

Term Information

Effective Term Spring 2021
Previous Value Spring 2015

Course Change Information

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

The proposed change is to allow this course to be taught as distance learning.

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

This request will allow for flexibility in 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? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

We also requested for 3330 to be taught via distance learning. This honors sections is embedded in 3330.

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	3330H
Course Title	Language Acquisition
Transcript Abbreviation	Hon Lang 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
<i>Previous Value</i>	<i>14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week</i>
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	Prereq: Honors standing or permission of instructor.
Exclusions	Not open to students with credit for 3330
Previous Value	Not open to students with credit for 3330 (330), 330H, 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	<ul style="list-style-type: none">• Be able to outline the chronology of language acquisition from birth to 5 years• Be able to identify environmental factors which affect language acquisition, both positively and negatively• Be able to define physical/constitutional factors which affect language acquisition, both positively and negatively
Content Topic List	<ul style="list-style-type: none">• 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• 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

COURSE CHANGE REQUEST
3330H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/11/2020

Attachments

- SHS 3330h Bean.pdf: ASC tech review
(Other Supporting Documentation. Owner: Harnish, Stacy M)
- Spring 2020_SHS 3330H_Language Acquisition_syllabus.docx: in person syllabus
(Other Supporting Documentation. Owner: Harnish, Stacy M)
- 3330 H_online_syllabus_Spring 2021_.docx: DL 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

- Same comment as for 3330 (non-Honors). Please upload GE assessment plan. (Also make sure that online syllabus contain the appropriate GE goals and ELOs. *(by Vankeerbergen, Bernadette Chantal on 04/20/2020 09:06 AM)*)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	04/13/2020 05:49 PM	Submitted for Approval
Approved	Fox, Robert Allen	04/13/2020 06:55 PM	Unit Approval
Approved	Haddad, Deborah Moore	04/13/2020 07:42 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/20/2020 09:06 AM	ASCCAO Approval
Submitted	Harnish, Stacy M	04/28/2020 10:26 AM	Submitted for Approval
Approved	Fox, Robert Allen	05/01/2020 06:25 AM	Unit Approval
Approved	Haddad, Deborah Moore	05/01/2020 08:25 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	05/01/2020 08:25 AM	ASCCAO Approval



SYLLABUS

SHS 3330H

Language Acquisition – Honors Section
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
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Exams (4 total)	400
Weekly discussion participation (5 points per week)	65
Case study (3 total)	30
Article Critique (4 total)	100
Total	595

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% (553 - 595 points): A
 90–92.9% (536 - 552 points): A-
 87–89.9% (518- 535 points): B+
 83–86.9% (494 - 517 points): B
 80–82.9% (476 – 493 points): B-
 77–79.9% (459 – 475 points): C+
 73–76.9% (435 - 458 points): C
 70 –72.9% (417 - 434 points): C-
 67 –69.9% (399 - 416 points): D+
 60 –66.9% (357-398 points): D
 Below 60: (0- 356 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) 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		
<p>Description of child's language (5)</p>	<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>
<p>Relationship of child's language to milestones for that particular age (5)</p>	<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 language does or does</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 not appear to be</p>

	not appear to be developing within age-expectations across each area	expectations across each area	developing within age-expectations across each area
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Article Critique Rubric

Section	What to include	Points
Summary of the research article in your own words. Do NOT directly quote from the article	This should include: The research question The methods/participants used to answer the question Findings	4
Critique of research question	A discussion of the importance of the research question and how it relates and adds to our understanding of child language development	5
Critique of methods	How did the methods used in the research study used enable the researcher to answer his/her research question	5
Limitations of the study	Identify two limitations/weaknesses of the study and indicate what could be done in future studies to correct these limitations/weaknesses	4
Application	Indicate how the findings from this research apply to what you have learned in class.	5
Mechanics	Each paper should follow the above outline. Your writing should be clear, concise, and grammatical. Be sure to cite all relevant sources using APA citation format.	2

Each paper should be no longer than 5 double spaced pages not including citations. Papers exceeding this length will be docked points.

Language Acquisition
SHS 3330 H
Course Syllabus

Instructor: Allison Bean, Ph.D., CCC-SLP
Email: bean.61@osu.edu
Office Address: Pressey Hall, Rm 101C

Office Hours: Derby Hall Room 20
T : 11 -12 :30
and by appointment

Class Location: Gateway Film Center House 1
Time: T TH 12:45-2:05 pm
Class Website: Carmen

Course Description (from Buckeyelink): Introduction to language acquisition in typical children.

LEARNING OBJECTIVES

Goals:

1. Students will have an increased understanding of human behavior.
2. Students will have a basic understanding of the nature of language needed to be an informed citizen and/or a future clinician
3. Students will understand milestones of language acquisition
4. Students will understand the major models that exist to explain normal language acquisition
5. Students will understand the relationship between language and literacy.

Learning Objectives:

1. Discuss how the nature vs. nurture debate relates to language acquisition and describe nurture-inspired and nature-inspired models of how children acquire language
2. Distinguish language from communication and speech and identify and define the major domains of language
3. List methods used by clinicians and researchers to study child language acquisition and systematically code and analyze language samples to describe the major domains of language
4. Identify neurological, cognitive, and social factors that play a role in language acquisition
4. Recall age/grade at which language, reading, and writing and milestones are achieved.

This course fulfills the GE for Social Science. The goal of this GE is for students to understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

GE Learning Objectives:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - This objective will be met through discussion and formal testing
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.
 - This objective will be met through discussion and formal testing
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
 - This objective will be met through discussion and formal testing

Required Texts:

Owens, R.E. (2016). *Language development: An introduction (9th 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. Ellawadi in advance
- Ask questions if you are confused
- Try not to distract or annoy your classmates

Course Requirements

Exams (400 points)

You will take **4 in-class exams (100 points each; 400 points total)**. These exams will consist of multiple choice questions; they will be based on material from readings, videos, class meetings (lectures, media).

