

Term Information

Effective Term Spring 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Move a section of this course online.

What is the rationale for the proposed change(s)?

To allow for increased flexibility with teaching/learning due to classroom shortages.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3330
Course Title	Language Acquisition
Transcript Abbreviation	Language Acq
Course Description	Introduction to language acquisition in normal children.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 330 or 430.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

42.2701

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

Course Details

Course goals or learning objectives/outcomes

- Be able to outline the chronology of language acquisition from birth to 5 years
- Be able to outline environmental factors that affect language acquisition, both positively and negatively
- Be able to outline physical/constitutional factors which affect language acquisition, both positively and negatively

Content Topic List

- Normal language acquisition in infants, preschool, and school-age children
- Components of language (phonology, morphology, syntax, semantics, and pragmatics)
- Major theories of language acquisition and the implications for practice
- Language-learning strategies of young children and the implications for practice
- Development of an initial framework for analyzing children's acquisition of phonology, morphology, syntax, semantics, and pragmatics
- Cultural and social differences in language learning and their importance in diversity and multicultural education
- Basic awareness that technology can be used in analyzing language acquisition

Sought Concurrence

No

Attachments

- SHS 3330 Syllabus pdf.pdf: Syllabus
(Syllabus. Owner: Williamson-Miller, Mary Jo)
- SHS 3330 Bean-3.pdf: ASC Tech review
(Other Supporting Documentation. Owner: Harnish, Stacy M)
- 3330_online_syllabus_Spring 2021_Revised.docx: Syllabus
(Syllabus. Owner: Harnish, Stacy M)
- 3330 3330H GE ELO and Assessment Table.docx: Assessment Table
(GEC Course Assessment Plan. Owner: Harnish, Stacy M)

Comments

- Since this course is a GE course, the panel will need to see a GE assessment plan that can be implemented in the online environment. Instructions are here <https://ascas.osu.edu/curriculum/distance-learning-courses>
Also, please note that syllabi for GE courses are expected to include the GE goals and ELOs (followed by a brief explanation of how the course will fulfill these). Neither one of the syllabi include the boilerplate language for GE. *(by Vankeerbergen, Bernadette Chantal on 04/19/2020 12:18 PM)*
- 04.09.20: This works perfectly well, Stacy. We needed a copy of the in-person syllabus in order to review whether or not the DL version provides the same content. *(by Haddad, Deborah Moore on 04/09/2020 04:07 PM)*
- I could not figure out how to create a new change request because this showed as pending. I edited this request from 2013 to be consistent with our current request. I could not remove the old syllabus. Let me know if there is another way I should go about changing this. Thank you. *(by Harnish, Stacy M on 04/09/2020 01:41 PM)*
- Syllabus attached per request. Containing GEC specific learning goals and objectives *(by Williamson-Miller, Mary Jo on 08/21/2013 08:55 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Keller, Mary Jo	08/21/2013 08:56 AM	Submitted for Approval
Approved	Fox, Robert Allen	08/21/2013 09:24 AM	Unit Approval
Approved	Haddad, Deborah Moore	08/21/2013 11:32 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/21/2013 03:01 PM	ASCCAO Approval
Submitted	Harnish, Stacy M	04/09/2020 01:54 PM	Submitted for Approval
Approved	Fox, Robert Allen	04/09/2020 02:09 PM	Unit Approval
Approved	Haddad, Deborah Moore	04/09/2020 04:07 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/19/2020 12:20 PM	ASCCAO Approval
Submitted	Harnish, Stacy M	04/28/2020 10:24 AM	Submitted for Approval
Approved	Fox, Robert Allen	05/01/2020 06:26 AM	Unit Approval
Approved	Haddad, Deborah Moore	05/01/2020 08:24 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	05/01/2020 08:24 AM	ASCCAO Approval

Professor: Dr. Monique Mills
 Office: 101d Pressey Hall
 Office Hours: Tuesdays & Thursdays 9:30-11am
 Office Phone: 614-688-7424
 E-mail: mills.298@osu.edu

Teaching Assistant: Deena M. Schwen
 Office: 32 Pressey
 Office hours: By appointment
 E-mail: schwen.3@osu.edu

Language Acquisition
SHS 3330; 3 credits
Fall 2013
Class meets at 145 Mount Hall
TR 8:00-9:20 am

Course Description (from Buckeyelink): “Introduction to language acquisition in normal children. 2 2-hr cl. Not open to students with credit for 4430 or 3330. GEC social science individuals and groups course.”

