

Add Course Request

Submitted on: 2011-11-07 15:03:46

1. COURSE SUBJECT	CDIS
2. COURSE NUMBER (OR PROPOSED NUMBER)	2XXXb
3. COURSE TITLE	Speech and Language Acquisition
4. INITIATING DEPARTMENT or UNIT	CDIS
5. NAME OF SUBMITTER	Tammie Spaulding
6. PHONE of SUBMITTER	Phone: +1 860 486 1665
7. EMAIL of SUBMITTER	Email: tammie.spaulding@uconn.edu
8. CONTACT PERSON	Cal Coelho
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1085
10. PHONE of contact person	Phone: 8604862817
11. EMAIL of of contact person	Email: carl.coelho@uconn.edu
12. Departmental Approval Date	04/05/2011
13. School/College Approval Date	10/25/2011
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2012
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	
19. Terms Offered	Semester: Fall Spring Year:
20. Sections	Sections Taught: 02
21. Student Number	Students/Sections: 50-75
22. Clarification:	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN Three times per week, lectures only	
25. Will this course be taught in a language other	No

than English?	If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: sophomore status	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions: Open only to Majors	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY:	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: CDIS 2XXXb, Speech and Language Acquisition, Both semesters. Three credits. Prerequisite: Open to sophomores or higher. How children learn their first language, the effects of language on their thinking and behavior.	
37. RATIONALE FOR ACTION REQUESTED a) This course will be open to sophomores so that they will be able to begin courses within the major earlier in their degree process. Currently, no courses required for the major are offered until their junior year. This is relatively late for students to get a "feel" for their major and to learn more about the professions of speech language pathology and audiology b)The course is appropriate for a 2000 level because it is an introduction to speech and language development. c)The course is limited to majors only because it is a required course in our major for the undergraduate degree. It is also a prerequisite for a higher level course, CDIS 4253 d)There is no effect on other departments e) The content of this course does not overlap with existing courses f) No other departments were consulted because no consultations were needed g) There is no effect on regional campuses h) There are no costs to the Dean as the changing of this course is in number only i) No cross listing is needed j) This is not an experimental course	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/tas08006-	

[1320696220-CDIS 3202syllabus spring2011.doc](#))

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Archive per E. Schultz's email 8.27.12 // perCarlCoelho_crsetobeDROPPED_040312AP.

UNIVERSITY OF CONNECTICUT
DEPARTMENT OF COMMUNICATION DISORDERS
CDIS 3202– Speech and Language Acquisition

Instructor: Dana T. Arthur, MS, EdM

Office: PCSB 146

Phone: 486-4140

Email: Dana.Arthur@UConn.edu

Office Hours: Monday 2-4 pm, Wednesday 1-3 pm or by appointment

Questions of the Course

How do we learn language? As infants, we seemingly have none, relying on our caregivers to interpret our every need. Yet by the time we attend school, we have command of an enormous vocabulary, advanced syntactic structures, and conversational skills that can guide us through any speaking situation. How and why does this transformation take place? Do we learn to communicate from our environment, or is language instinctive – encoded in our DNA?

Questions like these perplex researchers across disciplines and across generations. We don't have all the answers. But in this course, you'll be introduced to some of the evidence, and the theoretical frameworks researchers have used to fit that evidence into the larger picture of language development. From there, you'll be able to address the questions of the course with informed, clinical judgment.

Specifically, we will examine the progress that research has made toward answers to the following questions:

1. What does communication look like? What are its parameters and features?
2. What drives language growth in the typical child?
3. How does language change as we grow from infancy to adulthood?

By the end of this course, you will be able to:

1. Describe the nature, features, and parameters of human communication using the terminology of the discipline. (This will be illustrated by your participation in class discussions and performance on online quizzes)
2. Demonstrate knowledge of research-based perspectives on language development. (This will be illustrated by in class activities, quizzes, and exam)
3. Think critically about strengths, weaknesses, and applications of research on language development. (This will be demonstrated by in-class activities.)
4. Apply research-based information about language development to individual cases (This will be demonstrated by a language sample analysis task, and an outside observation project).

Required Book:

McLaughlin, S. (2006) *Introduction to Language Development (2nd Ed.)*. New York, NY: Singular Publishing Group, Inc.

