

**SPLH 464: Seminar in Foundations in Language  
and Language Development for Teachers  
Fall 2009 – 2092 Dole, T/R, 1:00 – 2:15**

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Office Hours: Tuesdays 12:15 – 12:45 and 2:30 – 3:00, or by appointment.

**Introduction**

This course is an introduction to language and communication development in children from birth to sixth grade. This course was developed specifically for individuals who are or will be working with young children. Language and communication skills are a critical part of the home, child care, and academic environments. The success of your teaching and care-giving strategies will be related to your use of language and communication skills which are developmentally appropriate for the children you are working with. The information from this class will serve as a foundation for the expectations you have for the children who learn from you as well as the level of language that you use during your interactions with children.

Over the course of the semester, you will learn to:

- Describe language development with respect to phonology, semantics, pragmatics, syntax, and morphology at various developmental stages from birth through twelve years of age.
- Discuss the similarities and differences between oral and written language.
- Incorporate age-appropriate language enrichment techniques with children.
- Identify and describe the differences in language development displayed by children who are learning English as a second language.
- Identify the different types of communication strategies that are used in the home, child care, and school settings.
- Evaluate a classroom with respect to the type of talk produced by the teacher and child.

This course will require active learning on the part of the student. This means that you will need to come to class already having completed the readings and be prepared to contribute to class. The class format will include lecture, collaborative projects, and individual projects.

**Attendance and in-class projects**

Regular attendance allows you to learn the material and benefit from classroom projects and assignments. Class lectures, usually in the format of Power Point, will be posted on Blackboard. Please download the handout for class.

**Online Weekly Quizzes**

There are 12 quizzes which will be available on BB after class on Thursday (11 am) until the following Monday at 11 pm. These quizzes will cover the readings for the upcoming week. The format is multiple choice, true/false, and/or matching. Each quiz is worth 1 point. The quizzes will help you prepare for the midterm and the final examination.

**Classroom Analysis Project**

You will analyze a short video clip of a teacher and her class. You will analyze both the teacher’s talk and the children’s talk according to specific guidelines discussed in class. The project is worth 10 points.

**Examinations**

A midterm examination and a final examination will be administered on the dates listed in the course schedule. The final examination will be comprehensive over all of the material covered during the entire semester. The examination format for all exams will consist of multiple choice, true/false, fill-in-the-blanks, matching, listing, and/or short answer. Any make-up examinations must be arranged with the instructor prior to the examination date and taken within one week of the original examination. It is the student’s responsibility to contact the instructor. A doctor’s note is required for a make-up examination due to illness. Special circumstances will be taken into consideration.

**Grading**

The distribution of points will be as follows:

|                            |   |                  |
|----------------------------|---|------------------|
| Weekly quizzes – 12 X 1    | = | 12 points        |
| Midterm exam               | = | 50 points        |
| Classroom analysis project | = | 10 points        |
| <u>Final exam</u>          | = | <u>68 points</u> |
| Total                      | = | 140 points       |

A standard scale will be used for letter grades:

- A 100 – 90%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and below

**Special Considerations**

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact either of us as soon as possible so that

we can discuss accommodations necessary to ensure full participation and to facilitate the education opportunity.

**Required Readings (Available on Blackboard):**

- Beck, I.L., McKeown, M.G., & Kucan, L.** (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
- Bellon, M.L., & Ogletree, B.T.** (2002). Repeated storybook reading as an instructional method. *Intervention in School and Clinic*, 36 (2), 75-81.
- Brice, A.E., & Brice, R.G.** (2009). *Language Development: Monolingual and Bilingual Acquisition*. Boston: Allyn & Bacon.
- Cunningham, A.** (2002). Teacher research extension: "You talk too much." In B.M. Power & R.S. Hubbard (Eds.), *Language Development: A Reader for Teachers (2<sup>nd</sup> Edition)* (pgs. 95-96). Columbus: Merrill Prentice Hall.
- Delpelt, L.** (2002). What should teachers do?: Ebonics and culturally responsive instructions. In B.M. Power & R.S. Hubbard (Eds.), *Language Development: A Reader for Teachers (2<sup>nd</sup> Edition)* (pgs. 95-96). Columbus: Merrill Prentice Hall.
- Ezell, H.K., & Justice, L.M.** (2005). *Shared storybook reading: Building young children's language and emergent literacy skills*. Baltimore: Paul H. Brookes Publishing.
- Faber, A., & Mazlish, E.** (1995). *How to Talk so Kids Can Learn at Home and at School*. New York: Rawson Associates.
- Gillam, R.B., & Beodre, L.** (2000). Language Science. In R.B. Gillam, T.P. Marquardt, & F.N. Martin (Eds.), *Communication sciences and disorders: From Science to clinical practice*. San Diego, CA: Singular Publishing Group.
- Heckler, E.E.** (2009). Home and School Matches and Mismatches. In Brice, A.E., & Brice, R.G. (Eds.) *Language Development: Monolingual and Bilingual Acquisition*. Boston: Allyn & Bacon.
- Madden, L.** (2002). Do teachers communicate with their students as if they were dogs? In B.M. Power & R.S. Hubbard (Eds.), *Language Development: A Reader for Teachers (2<sup>nd</sup> Edition)* (pgs. 95-96). Columbus: Merrill Prentice Hall.
- Moats, L.C.** (2000). *Speech to print: Language essentials for teachers*. Baltimore: Paul H. Brookes Publishing.
- Piper, T.** (2007). *Language and Learning: The Home and School Years, Fourth Edition*. New Jersey: Pearson.
- Stiel, S.** (2002). An interview with Hang Nguyen. In B.M. Power & R.S. Hubbard (Eds.), *Language Development: A Reader for Teachers (2<sup>nd</sup> Edition)* (pgs. 95-96). Columbus: Merrill Prentice Hall.
- Weitzman, E., Girolametto, L., & Greenberg, J.** (2006). Adult responsiveness as a critical intervention mechanism for emergent literacy: Strategies for preschool educators. In Justice, L.M. (Ed.), *Clinical Approaches to Emergent Literacy Intervention*. San Diego, CA: Plural Publishing.
- Weitzman, E., & Greenberg, J.** (2002). *Learning language and loving it!* (2<sup>nd</sup> Edition). Toronto: Hanen Centre.