Course Goals	Learning Objectives
1. Students will have an increased understanding of the systematic study of human behavior and cognition	a. Identify the major theories of language acquisition b. Identify methods used to systematically study child language acquisition c. Discuss how the nature vs. nurture debate relates to language acquisition
2. Students will have a basic understanding of the nature of language needed to be an informed citizen and/or a future clinician	a. Distinguish language from communication and speech b. Define and identify the major domains of language c. Systematically code and analyze language samples to describe the major domains of language d. Identify neurological, cognitive, and social factors that play a role in language acquisition
3. Students will understand milestones of language acquisition	a. Recall age/grade at which language skills are mastered b. Take an informed stand on legislation regarding language benchmarks c. Consider the impact of culture on language acquisition
4. Students will understand the major models that exist to explain normal language acquisition	a. Describe nurture-inspired and nature-inspired models of how children acquire language b. List methods used by clinicians and

	researchers to study child language acquisition
5. Students will understand the relationship between language and literacy	<ol style="list-style-type: none"> a. Recall milestones for reading and writing b. Define metalinguistic awareness

Required Text (available at Thompson library)

Owens, R.E. (2012). *Language development: An introduction, (8th Ed.)*. Boston, MA: Pearson.

Course Format

Activities in this course will consist of lectures, guest lectures, in-class exercises, and videos. You are expected to attend all class meetings and complete readings prior to class. Some in-class exercises will require use of your textbook so you'll want to have it with you daily. You are responsible for completing all of the readings, even if we do not cover them in class. Interaction and participation are highly encouraged. If you want to learn as much as possible, you should come to class ready to share relevant experiences, reflect on what others say, and initiate ideas.

Workload

For each hour that class meets, you should spend about 2 hours of time completing required reading, reviewing your notes, and studying the material. Therefore, it is anticipated that you will spend an average of 6 hours per week on this course outside of class. Click this link for study skills resources (see hyperlinks on the right panel) <http://odi.osu.edu/current-students/academic-advancement-services/resources/study-habits.php>.

Professionalism

Professionalism is encouraged and fostered in SHS 3330/H. Here are some ground rules that will help to maintain a productive classroom climate:

- Arrive on time
- Turn your cell phone off
- Use laptops only for legitimate class activities (note-taking, assigned tasks).
 - Use of laptops for unprofessional activities (e.g., playing games, Facebook, checking email) may hinder your ability to learn, resulting in a negative impact on your grade
- Do not leave class early without okaying it with Dr. Mills in advance
- Ask questions if you are confused
- Try not to distract or annoy your classmates

Course Requirements (300 points total)

Exams (300 points)

You will take **3 in-class exams (100 points each; 300 points total)**. These exams will consist of multiple choice questions; they will be based on material from readings, videos, class meetings (lectures, media). **Exam 1** covers Introduction through Toddlerhood. **Exam 2** covers Preschool through School-age. **Exam 3** covers Nature/Nurture through Ways to Neurolinguistics. The exams are non-cumulative but require understanding of previous material. You must take all exams as scheduled.

If you are not a great test taker, you can still perform well in this course if you 1) attend class regularly, 2) complete the required reading 3) practice appropriate study habits (see **Workload**), and 4) carry out effective test taking strategies <http://www.testtakingtips.com/test/multiple.htm>.

Video Access

This is a hybrid course. You will NOT report to 145 Mount Hall on the Video days. Instead, you will access the video and complete the corresponding video companion on Carmen. The video companion will prepare you for exam questions on video content. To access videos, go to <https://drm.osu.edu/media> on an OSU computer. Contact IT directly if you experience any technical difficulties 8help@osu.edu and/or 614-688-4357. Matt Carter in Media Services can also help you 614-292-5133.

Extra Credit (up to 10 points)

During the review session for Exam 3, you will have an opportunity to earn up to 10 points of extra credit. Final course grades will be assigned based on total points earned (with extra credit points added). Please make plans at the start of the term to earn the grade that you want.

1. Exam 1	100
2. Midterm Exam (Exam 2)	100
3. Final Exam(Exam 3)	100

Total = 300

Grade	Points	Description
A	278-300	Exemplary
A-	269-277	Excellent
B+	260-268	Very good
B	248-259	Good
B-	239-247	Satisfactory
C+	230-239	Satisfactory
C	218-229	Acceptable
C-	209-217	Marginally acceptable
D+	200-208	Marginally acceptable
D	179-199	Pass
E	Below 178	Fail

ASHA Standards

SLP Standard	KASA Requirements/Objectives	Learning Activities	Portfolio Evidence	Evaluation Criteria
III-B	Knowledge of basic human communication, including their psychological, developmental, and linguistic bases.	Exams Lectures Readings Media Participation Literature Review	Graded exam Graded paper	Instructor grading

