

**CATALOG YEAR 2005-2006**  
 (Please use separate form for each add/change)

COLLEGE/SCHOOL : College of Education

Current Catalog Page(s) Affected: Page 378

Course: Add: EDCD 4333 Delete: \_\_\_\_\_

(check all that apply)

Change: Number \_\_\_\_\_ Title \_\_\_\_\_ SCH \_\_\_\_\_  
 Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the and indicate changes in red.

**Program:** Add:  Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the and indicate changes in red.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, copy and paste the text from the and indicate changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, copy and paste the text from the and indicate changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, copy and paste the text from the and indicate changes in red.

Approvals:

Chair  
 Department Curriculum Committee

Signature [Handwritten Signature] Date 10/20/05

Chair  
 Department

Signature [Handwritten Signature] Date 10-20-05

Chair  
 College Curriculum Committee

Signature [Handwritten Signature] Date 10/20/05

Dean

Signature [Handwritten Signature] Date 10/20/05

**EDCD 4333**

**Normal Language Acquisition**

Three semester hours.

This course is the study of verbal speech and language acquisition throughout the lifespan. The relationship between language, sensory, and motor development is also presented.

## **EDCD 4333: Normal Language Acquisition**

### **Course Description:**

This course is the study of verbal speech and language acquisition throughout the lifespan. The course includes a description of the developmental norms of speech and language development. The course is designed to address how humans typically develop speech and language abilities, both in terms of comprehension and production. The relationship between language, sensory, and motor development is also presented.

### **Course Goals:**

It is the goal of this course to introduce the student to principles of speech and language acquisition.

### **Course Textbook:**

Owens, R.E. (1996). Language development: An Introduction. Allyn & Bacon: Boston.

### **Course Objective:**

By the end of the semester, the student should be able to:

- Describe psycholinguistic and sociolinguistic theory as they apply to the acquisition of speech and language abilities.
- List, define, and discuss the organization of language in terms of phonology, morphology, semantic, syntactic, prosodic and pragmatic utilization
- Discuss the relationship between the human nervous system and speech/language acquisition and processing.
- Cite cognitive and perceptual bases of early language development
- Discuss how pragmatic and semantic development occurs in the preschool years.
- Relate how syntactic, morphological, and phonological aspects of language develop in the preschool years.
- Describe how all aspects of language (syntax, morphology, phonology, semantics, and pragmatics) continue to develop from the early school years through adolescence
- Discuss how language abilities are refined throughout the adult years
- Report how writing and reading skills develop from the early childhood years through adulthood.
- Describe dialectal and cultural differences in the acquisition of speech and language for some of the more predominant minority groups in the United States.

**Instructional Methodology:**

The goal of this course is to provide students with an understanding of normal speech and language development for preparation for independent practice. Students will gain knowledge with lectures, reading, discussions, demonstrations, examinations and completions of projects.

**General Procedures**

1. Students are expected to read the specified assignments prior to the designated class dates.
2. Students are expected to take two examinations during the semester
3. Students are expected to complete homework assignments
4. Students are expected to complete a language analysis project.
5. Students are required to attend each class.
6. If you have a documented disability that will make it difficult for you to carry on the work as I have outlined and/or if you need special accommodation/assistance due to a disability, please contact the TAIMU Student Success Center immediately so that appropriate arrangements/accommodations can be arranged.
7. An appointment can be requested either by the instructor or student at any time during the semester.

**Examination Make-Up Policy**

Students will be given the opportunity to make up missed examinations provided the absence is determined by the instructor to be excused. If a student anticipates missing an examination, he/she should contact the instructor via phone or e-mail prior to the examination.

**General Grading Procedures:**

Student grades will be determined from the two examinations (midterm and final), comprehensive language analysis project, class participation, and homework assignments. Each examination will be worth 25%; language analysis project will be worth 25%, observation assignments 15% and class participation 10% for a total of 100%. Students will be expected to take an active part in classroom discussion and activities.

**Language Analysis Project:**

Each student is required to observe a normally developing child for one hour. From the observation, a language sample consisting of 100 utterances will be analyzed. Guidelines are included at the end of the syllabus.

**Observations:**

Each student will be required to observe children in a day care setting. The students should be from 2-5 years of age. Each observation should be one hour in length. The student should complete ten hours of observation in the setting for the semester. Hours will be logged accordingly and placed in the student's clinical practicum file for ASHA credit.

## **Day Care Observation Procedures**

- Observations are arranged by each student and should be conducted at a daycare setting.
- You should contact the Director of the daycare, identify yourself, the class you are enrolled in, and what you are required to do. Ensure the Director that the child's name will be kept confidential and that the observations will be conducted only as a learning experience.
- Share a copy of this syllabus with them for documentation purposes.
- When observing, do try to be as unobtrusive as possible. Do not interact with children unless asked to do so by the teacher. Under no circumstances are you to remain alone with the children or left "in charge" of the class.
- Utilize the format that follows when completing your observations. They must be type written and must include all information listed in the outline. If your observations lack any of the components on the outline it will be reflected on your grade.
- You are welcome to turn in a "rough draft" for me to critique prior to submitting your final observations.
- Turn in your observations with the "Observation Clock Hour Log" which follows. This form is utilized for keeping track of all observations, which you complete in this program. The American Speech-Language Hearing Association requires that you complete and demonstrate proof of at least 25 hours of observation. This sheet will be signed by your instructor and kept in a file in the Speech and Hearing Center under your name.

## Day Care Observation Report

**Student Observer's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time Observed:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Size of Group:** \_\_\_\_\_

**Student's Initials:** \_\_\_\_\_

**Student's Age:** \_\_\_\_\_

### Activity Observed

List a description/objective of the activity

List procedures employed by the teacher

List materials used

### Characteristics of Child

List play skills

List social skills

List motor skills

List speech and language skills

### Comments

List what you learned or observed; be objective not subjective