**Course Schedule** (subject to change as needed) \* Please read readings prior to class.

| <b>Date</b> | <b>Topic</b>                                       | <b>Readings</b>                                      | <b>Quiz</b> |
|-------------|--|--|-------------|
| 8-20        | Course introduction & overview                     |  | Quiz 1      |
| 8-25        | Why study language?                                | Moats  |             |
| 8-27        | What is language?                                  |  | Quiz 2      |
| 9-1         | Biology, Brain, & Environment                      | Gillam & Bedore                                      |             |
| 9-3         | Language Development- Infants                      |  | Quiz 3      |
| 9-8         | Interacting with infants                           | Weitzman & Greenberg, 107-130                        |             |
| 9-10        | Language Development- Toddlers                     |  | Quiz 4      |
| 9-15        | Interacting with toddlers                          | Weitzman & Greenberg, 75-94,<br>Rowe                 |             |
| 9-17        | Language Development- Preschoolers                 |  | Quiz 5      |
| 9-22        | Conversational Styles & Teacher Roles              | Weitzman & Greenberg, 7-29                           |             |
| 9-24        | Interacting with preschoolers                      | Weitzman, Girolametto, &<br>Greenburg, 127-177       | Quiz 6      |
| 9-29        | Shared reading & facilitating language skills      | Ezell & Justice, 53-73                               |             |
| 10-1        | Language in School                                 | Piper, 271-306                                       | Quiz 7      |
| 10-6        | Language in School                                 | Madden, 91-94; Cunningham, 95-96                     |             |
| 10-8        | Review for Midterm                                 |  |             |
| 10-13       | <b>Midterm Examination</b>                         |  |             |
| 10-15       | Fall Break – No Class                              |  |             |
| 10-20       | <b>Classroom analysis project</b>                  |  |             |
| 10-22       | Language Development- Kindergartners               |  | Quiz 8      |
| 10-27       | Facilitating cooperation and achievement           | Faber & Mazlish, 59-96, 165-193                      |             |
| 10-29       | Facilitating Language Using Storybooks             | Bellon & Ogletree, 75-81                             | Quiz 9      |
| 11-3        | Language development – Teaching words              | Beck, McKeown, & Kucan, 47-71                        |             |
| 11-5        | Language Development- Primary Grades               |  |             |
| 11-10       | Primary Grades                                     | Primary Grades                                       |             |
| 11-12       | Language Development- Secondary Grades             |  | Quiz 10     |
| 11-17       | Secondary Grades                                   | Beck, McKeown, & Kucan, 72-84                        |             |
| 11-19       | No Class (ASHA conference)                         |  | Quiz 11     |
| 11-24       | Cultural influences on language development        | Stiel, 185-188; Heckler, 314-339,<br>Delpet, 124-128 |             |
| 11-26       | No Class – Thanksgiving                            |  |             |
| 12-1        | Second language acquisition                        | Brice & Brice, 112-159                               |             |
| 12-3        | Collaborating with the Speech-Language Pathologist | Loeb (2009)  | Quiz 12     |
| 12-8        | Response to Intervention                           |  |             |
| 12-10       | Review Session for Final Exam                      |  |             |
| 12-17       | <b>Final Examination</b>                           | 1:30 – 4:00  |             |

**Academic Misconduct**

Students are expected to observe all university guidelines pertaining to academic misconduct as stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.