide for Ch. 1 Due |
| Thursday, Jan 19 | <u>Video: Playing the Language Game</u> ; Language Acquisition: Theoretical Journey (Ch. 2) |

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| Tuesday, Jan 24 | Language Acquisition: Theoretical Journey (Ch. 2) Study Guide for Ch. 2 Due |
| Thursday, Jan 26 | Language Acquisition: Theoretical Journey (Ch. 2) Ready.... Set.... Talk (Ch. 3) |
| Tuesday, Jan 31 | Ready.... Set..... Talk (Ch. 3) Study Guide for Ch. 3 Due |
| Thursday, Feb 2 | Ready.... Set..... Talk (Ch. 3, continued) Review for Exam 1 *Internet Summary Due ** |
| Tuesday, Feb 7 | EXAM 1 (Chapters 1, 2, &3) |
| Thursday, Feb 9 | In the Beginning... 0-2 years <i>Stage One</i> (Ch. 4) <u>Video: The First Year of Life</u> |
| Tuesday, Feb 14 | In the Beginning... 0-2 years (Ch 4, continued) <u>Video: The Developing Child: Language Development</u> Study Guide for Ch. 4 Pt 1 (a) Due |
| Thursday, Feb 16 | In the Beginning... 0-2 years (Ch 4, continued) Study Guide for Ch. 4 Pt 2 (b) Due |
| Tuesday, Feb 21 | In the Beginning... 0-2 years (Ch 4, continued) Review for Exam 2 |
| Thursday, Feb 23 | EXAM 2 (Ch. 4) |
| Tuesday, Feb 28 | Saga Continues... Preschool <i>Stages 1&2</i> (Ch. 5) Study Guide for Ch 5 (a) Due |
| Thursday, Mar 2 | Saga Continues... Preschool <i>Stage 2,</i> <i>Stages 3 & 4</i> (Ch. 5, continued) Study Guide for Ch 5(b) Due ***Parent/Caregiver Interview Due*** |
| Tuesday, Mar 7 | Spring Break: No Class |
| Thursday, Mar 9 | Spring Break: No Class |
| Tuesday, Mar 14 | Saga Continues... Preschool <i>Stages 4, 5</i> (Ch 5, continued) Study Guide for Ch 5(c) Due |

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| Thursday, Mar 16 | Saga Continues.... Preschool Stage 5 (Ch 5, continued) Review for Exam 3 |
| Tuesday, Mar 21 | EXAM 3 (Chapter 5) |
| Thursday, Mar 23 | Workshop: Analyzing Language Samples |
| Tuesday, Mar 28 | Building Blocks of Speech (Ch. 7) Appendix pp. 369-389 |
| Thursday, Mar 30 | Building Blocks of Speech (Ch.7, continued) Appendix pp. 415-418 Study Guide for Ch. 7 Due |
| Tuesday, April 4 | Work on Language Sample Analysis with partner (s) ***Communication Development Project Due*** |
| Thursday, April 6 | Language Diversity (Ch. 8) |
| Tuesday, April 11 | Language Diversity (Ch.8) Study Guide for Ch. 8 Due |
| Thursday, April 13 | Work on Language Sample Analysis with partner(s) |
| Tuesday, April 18 | Bilingual Language Acquisition (Ch. 9) |
| Thursday, April 20 | Bilingual Language Acquisition (Ch. 9) Speech and Language Disorders (Ch. 10) Study Guide for Ch. 9 Due |
| Tuesday, April 25 | Speech and Language Disorders (Ch. 10) Study Guide for Ch. 10 Due |
| Thursday, April 27 | Speech and Language Disorders (Ch. 10) Review for Exam 4 *** LANGUAGE SAMPLE ANALYSIS DUE *** |
| Tuesday, May 2 | EXAM 4 (Chapters 7, 8, 9 & 10) |