

University of Wisconsin-Whitewater
Curriculum Proposal Form #4A
Change in an Existing Course

Type of Action (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Course Revision (include course description & former and new syllabus) | <input type="checkbox"/> Grade Basis |
| <input checked="" type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Repeatability Change |
| <input type="checkbox"/> Diversity Option | <input type="checkbox"/> Other: |
| <input type="checkbox"/> General Education Option
area: Select one: * | |

* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Effective Term: 2147 (Fall 2014)

Current Course Number (subject area and 3-digit course number): COMDIS 380/580

Current Course Title: Speech and Language Development

Sponsor(s): Giuliana Miolo

Department(s): Communication Sciences and Disorders

College(s): Education

List all programs that are affected by this change:
None.

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA Yes They will be submitted in the future

Proposal Information: ([Procedures for form #4A](#))

I. **Detailed explanation of changes** (use FROM/TO format)

FROM:

Course Title

Speech and Language Development

Course Description

This course provides an introduction to the process and sequence of normal speech and language development in children birth to school-age. Theories of language acquisition and the role of cognition, the environment, and caregivers are discussed.

3 Credits

TO:

Course Title

Speech and Language Development in Children

Course Description

In this course, students will learn about the process and sequence of speech and language development in children from birth to school-age. Theories of language acquisition and the role of cognition, culture, context, and caregivers are discussed. Students will participate in a community-based learning experience working with linguistically and culturally diverse preschool children.

4 Credits

II. Justification for action

The field placement in Head Start programs was offered as a 3-credit course in the past. The goal of this course was the acquisition of contact hours without substantive connection to curricular content in the major. By integrating this fieldwork into the Speech and Language Development course, students will have structured opportunities to relate what they are learning about communication development and its cultural correlates to their direct experience with **linguistically and culturally diverse** children.

III. Syllabus/outline (if course revision, include former syllabus and new syllabus)

Old syllabus and new syllabus are attached

I. COURSE DESCRIPTION

In this course, students will learn about the process and sequence of speech and language development in children from birth to school-age. Theories of language acquisition and the role of cognition, culture, context, and caregivers are discussed. Students will participate in a community-based learning experience working with linguistically and culturally diverse preschool children.

II. STUDENT LEARNING OUTCOMES

LEAP Essential Learning Outcomes	Course Learning Outcomes														
Students will:	Students will:														
1. <i>acquire knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts focused by engagement with big questions, both contemporary and enduring.</i>	1. acquire knowledge of communication development and differences in children in the areas of receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics), including the etiologies, characteristics, and cultural correlates.														
2. <i>develop intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	2. develop these intellectual and practical skills through class learning experiences <table border="1" style="width: 100%; margin-top: 5px;"> <thead> <tr> <th style="background-color: #d3d3d3;">Skill</th> <th style="background-color: #d3d3d3;">Experience</th> </tr> </thead> <tbody> <tr> <td><i>Inquiry and analysis</i></td> <td>A, B, C, D</td> </tr> <tr> <td><i>Critical and creative thinking</i></td> <td>A, C, D</td> </tr> <tr> <td><i>Written Communication</i></td> <td>A, B, C, D</td> </tr> <tr> <td><i>Oral Communication</i></td> <td>C, E</td> </tr> <tr> <td><i>Information literacy</i></td> <td>D, E</td> </tr> <tr> <td><i>Teamwork and problem solving</i></td> <td>C, E</td> </tr> </tbody> </table>	Skill	Experience	<i>Inquiry and analysis</i>	A, B, C, D	<i>Critical and creative thinking</i>	A, C, D	<i>Written Communication</i>	A, B, C, D	<i>Oral Communication</i>	C, E	<i>Information literacy</i>	D, E	<i>Teamwork and problem solving</i>	C, E
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<i>Oral Communication</i>	C, E														
<i>Information literacy</i>	D, E														
<i>Teamwork and problem solving</i>	C, E														
3. <i>engage in integrative and applied learning experiences, including synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</i>	3. engage in integrative and applied learning experiences in which they will be required to apply knowledge and skills in creative and novel ways. They will have opportunities to integrate information about the correlates of communication development and will engage in field work in the community.														