The exams are non-cumulative but require understanding of previous material. You must take all exams as scheduled.

Article Discussion and Critiques (100 points)

You will critique 4 research articles (25 points each; 100 points total) over the course of the semester. We will set up four meeting times during the semester to sit and discuss the articles before the article critique is due. The articles can be found on the Carmen 3330H website. Each critique should follow the rubric included in the back of the syllabus. A hard copy of the critique should be turned in at the end of class at the appropriate date. Email copies will not be accepted.

Grading Summary Points

1. Exam 1	100
2. Exam 2	100
3. Exam 3	100
4. Exam 4	100
5. 4 article critiques (25 points each)	100
	Total = 500 Grade

Grade	Points	Description
A	370-400	Exemplary
A-	358-369	Excellent
B+	346-357	Very good
B	330-345	Good
B-	318-329	Satisfactory
C+	306-317	Satisfactory
C	290-305	Acceptable
C-	278-289	Marginally acceptable
D+	266-277	Marginally acceptable
D	237-265	Pass
E	Below 236	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 Discussion	Graded exams	Instructor grading

SCHEDULE OF LECTURES AND ASSIGNMENTS: This outline is tentative and may be modified throughout the course. Any changes to the outline will be posted on the Carmen news feed and announced in class.

WEEK		TOPIC	READING
Week 1:			
	T – Jan 7	Syllabus Review	
	TH – Jan 9	Defining Speech, Language, and Communication	Ch. 1, pp. 1-16
Week 2			
	T – Jan 14	Form, Content, and Use	Ch. 1, pp. 16-25
	TH – Jan 16	Language Diversity	Ch. 1, pp. 25-32
Week 3			
	T – Jan 21	Models of Language Acquisition	Ch. 2, pp. 33-41
	TH – Jan 23	Ways to Study Language Acquisition	Ch. 2, pp. 41-51
Week 4			
	T – Jan 28	Neurolinguistic Bases of Speech & Language	Ch. 3, pp. 52-64
	TH – Jan 30	Neurolinguistic Bases of Speech & Language	Ch. 3, pp. 65-73
Week 5			
	T – Feb 4	Review Article #1 Due	
	TH – Feb 6	Exam 1	
Week 6			

	T – Feb 11	Social & Communicative Bases of Early Language & Speech	Ch. 5, pp. 103-114,
	TH – Feb 13	Social & Communicative Bases of Early Language & Speech	Ch. 5, pp. 115-134
Week 7			
	T – Feb 18	First Words & Word Combinations in Toddler Talk	Ch. 7., 175-193
	TH – Feb 20	First Words & Word Combinations in Toddler Talk	Ch. 7., 196-202
Week 8			
	T – Feb 25	Review Article #2 Due	
	TH – Feb 27	Exam 2	
Week 9			
	T – March 3	Preschool Pragmatic & Semantic Development	Ch. 8, pp. 208-233
	TH – March 5	Preschool Pragmatic & Semantic Development	Ch. 8, pp. 241-248
Week 10			
	T – March 10	Spring Break - no Class	
	TH – March 12	Spring Break - no Class	
Week 11			
	T – March 17	Preschool Language Development Form	Ch. 9, pp. 249-260
	TH – March 19	Preschool Language Development: Form	Ch. 9, pp. 261-284
Week 12			
	T – March 24	Preschool Language Development	Ch. 9, pp 285-294
	TH – March 26	Review Article #3 Due	
Week 13			

	T – March 31	Exam 3	
	TH – April 2	Early –School Age Language Development	Ch. 10, pp., 295-314
Week 14			
	T – April 7	Early –School Age Language Development	Ch., 10, pp. 316- 334
	TH – April 9	School- Age Literacy Development: Reading	Ch. 11, pp. 335-347
Week 15			
	T – April 14	School- Age Literacy Development: Writing	TBD
	TH – April 16	Review Article #4 Due	
Finals			
FINAL	TH – April 23	Exam 4 2-3:45pm	

CLASS POLICIES

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Exams: If you have to miss an exam due to a University recognized excuse, you must contact the instructor prior to the exam in order to arrange a make-up exam. Failure to do so will result in a zero on the exam. Documentation from a Student Health Center or private physician is required to receive a make-up exam if you are ill on the day of a test.
3. Late assignments will **not** be accepted for credit.
4. Regular attendance is expected, although it is not recorded. Class lectures follow the textbook; however, additional information is covered during lecture that may not be covered in the textbook. You are encouraged to attend class on a regular basis.
5. Cell Phones: The use of cell phones or pagers during class is prohibited. Please extend the courtesies to your classmates and the instructor by turning off your cell phone during class time.

Diversity

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>

STUDENTS WITH DISABILITIES

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.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

ACADEMIC MISCONDUCT

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Article Critique Rubric

Section	What to include	Points
Summary of the research article in your own words. Do NOT directly quote from the article	This should include: The research question The methods/participants used to answer the question Findings	4
Critique of research question	A discussion of the importance of the research question and how it relates and adds to our understanding of child language development	5
Critique of methods	How did the methods used in the research study used enable the researcher to answer his/her research question	5
Limitations of the study	Identify two limitations/weaknesses of the study and indicate what could be done in future studies to correct these limitations/weaknesses	4
Application	Indicate how the findings from this research apply to what you have learned in class.	5
Mechanics	Each paper should follow the above outline. Your writing should be clear, concise, and grammatical. Be sure to cite all relevant sources using APA citation format.	2

Each paper should be no longer than 5 double spaced pages not including citations. Papers exceeding this length will be docked points.

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: 4/13/20
- 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