



## **CSD 1150 Normal Speech, Language, and Cognitive Development**

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – M/W/F 11:00-11:50

Swaid 214

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**Instructor:** Joni Day, M.C.D., CCC-SLP

**Phone (office):** (501) 279-5670

**Email:** [jday2@harding.edu](mailto:jday2@harding.edu)

**Semester/Term:** Spring 2024

**Office Hours:** Office hours are posted beside my office door. Please email to set up an appointment.

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### **Course Information**

#### **Course Description**

Normal speech and language acquisition, cognitive development, and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.

#### **Prerequisites**

There are no required prerequisites for this course.

#### **Course Rationale**

By studying the normal progression of speech, language, and cognitive development, students will be better prepared to identify potential concerns, provide effective interventions, and contribute to the well-being and success of individuals across various stages of life.

#### **Course Materials**

##### **Required materials:**

Students may opt in to access an online version of the textbook from the Brackett Library via a link that is made available in the Canvas course. Students will be able to access the online textbook as long as they are a Harding student. If a paper copy of the book is preferred, the students may purchase the book directly from the publisher,

Amazon, or any other vendors.

Textbook:

- Levey, S. (2019). *Introduction to language development*. (2nd ed.). Plural Publishing, Inc.
- The instructor may also supply readings for this course on Canvas

Other Required Materials:

- Subscription to Master Clinician Network

### **Course Communication Protocols**

- Canvas Announcements will be utilized as the instructor's primary means of communication with students as a class. The instructor may also send emails to students Harding email account on occasions, especially for individual communication.
- Students need to communicate with the instructor via Harding email and can expect a reply within 24 hours during the week. Don't expect emails to be answered during the weekend.
- The very nature and depth of undergraduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of undergraduate level academic ideas and thoughts can only be achieved with everyone actively participating. Attendance of each in-person class is expected.
- Please abide by classroom rules to allow for the best learning environment. These rules contribute to an impression of professionalism, something that should be very important to each student as they prepare for a professional career.

### **Department Mission Statement**

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

### **Integration of Faith and Learning Statement**

Speech pathology is a profession in which we stand in awe of God knowing that we are "fearfully and wonderfully made" in HIS image(Psalms 139:14). From children learning to speak and utilize language, to a grandparent learning to communicate again, the human body and its ability to develop, change, repair, and replenish is an amazing concept to see unfold. In my course, I hope to always incorporate the role that we as speech pathologists play as an instrument of God in the teaching, developing, and rehabilitation process.

# Learning Objectives

## University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:

- ULO 2: Students will demonstrate effective communication (written, non-written, spoken)

## Program Learning Outcomes (PLOs)

This course is not attached to a departmental PLO, however, the knowledge and skills in the course will contribute to the skills measured in other CSD courses.

## Course Learning Objectives (CLOs)

Upon completion of this course, you will know:

- The definition of cognition, speech, language, and communication
- The definition and functions of the five components of language
- The most common theories of speech, language, and cognitive development
- Aspects of general human development that influence speech, language, and cognitive development
- The sociocultural bases of communication
- The sequence and stages of infant and toddler speech, language, and cognitive development
- The sequence and stages of preschool speech, language, and cognitive development
- The sequence and stages of school-age speech, language, and cognitive development
- Multicultural aspects of language acquisition and use including preserving the individual's home language
- The introduction of a language sample analysis
- The development of literacy skills

## Grading and Assignment Details

### Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

- 50 points for class activities (creative journaling, reflective writing, etc.)
- 10 points for observations
- 25 points for Language Sample Analysis
- 164 points for quizzes
- 100 points for test 1
- 100 points for test 2
- 104 points for test 3
- 52 points for Developmental Milestone Project
- 100 points for comprehensive final

Grade schedule: **A-** 90-100

**B-** 80-89

**C-** 70-79

**D-** 60-69

**F-** less than 60

### **Late work policy**

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis.

### **Course Assignment Details**

- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!
- Students are expected to read and complete assigned materials prior to coming to class and be prepared to participate in class discussions and quizzes.
- In order to be successful in knowing the course material, students need to ask questions. The instructor is not able answer questions to provide a more in-depth knowledge of the course material if students do not ask.
- Out of courtesy for all those participating in the learning process, all cell phones must be turned off or set to silent.
- Do not text, call, or engage in any form of communication on your cell phone during class. In case of urgent matters, please step outside the classroom to attend to them.
- Use of laptops and tablets should be directly related to the class content. Any unrelated online activities are discouraged. The instructor reserves the right to mark a student absent if he or she is using a phone, tablet, or laptop in a way that does not directly relate to the class.
- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Submitting work taken directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.
- Students **MUST** seek the instructor's permission to video or audio record a lecture due to copyright laws and HIPAA.
- Students are expected to follow the University policy regarding dress code, as well as any additional dress requirements for clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.
- No cheating will ever be tolerated.
- All exams will be taken in the classroom unless other arrangements have been made between the instructor and student.
- All phones, watches, and earbuds (AirPods) are to be placed in the student's backpack during an exam. Any texting, instant messaging, e-mailing, or social media sites used during an exam will be considered cheating, and a zero will be given for the exam.
- In the words of Andy Stanley, ask yourself this question throughout the semester: "In light of my past experience, current circumstances, future hopes and dreams, what's the wise thing for me to do?"

### **Course Requirements- (must be completed to earn credit in this course):**

- Each student will complete a Developmental Milestone Project with an assigned age given by the instructor. This project is set up for you to prepare a kit designed to build age-appropriate cognition, language, speech, vocabulary, and pre-literacy skills. The kit will be graded on materials chosen, skills

targeted, and creativity. There will be both an oral presentation and written report. Further instruction surrounding the kit will be provided later in the semester.