III. COURSE FORMAT

A. On-line Component

1. I will be using Desire-to-Learn (D2L) to deliver some of the course content and class materials and will communicate with you via E-mail regularly.
2. Therefore, you must be prepared to use the D2L system and check the D2L site and your campus e-mail on a daily basis.

B. In Class Meetings

As **students**, you are expected to:

1. **Attend class regularly.** If you have to miss class for illness or emergency, you must notify me at least 2 hours in advance of class. I will deduct 1% from your final grade for each class you miss without prior notification. I will deduct 5% from your total grade if you miss more than two classes. If you have to miss class, please arrange for one of your classmates to collect handouts or share notes with you.
2. **Complete all readings, follow-up activities, projects and assignments** inside and outside of class by the due date or as requested, unless written permission has been obtained from the instructor. This way you will be familiar with the key concepts and issues that we discuss in class. You may have to complete in-class quizzes or writing assignments designed to evaluate your comprehension of course content and readings. Work submitted after the due date, without prior written permission, will not be accepted. Specific questions about assignments or course requirements that require individual attention are best discussed during office hours well before due dates.

3. **Take responsibility for your own learning.** If you are unsure what is required of you or don't understand the course content, please ask questions in class or come and see me during my office hours. If you have questions about D2L, you can ask for help in WITRC or access support resources at <https://www.uww.edu/desire2learn/support/index.html>. Please let me know during the first three weeks of class about any special accommodations so that I can plan ahead to meet your needs.
4. **Maintain a respectful and professional disposition** to all members of the class as reflected by regular class attendance, not using your cell phone in class, and not talking to others when another person "has the floor" in class.
5. **Take equal responsibility for work completed in groups.** Each group member should be actively involved in meetings and decision making and project completion. If you are having difficulty finding a time when you are all available to meet on campus, consider using WebEx to meet and complete group work.
6. **Maintain the confidentiality of all class members, clients and their families.** Please do not write any comments about students, children, families, professors, or staff on social media websites (for example, Facebook, twitter, email). All class communication (e.g. giving constructive feedback and collaboratively solving problems and resolving conflicts) shall take place in person or in writing addressed to the persons involved using professional language.
7. **Take responsibility for any changes** in course procedures or scheduling of activities (deemed by the instructor as necessary to achieve course outcomes or to accommodate students' comprehension of course content) announced in class, via email and/or D2L.

As the instructor of the class, I will:

1. explain clearly course system of grading and evaluation
2. be available to you by posted office hours or appointments (with exceptions posted ahead of time)
3. respond to your email questions and concerns promptly
4. evaluate your work and provide feedback within 2 weeks
5. notify you of any course changes in class, via email or D2L.

IV. LEARNING EXPERIENCES FOR STUDENTS ENROLLED IN 380

Each student is responsible for completion of the following learning experiences by their respective due dates (see course outline) unless written permission has been obtained from the instructor. Work submitted after the due date, without prior written permission, will not be accepted.

A. **Module Examinations (25% of grade)**

Examinations will consist of:

1. objective, short essay, and short answer questions, and
2. application questions which require critical thinking and writing.

B. **Community-Based Learning Experience (25% of grade)**

For this project, you will:

1. volunteer in Head Start, a national program which provides comprehensive developmental services for children ages three to five and social services for their families.
2. attend a Head Start program for the equivalent of 3 to 4 hours per week until exam week (Week 15 will be your last week) for a total of no less than 35 hours (can complete more hours than this).
3. work with program coordinators, who integrate family and community needs and resources and participate and will support children during play and general routines as directed by program coordinators.
4. complete a series of reflection papers that will address key questions relating to communication and socio-emotional development in children and ask you to reflect about the larger sociocultural and economic factors that impact the children's lives.

C. **Observation Project (15% of grade)**

For this project, you will:

1. observe children's communication in each classroom in the children's center (1 to 2 hours in each classroom for a total of 3 to 6 hours) during a 5-week period Oct 8 to Nov 9.
2. review the key communication milestones for each age in the preschool years and use these milestones to guide your observations in each classroom.
3. write a brief summary of the communication behaviors you observed in each classroom (no more than one page for each classroom) and dropbox your written summary within a week after your last observation.

