

**SPHS 3035 Normal Speech and Language Development  
Spring 2013**

**Instructor:** Katsura Aoyama, Ph.D.  
**Office:** Speech and Hearing Building, Room 265  
**Email:** [Katsura.Aoyama@unt.edu](mailto:Katsura.Aoyama@unt.edu)  
**Phone:** 940-369-7340

**\*Primary communication method with the instructor is “message” on Blackboard/Learn.\***  
**If you send me a message on Blackboard/Learn, I will try to respond within 48 hours.**

**Office Hours:**

Monday and Wednesday from 11:00 a.m. to 12:00 noon, Tuesday and Thursday from 12:30 to 1:30 p.m., or by appointment

**TA:** Anjulee Hinojosa      [anjuleehinojosa@my.unt.edu](mailto:anjuleehinojosa@my.unt.edu)

**Class Time:** Monday and Wednesday, 9:30 a.m. – 10:50 a.m.

**Place:** Curry Hall 204

**Course description**

This course will provide an overview of language development. The course is designed to teach the concepts and theories regarding normal language development and how language is learned, refined, and utilized throughout the different ages and stages of life.

**Learner Outcomes:**

At the conclusion of the course, the student should be able to:

1. Explain the terms communication, language, and speech and discuss the relationship among these.
2. Understand the unique communication system that is human language.
3. Discuss current theories of language development.
4. Investigate the relationship between cognition and language, including the perceptual bases of early cognitive and language development.
5. Describe normal language development from birth through preschool years.
6. Discuss the acquisition of phonology, semantics, morphology syntax, and pragmatics in emerging communication.
7. Construct an understanding of the development of language in the early school age and adolescent child including changes in the five areas of language as well as understanding the important interaction between the child's communication and his/her academic experience.

**Required Textbook:**

Owens, R. E. (2012). *Language Development: An Introduction* (8<sup>th</sup> ed.). Boston: Allyn and Bacon.

*Additional readings may be assigned.*

- An outline for each chapter will be posted on Blackboard/Learn.

- Students are expected to complete the reading assignment and bring a copy of the outline for each chapter prior to coming to the class.

## Grading

Your grade is determined by the total number of points you have earned during the semester divided by the total number of possible points. Course grades will be based on the cumulative points from:

- A = 387-430 points (90.0-100%)
- B = 344-386 points (80.0-89.9%)
- C = 301-343 points (70.0-79.9%)
- D = 258-300 points (60.0-69.9%)
- F = below 257 points (< 59.9%)

- There will be no rounding.
- Your grade-to-date will be posted on Blackboard/Learn.
- Your assignments and exams will be graded within two weeks after the due date or the day of the exam. If you see that your grade is not posted on Blackboard/Learn, the assignment or exam has not been graded.

### Homework (10 points each, 50 points total)

There will be five homework assignments. Satisfactory performance on each homework assignment will be worth 10 points. Points may be deducted if you do not complete the assignment. The deadline for each homework assignment will be announced in class and Blackboard/Learn.

### Exams (210 points total)

- Exam I – 100 points
- Exam II – 110 points

Final exam (120 points) - The final exam will be *cumulative*.

### Language sample project – 50 points total

- a. Transcription (20 points)  
Students are required to obtain an audio language sample from a child age 2, 3, or 4 years (minimum 50 utterances from the child). Students will write down word-for-word what each person says in the conversation (transcription).
- b. Analysis (30 points)  
Students will analyze their language sample analysis. The summary of analysis should be no more than **2 pages**.

## Attendance policy

Regular attendance in class and active listening/participating in classroom discussion is necessary for optimal learning. Students are expected to come to class consistently.

Material presented in class will not be made up on an individual basis. If a student misses class, it is his/her personal responsibility to obtain the material missed.

**Electronic communication devices:** All cell phones and other electronic communication devices are not to be used during class time and should remain “out-of-sight” during class time. Please demonstrate your respect by not texting, checking messages, etc. during class time.

### **Academic integrity**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>.

### **Disability Accommodations**

The Department of Speech and Hearing Sciences cooperates with the Office of Disability Accommodations (ODA) to make reasonable accommodation for qualified students with disabilities (of American with Disabilities Act and Section 504, Rehabilitation Act). All students who have a specific disability that qualifies them for academic accommodations are encouraged to register with ODA. If you need any accommodations for a disability, please submit your written request to the instructor and provide certification from ODA on or before the 12<sup>th</sup> day of class.

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

### **Drop Information**

Please go to the Registrar’s office for information regarding dropping a class.

**Additional notes – Please read carefully and often.**

- Check Blackboard/Learn consistently for messages from the instructor, announcements, assignment due dates, and current grades.
- Late assignments (homework or project) will NOT be accepted.
- If a student takes an exam on a later date than the scheduled date, 10% of the points will be deducted, regardless of the reason.
- If a student has a legitimate excuse for missing a due date for an assignment or an exam, they can submit documentation, such as a doctor's note, to the instructor. Consideration may be given at the end of the semester at the instructor's discretion.
- All students are expected to exhibit consistent professional conduct in the classroom. Disruptive classroom behaviors include, but are not limited to: tardiness, leaving early, offensive remarks, or chattering. Students who talk with their classmates too loudly and continuously during class may be asked to leave the classroom. Points may be deducted from their grades if a student exhibits unprofessional conduct in class.

**Spring 2013 Calendar (tentative)**

	<b>Topic</b>	<b>Reading</b>	<b>Exams and assignments</b>
<b>Week 1</b>	Introduction The territory	Chapter 1	
<b>Week 2</b>	The territory	Chapter 1	
<b>Week 3</b>	Development summary	Appendix C	
<b>Week 4</b>	First language	Chapter 7	HW 1
<b>Week 5</b>	First language	Chapter 7	
<b>Week 6</b>	Describing language	Chapter 2 (pp. 44-53)	HW 2 Exam I
<b>Week 7</b>	Preschool pragmatic and semantic development	Chapter 8	
<b>Week 8</b>	Preschool pragmatic and semantic development	Chapter 8	HW 3
Spring break			
<b>Week 9</b>	Preschool development of language form	Chapter 9	
<b>Week 10</b>	Preschool development of language form	Chapter 9	Project sample
<b>Week 11</b>	Preschool development of language form	Chapter 9	HW 4
<b>Week 12</b>	School-age language development	Chapter 10	Exam II
<b>Week 13</b>	School-age language development	Chapter 10	HW 5
<b>Week 14</b>	School-age literacy development	Chapter 11	
<b>Week 15</b>	Theoretical perspectives	Chapter 2 (pp. 37-43)	Project analysis
Final exam			