Course Schedule

Date	Lecture Topic/In-Class Activities	Reading/Assignments	Learning Objectives Met
Week 1			
8/22	Introduction Defining Speech, Language, and Communication	Syllabus Review Owens Preface, p. xiii-xv Ch. 1 pp. 3-18	Distinguish language from communication and speech
Week 2			
8/27	Form, Content, and Use	Owens Ch. 1, pp. 18-26	Define and identify the major domains of language
8/29	Language Diversity	Owens Ch. 1, pp. 27-35	Consider the impact of culture on language acquisition
Week 3			
9/3	Infancy Speech & Language Milestones	Ch. 4, pp. 84-89	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language acquisition
9/5	Infancy Speech & Language Milestones	Owens Ch. 4, pp. 89-96	Recall age/grade at which language skills are mastered Systematically

			code and analyze language samples to describe the major domains of language Identify neurological, cognitive, and social factors that play a role in language acquisition
Week 4			
9/10	Infancy Language Milestones (Content & Use)	Owens Ch. 5	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language acquisition
9/12	Toddlerhood Milestones (Use)	Owens Ch. 6, pp. 165-172 Ch. 7, pp. 187-199	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language acquisition
Week 5			
9/17	Toddlerhood Milestones (Content)	Owens Ch. 6, pp. 153-157 Ch. 7, pp. 199-208	Recall age/grade at which language skills are mastered Identify neurological,

			cognitive, and social factors that play a role in language acquisition
9/19	Toddlerhood Milestones (Form)	Owens Ch. 7, pp. 208-218	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language acquisition
Week 6			
9/24	Introduction to Toddlerhood Review		
9/26	Exam 1	Take Exam 1 in class	
Week 7			
10/1	Preschool Milestones (Use)	Owens Ch. 6, pp. 172-175 Ch.8, pp. 227-251	Recall age/grade at which language skills are mastered
10/3	Preschool Milestones (Content)	Owens Ch. 8, pp. 252-259	Recall age/grade at which language skills are mastered
Week 8			
10/8	Preschool Milestones (Form)	Owens Ch. 9, pp. 272-284, 288-303	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language

			acquisition
10/10	Preschool Milestones (Form)	Owens Ch. 9, pp. 303-311	Recall age/grade at which language skills are mastered
Week 9			
10/15	School-age Milestones (Use)	Owens Ch. 10, pp. 315-331	Recall age/grade at which language skills are mastered
10/17	School-age Milestones (Content)	Owens Ch. 10, pp. 331-338	Recall age/grade at which language skills are mastered Identify neurological, cognitive, and social factors that play a role in language acquisition
Week 10			
10/22	School-age Milestones (Form)	Owens Ch. 10, pp. 338-352	Recall age/grade at which language skills are mastered Define metalinguistic awareness
10/24	School-age Milestones (Reading)		Recall milestones for reading and writing Consider the impact of culture on language acquisition
Week 11			
10/29	School-age Milestones (Writing)		Recall milestones for reading and

			writing Consider the impact of culture on language acquisition
10/31	School-age Milestones	Video Companion 1 Video: <i>Language: Thinking, Writing, Communicating: Language, Learning and Children</i>	Recall milestones for reading and writing Consider the impact of culture on language acquisition
Week 12			
11/5	Preschool to School-age Review		
11/7	Exam 2	Take Exam 2 in class	
Week 13			
11/12	Nature vs. Nurture/ Models of Language Acquisition	Owens Ch. 2, pp. 37-44	Discuss how the nature vs. nurture debate relates to language acquisition Describe nurture-inspired and nature-inspired models of how children acquire language
11/14		ASHA- no class	Describe nurture-inspired and nature-inspired models of how children acquire language
Week 14			
11/19	Nature vs. Nurture/	Video Companion 2 Video: <i>Colorless Green Ideas (Discovering the Human Language)</i>	Describe nurture-

	Models of Language Acquisition		inspired and nature-inspired models of how children acquire language
11/21	Ways to Study Language Acquisition	Owens Ch. 2, pp. 44-55	List methods used by clinicians and researchers to study child language acquisition
Week 15			
11/26	Neurolinguistics	Owens Ch. 3, pp. 57-64	Identify neurological, cognitive, and social factors that play a role in language acquisition
11/28	Neurolinguistics	Owens Ch. 3, pp. 64-79	Identify neurological, cognitive, and social factors that play a role in language acquisition
Week 16			
12/3		TBA/Snow day	
12/5	Nature/Nurture to Neurolinguistics Review Course Wrap Up		
Final Exam			
12/9	Exam 3	Take Exam 3 in class on Monday December 9, 2013 8:00-9:45pm http://registrar.osu.edu/scheduling/SchedulingContent/AU13Finals.pdf	

Letters of recommendation

I write letters of recommendation for students who have earned an **A** or **A-** in the course. Students should make their requests via email. If you meet the criteria for a letter, I will provide you with my student letter of recommendation procedures.