D. Response to Controversial Question: Information Literacy Activities and Annotated Bibliography (20% Grade)

For this project, you will:

1. research thoroughly and thoughtfully a controversial question (provided by me) related to the speech and language development in children.
2. acquire experience finding, reading, and summarizing peer-reviewed research articles
3. complete follow up activities as requested
4. submit an annotated bibliography of approximately 6 peer-reviewed research journal articles using APA format. (The exact number will be determined based on the question).
5. never include plagiarized text in any written submission. If I find evidence of "cutting and pasting" text or graphics from websites or other sources in your paper, including someone's written work without proper citation, I will assign a score of 0 to the submission.
6. Proofread written submissions carefully following editing suggestions in D2L handouts.

E. Response to Controversial Question: Poster Presentation (15% Grade)

For this project, you will

1. work in small groups of 5 or 6 to create a poster that summarizes the answer to your controversial question
2. present this poster to your classmates at the end of the semester
3. follow the detailed guidelines and evaluation rubric for this learning experience which will be handed out in class.

V. EXPECTATIONS FOR GRADUATE STUDENTS ENROLLED IN 580

Students enrolled in 580 will be expected to complete the following learning experiences.

A. Module Examinations (35% of grade)

Examinations will consist of:

1. objective, short essay, and short answer questions, and
2. application questions which require critical thinking and writing.

B. Observation Project (15% of grade)

For this project, you will:

1. observe children's communication in each classroom in the children's center (1 to 2 hours in each classroom for a total of 3 to 6 hours) during a 5-week period Oct 7 to Nov 7.
2. review the key communication milestones for each age in the preschool years and use these milestones to guide your observations in each classroom.
3. write a brief summary of the communication behaviors you observed in each classroom. (no more than one page for each classroom) and dropbox your written summary within a week after your last observation.

C. Response to Controversial Question: Annotated Bibliography (10% Grade)

For this project, you will:

1. research thoroughly and thoughtfully a controversial question (provided by me) related to the speech and language development in children.
2. acquire experience finding, reading, and summarizing peer-reviewed research articles
3. will write an annotated bibliography of approximately 8 peer-reviewed research journals

D. Response to Controversial Question: Research Paper and Oral Presentation (35% Grade)

For this project, you will:

1. summarize the results of studies in a paper
2. conclude your paper with an answer to the question based on the studies you read
3. write your paper using the standards of the American Psychological Association (APA).
4. complete the paper as an individual (not as part of a group)
5. read through the writing handouts attached to these guidelines and follow all rules and recommendations contained in the handouts
6. write a paper that:
 - a) is no more than 6 1.5-spaced typed pages in length using Calibri 10-point font and .75 inch margins. (Page limit does not include title page and references)
 - b) contains

- (1) a title page
- (2) a header in the top right-hand corner containing your name and the title of your paper,
- (3) page numbers in bottom right hand corner of page (no number should be included on Title Page)
- (4) citations and references list using APA format
- (5) NO plagiarized text. If I find evidence of “cutting and pasting” materials from websites or other sources in your paper or the use of someone else’s ideas or writing without proper citation, I will assign a score of 0 to the paper.
7. Proofread the paper carefully following editing suggestions in D2L handouts.
8. Present your findings in an oral presentation during exam week.
9. Dropbox a copy of your paper by the due date

VI. COURSE MATERIALS

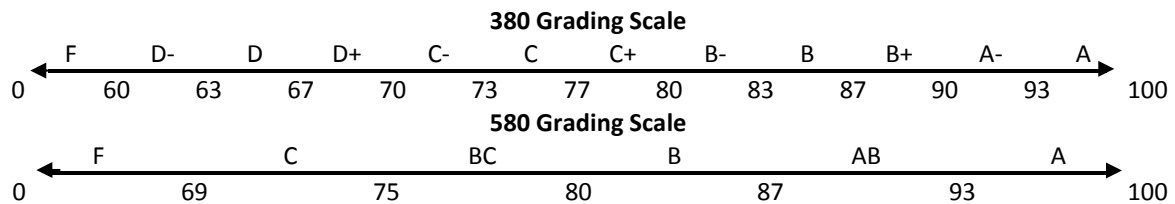
Required Textbook (Available for rental)

Hulit, L. M. & Howard, M.R. (2011). *Born to talk: An introduction to speech and language development*. 5th Ed. Boston, MA: Pearson Education Inc.