Recommended Book:

Justice, L.M. & Ezell, H.K. (2002). *The Syntax Handbook: Everything you learned about syntax but forgot*. Eau Claire, WI: Thinking Publications

Academic Integrity

A fundamental principle of all educational institutions is academic honesty. Academic work depends on respect for and acknowledgement of the research and ideas of others. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, examinations, etc.); any attempt to influence improperly (e.g. threats, bribery, etc.) any member of the University faculty, staff, or administration in any matter pertaining to academics or research; presenting as one's own the ideas or words of another for academic evaluation; doing unauthorized work for which another will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Any student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other actions described in the Student Code. Please be familiar with the nature and repercussions of Academic Misconduct as laid out by the UConn Student Code.

Assessments (350 Points Total)

Several assessment methods will be used, corresponding with the objectives of the course.

Quizzes: (50) There will be 5 online quizzes posted throughout the semester, available on HuskCT. These online quizzes will exercise your knowledge of the vocabulary and concepts introduced in class and in your reading. Each quiz will be worth 10 points.

Exams: (200) There will be 3 cumulative assessments. They will be worth 50, 70, and 80 points respectively for a total of 200 points. Because of the brief time we have to become familiar with the material, there will be no makeup exams unless proof legitimate excuse (i.e. death in the family) is provided.

Observation: (40) In teams, you will observe the communication behavior of a young child (infant or toddler). You will watch for specific developmental features, write up a structured summary of your observation, and present your findings as a real-life example of the concepts you will be studying in this course.

Language Sample Analysis: (40) Language samples can provide rich information about a child's development. You will be given a short language sample of a preschool child, and from this language sample, you will calculate mean length of utterance and examine the child's use of Brown's 14 grammatical morphemes.

Membership: (20) Thoughtful participation in classroom and online discussions is critical for deep understanding of the course material. Opportunities will be given for the exchange of ideas both during class and on HuskyCT. More structured participation opportunities will be given in the form of responses to videos and other materials.

Grading System

Grades will be based on a point accumulation system. The grading scale is as follows:

A	333-350	C	259-269
A-	315-332	C-	245-258
B+	305-314	D+	238-244
B	294-304	D	224-237
B-	280-293	D-	210-223
C+	270-279	F	<210

Note to those students enrolled in 3202W: Because 3202W is a writing intensive course, failing the writing component will result in a failing grade for the course, regardless of your performance on exams in the lecture part of the course.

HuskyCT

In order to access HuskyCT, you must have a NetID and password. **Please become familiar with HuskyCT functions, as HuskyCT will be a major resource for class notes, slides, and quizzes.** If you have technical difficulty with HuskyCT, you may contact the Learning Resource Center (LRC) for assistance at 486-1187 or at <http://lrc.uconn.edu>.

Additional Resources

Counseling and Mental Health Services: 486-4705 (24 Hours) www.cmhs.uconn.edu

Alcohol and Other Drugs Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

University Writing Center: 486-4387 www.writingcenter.uconn.edu

ASHA Standards

Course Number: 3202

Course Title: Speech and Language Acquisition

Instructor: Dana T. Arthur, MS, EdM

Semester: Spring 2011

American Speech-Language-Hearing Association (ASHA)

Certification Standards addressed in this course:

III-B: Basic Human Communications:

- a) Developmental
- b) Linguistic
- c) Cultural

Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired upon Course Completion

The student will demonstrate knowledge of the stage of typical language development, knowledge of linguistic terminology, and differences in language form, content, and use related to cultural diversity.

Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies

Quizzes

Examinations

Data-based projects

Written assignments

Opportunities for Remediation

If criteria for successful demonstration of the level of knowledge/skills expected upon completion of this class are not achieved in the first assessment, the remediation option available is for the student to repeat this course one time in an attempt to receive a passing grade.

(TENTATIVE!!!) Course Schedule

	Reading	Time Frame
Principles of Human Communication	Chpt. 1*	1/19-1/28
Anatomy & Speech Development	Chpt. 2	1/31-2/9
Foundations of Language Development	Chpt. 3	2/11-2/18
Exam I		2/21
Theories of Language Development	Chpt. 4	2/23-3/4
Prelinguistic Communication	Chpt. 5	3/14-3/23
Toddler Language Development	Chpt. 6	3/25-4/1
Exam II		4/4
Preschool Grammatical Development	Chpt. 8	4/8-4/15
Preschool Pragmatics & Semantics	Chpt. 7	4/18-4/25
Language in the School Years	Chpt. 9	4/27-4/29

Exam III

Final Exam Week

**Additional readings may be posted on HuskyCT*