Apply to graduate school for speech-language pathology or audiology

Search for schools here: <http://www.asha.org/edfind/>

Accommodations for Students with Disabilities

If you are a student with documented disabilities, you are eligible to receive services provided by the Office for Disability Services <http://ods.osu.edu/services/>.

Office for Disability Services (ODS) is located at 150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210. ODS can be reached via Phone: 614-292-3307, Fax: 614-292-4190, and VRS: 614-492-1334.

Writing Help

If you would benefit from help with writing, reading, or study skills, consider accessing assistance from the Younkin Success Center.

[Center for the Study and Teaching of Writing](#)

Tutoring face-to-face or online
485 Mendenhall Laboratory
125 South Oval Mall
(614) 688-4291

[Office of Minority Affairs](#)

1030 Lincoln Tower
1800 Cannon Dr.
(614) 292-8732

Academic Integrity

Students are expected to demonstrate academic integrity. Please visit <http://oaa.osu.edu/coam.html> to see the Committee on Academic Misconduct (COAM) Code of Student Conduct statement. You can also read the statement directly from here, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf.

Counseling and Consultation Service

Students are encouraged to be in good health. The Office of Student Life provides counseling and consultation to currently enrolled students at the Younkin Success Center. You can access additional information here, <http://www.ccs.ohio-state.edu/about-us-and-our-services/>.



SYLLABUS

SHS 3330

Language Acquisition
Spring 2021 – Online

COURSE OVERVIEW

Instructor

Instructor: Allison Bean, Ph.D., CCC-SLP

Email address: bean.61@osu.edu

Phone number: 614-292-5664

Office hours: by appointment using CarmenZoom

Course description (from Buckeyelink)

Introduction to language acquisition in typical children.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify important milestones of language acquisition
- Understand the nature of language needed to be an informed citizen and/or a future clinician
- Describe the major models that exist to explain normal language acquisition
- Identify neurological, cognitive, and social factors that play a role in language acquisition

GE Goals

This course serves as a GE for Social Science. By the end of this course students should understand:

- The systematic study of human behavior and cognition
- The structure of human societies, cultures, and institutions
- The processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

GE Expected Learning Outcomes:

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Owens, R.E. (2016). *Language development: An introduction (9th Ed.)*. Boston, MA: Pearson.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exams (4 total)	400
Weekly discussion participation (5 points per week)	65
Case study (3 total)	30

Total	495
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See course schedule below for due dates.

Late assignments

Late submissions can receive up to 50% up to one week after the submission deadline. After one week, you will receive a grade of "0".

Grading scale

93–100% (460 - 495 points): A
 90–92.9% (446 - 459 points): A-
 87–89.9% (431- 445 points): B+
 83–86.9% (411- 430 points): B
 80–82.9% (396 – 410 points): B-
 77–79.9% (382 – 395 points): C+
 73–76.9% (362 - 381 points): C
 70 –72.9% (346 - 361 points): C-
 67 –69.9% (332 - 345 points): D+
 60 –66.9% (297-331 points): D
 Below 60: (0- 296 points) E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your

instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Academic and Student Services offered on the OSU Main Campus

An overview of and contact information for student academic services offered on the OSU main campus can be found here <http://advising.osu.edu/welcome.shtml>

An overview of and contact information for student services offered on the OSU main campus can be found here <http://ssc.osu.edu>

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Defining speech, language and communication (Ch. 1, pp. 1-16)
2		Form, content, and use (Ch. 1, pp. 16-25)

Week	Dates	Topics, Readings, Assignments, Deadlines
		Language Diversity (Ch. 1, pp. 25-32)
3		Models of language acquisition and ways to study language acquisition (Ch. 2, pp. 33-51)
4		Neurolinguistic Bases of Speech & Language (Ch. 3, pp. 52-64)
5		Reading research (TBA) Exam 1
6		Social & Communicative Bases of Early Language & Speech (Ch. 5, pp. 103-134)
7		First Words & Word Combinations in Toddler Talk (Ch. 7., 175-202)
8		Case Study 2 Exam 2
9		Preschool Pragmatic & Semantic Development (Ch. 8, pp. 208-248)
10		Spring Break – No Class
11		Preschool Language Development - Form (Ch. 9, pp. 249-294)
12		Case Study 3 Exam 3
13		Early School Age Language Development (Ch. 10, pp. 295-334)
14		School- Age Literacy Development: Reading (Ch. 11, pp. 335-347) Case Study 4
Finals Week		Exam 4

Weekly Discussion Participation Rubric

Ratings		
5 points: Excellent Posts twice during the week. The posts are related to the discussion prompt and demonstrate an integration of the readings, other class material, and other student's posts.	3 points: Average Posts twice during the week. The posts are related to the discussion prompt and demonstrate an integration of the readings and other class material.	0 points: Needs Improvement Does not post during the week.