VII. EVALUATION OF LEARNING

Each of the following learning experiences will be graded. Percentage weights for each experience are listed below. Raw scores will be assigned to each experience and then converted to percentages. Course grades will be determined by totaling the percentages achieved for each learning experience.

Assignment	380	580
	% Weight	
Module Examinations	50	40
Observation Project	15	15
Annotated Bibliography	20	15
Poster Presentation	15	
Research Paper/Presentation		30
Total	100	100



VIII. COLLEGE OF EDUCATION

A. CONCEPTUAL FRAMEWORK

In keeping with our philosophy of “The Teacher as a Reflective Facilitator”, we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students’ active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students’ unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

B. CODE OF ETHICS

The College supports the ASHA Code of Ethics

IX. UNIVERSITY POLICIES

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the current UW-Whitewater Undergraduate Timetable, the "Rights and Responsibilities" section of the Undergraduate Timetable, and the "Student Academic Disciplinary Procedures" (UWS Chapter 14) For more details, see the Provost's website at <http://acadaff.uww.edu/On-lineSyllabiMand%20info.html>

X. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing.

WEEKS	TOPICS	READINGS	PROJECTS AND EXAMS
1 to 3	<p>MODULE I PRELINGUISTIC STAGE OR THE FIRST YEAR OF LIFE</p> <ul style="list-style-type: none"> • What are the differences among speech, language and communication? • What are the elements of communication? • Is the newborn able to perceive speech and understand language? • What changes occur in phonetic development and speech perception during the first year of life • How do children develop their speech sound system? 	<p>Chap 1</p> <p>Chap 4 pp. 116 – 125</p> <p>Chap 4 pp. 142 - 151</p> <p>Chap 7 pp. 309 – 318</p>	<p>Wk 3 Thu Sep 19 at 1:00pm IL* Activity and Head Start Reflection Paper 1</p>
4 to 6	<p>MODULE II HOW IS LANGUAGE ACQUIRED?</p> <ul style="list-style-type: none"> • How do we account for language development? • What is the role of parental talk? • What is the role of cognition? • What is the role of social interaction? 	<p>Chap 4 pp.125-138</p> <p>Chap 3 pp. 64 – 84</p> <p>Chap 3 pp. 99 - 109</p> <p>Chap 2</p>	<p>Wk 4 Midterm</p> <p>Wk 5 IL Activity 2 On-line tutorial</p>
7 to 8	<p>MODULE III THE EMERGENCE OF LANGUAGE</p> <ul style="list-style-type: none"> • How does language comprehension evolve? • When do children say their first words? • What do they talk about? • When do they start combining words? • What is the role of the caregiver? 	<p>Chap 4 pp. 151 – 174</p> <p>Chap 3 pp. 84 - 98</p>	<p>Wk 7 Midterm</p> <p>Wk 8 Tue Oct 22 1:00-1:45pm IL Activity 3 and Head Start Reflection Paper 2</p>
9 to 12	<p>MODULE IV: PRESCHOOL AND EARLY SCHOOL YEARS</p> <ul style="list-style-type: none"> • What changes occur in the preschool years? • What are Brown’s Stages of Language development? • How do we measure change? • What about emerging literacy? • What are the new demands of the classroom? 	<p>Chap 5</p> <p>Chap 6 pp. 241 - 277</p>	<p>Wk 11 IL Activity 4 and Head Start Reflection Due</p> <p>Wk 12 Midterm</p> <p>Wk 13 Observation Reports Due</p>
13 to 15	<p>MODULE V: LATER SCHOOL YEARS, LITERACY AND DIVERSITY</p> <ul style="list-style-type: none"> • How does language change in the school years? • What are sociocultural Influences on Language development and use? • Are there gender differences in language? 	<p>Chap 6 pp. 277 – 298</p> <p>Chap 8</p>	<p>Wk 13 Head Start Reflection paper due</p> <p>Wk 14 Annotated Bibliography Due</p>
Exam week	Tues Dec 17 1:00 – 3:00pm		Poster Presentations

IL = Information Literacy