Case Study Rubric

Section (Total points)	Ratings		
Description of child's language (5)	<p>5 points: Excellent</p> <p>Provides a comprehensive description (i.e., includes multiple examples) of the child's language across the following areas:</p> <p>a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p>	<p>3 points: Average</p> <p>Provides a description (i.e., 1 or 2 examples) of the child's language across the following areas:</p> <p>a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p>	<p>0 points: Needs Improvement</p> <p>Does not provide a description of the child's language across the following areas:</p> <p>a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p>
Relationship of child's language to milestones for that particular age (5)	<p>Provides a comprehensive description of age-expectations across a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p> <p>Uses multiple examples to indicate why the child's</p>	<p>Provides a description of age-expectations across a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p> <p>Uses 1 or 2 examples to indicate why the child's language does or does not appear to be developing within age-</p>	<p>Does not provide a description of age-expectations across a) Expressive language</p> <ul style="list-style-type: none"> • Form • Content • Use <p>b) Receptive language</p> <ul style="list-style-type: none"> • Form • Content <p>c) Paralinguistic cues d) Nonverbals</p> <p>Does not use any examples to indicate why the child's language does or does</p>

	language does or does not appear to be developing within age-expectations across each area	expectations across each area	not appear to be developing within age-expectations across each area
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Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: SHS 3330

Instructor: Allison Bean

Summary: Language Acquisition

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen Canvas CarmenZoom
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Boards Peer reviews
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge via OSU site license.
6.4 The course technologies are current.	X			All are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Syllabus includes how to obtain this access.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 4/6/20
- Reviewed by: Ian Anderson

Notes: Add dates when known

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

3330/ 3330H GE Rationale and Assessment Plan:

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
(ELO 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Discussion posts and exam questions	<p>75% of students are expected to demonstrate understanding of different theories and how they apply to individuals and groups in the discussion posts.</p> <p>80% of students are expected to correctly answer exam questions that assess understanding of theories and methods of social scientific inquiry.</p>	<p>If 75% of students do not demonstrate understanding and/or 80% of the students do not correctly answer the exam questions related to understanding of theories and methods of social scientific inquiry, then the module that explains these theories and the methods of scientific inquiry will be restructured and the content will be improved to facilitate learning. Additional low stakes opportunities to demonstrate understanding of this content will be added to the module.</p>
(ELO 2) Students understand the behavior of individuals, differences and similarities in social and	Discussion post and exam questions	<p>75% of students are expected to demonstrate understanding the behavior of individuals, differences and similarities in social and cultural</p>	<p>If 75% of students do not demonstrate understanding and/or 80% of the students do not correctly answer the exam</p>

<p>cultural contexts of human existence, and the processes by which groups function.</p>		<p>contexts of human existence, and the processes by which groups function in the discussion posts.</p> <p>80% of students are expected to correctly answer the exam questions that assess individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p>questions that assess individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function, then the module that explains these theories and the methods of scientific inquiry will be restructured and the content will be improved to facilitate learning. Additional low stakes opportunities to demonstrate understanding of this content will be added to the module.</p>
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Appendix:

ELO 1 Discussion post prompt example: What is the main difference between nature versus nurture theories of language development? Are there any similarities?

Example exam question:

33. All of the following are characteristic of *interactionist* theories of child language development EXCEPT:
- Caregivers in the child's environment help the child achieve cognitive growth
 - Children acquire language via child-directed speech that is within the child's zone of proximal development
 - Children are born with innate rules or principles related to structures of human languages
 - Child is an active agent in language development

ELO 2 Discussion post prompt example: What are some ways in which narratives differ across different cultures?

Example exam question:

- While the focus of children's narratives of European American children is the telling of a single experience of the child, the narratives of Japanese American children are different because
 - There is frequent mentioning of family members in one's narratives
 - Narratives are lengthy and subjects are varied
 - Narratives of Japanese American children are not focused as much on the child because it is considered poor behavior to concentrate on oneself
 - It is expected that narratives should contain frequent code switching between formal and informal talk