- Each student will observe and document language development milestones in a child between the ages of 3 and 5 years old. **The instructor has made arrangements with a local preschool to complete this assignment.** This assignment allows students to apply theoretical knowledge of speech, language, and cognitive development to real-world observations, fostering a deeper understanding of these concepts. It also encourages critical thinking and reflection on individual differences in development.
- Each student will complete three hours of guided clinical observations and submit them using the appropriate format. All observation hours will be provided through Master Clinician Network (MCN) in class and guided under the direction of the instructor.
  - If three hours are not completed and turned in, the student will receive a zero for the assignment.
  - If a student turns in all 3 hours but did not follow the Observation Protocol or Calipso instructions, they will receive partial credit for the assignment.
  - If the student does not receive approval for the hours submitted in Calipso, they must make arrangements to meet with the professor before the semester ends. If a meeting is not scheduled with the instructor concerning the observation hours, the student will receive a zero for the assignment and the observation hours will not count for the class.
  - If the student does not have Calipso, it will be their responsibility to enter the observation hours from this course once they have Calipso.
- Three exams will be given during the semester
- There will be ten to eleven quizzes
- There will be several class activities and creative journaling planned around course material discussed.
- Each student will be introduced to a language sample analysis (LSA). \*More information will be provided in class.
- Updating entries into Calipso is a course requirement for every class in the CSD Department.
  - CSD majors who have Calipso must complete the summative portfolio assignment as outlined by this course instructor by the due date established by this course instructor.
  - If the student is a CSD major but does not have Calipso, they will need to upload the information once they have a Calipso account. The instructor will provide a list of information needed to upload into Calipso for this course.

### **Attendance & Participation**

- Students should communicate with their professors via email when missing class for a health issue. Three unexcused absences will be tolerated. Upon the fourth unexcused absence, the final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."
- Students who miss class for any reason are responsible for the content presented. Time will not be spent in class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor by e-mail.
- If an assignment, test, or quiz is missed during an excused absence, the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be a zero. The make-up exam will be of equal value (points) but may vary in format.
- Students with an unexcused absence will not be allowed to make up class activities, tests, or quizzes.

Attendance policy: [Harding University Attendance Policy](#)

## **Submitting Assignments**

### **Learning Management System**

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#). Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

## **Policies and Procedures**

### **University Policies**

#### **University Assessment**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

#### **Students with Disabilities Accommodations**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279-4019.

## **Academic Integrity Policy**

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## **Course Academic Conduct**

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

## **Special Note on the use of AI such as ChatGPT**

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

## **Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is

not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

### **Time Management Expectations**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

### **Inclement Weather**

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

### **Academic Support Services**

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

### **Student Support Services**

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

### **Changes to Syllabus Notice**

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.



Course Schedule: \*Date are subject to change. It is your responsibility to stay up to date with any changes communicated by the professor in class and/or in Canvas.

Week	Topic	Readings	Activities
1	Welcome/Course Introduction  Introduction to Speech and Language Acquisition/Cognition/Connection of the Brains	Chapter 1 – See weekly reading assignments in Canvas	Class Activity  Lecture/Discussion/Class Activity
2	Introduction to Speech and Lang. Acquisition/Cognition/Connection of the Brains  An Introduction to the Theories of Language/Cognitive Development	Chapter 1 - See weekly reading assignments in Canvas  Chapter 2 - See weekly reading assignments in Canvas	January 15 <sup>th</sup> - No class-HU closed  Lecture/Discussion/Class Activity  Lecture/Discussion/Class Activity
3	Theories of Lang./Cognitive Development Cont.  Brain	Chapter 2 - See weekly reading assignments in Canvas  Chapter 3 - See weekly reading assignments in Canvas	Lecture/Discussion Class Activity  Lecture/Discussion Class Activity
4	Brain  <b>TEST 1--Chap.1-3</b>	Chapter 3 - See weekly reading assignments in Canvas	Lecture/Discussion, Class Activity  <b>February 2<sup>nd</sup> , Test 1</b>
5	Infant and Toddler Speech, Language, and Cognitive Development	Chapter 4 - See weekly reading assignments in Canvas	Lecture/Discussion, Class Activity
6	Infant and Toddler Speech, Language, and Cognitive Development	Chapter 4 - See weekly reading assignments in Canvas	Lecture/Discussion/Class Activity

7	Infant and Toddler Speech, Language, and Cognitive Development	Chapter 4- See weekly reading assignments in Canvas	Lecture/Discussion Class Activity  <b>February 23<sup>rd</sup> – No Class due to ArkSHA</b>
8	TEST 2 – Chapter 4  Preschool Speech, Language, , and Cognitive Development	Chapter 5 - See weekly reading assignments in Canvas	<b>February 26<sup>th</sup> – Test 2</b>  Lecture/Discussion Class Activity
9	<b>Spring Break</b>	-----	-----
10	Preschool Speech, Language, and Cognitive Development	Chapter 5 - See weekly reading assignments in Canvas	Lecture/Discussion Class Activity
11	Preschool Speech, Language, and Cognitive Development	Chapter 5 - See weekly reading assignments in Canvas	Lecture/Discussion Class Activity
12	Observation Week (Spring Sing Week)	In class activities with Master Clinician Network	3 hours of guided observation will be completed in class.
13	Speech, Language, and Cognitive Development in Middle and Late Childhood and Adolescence	Chapter 6 - See weekly reading assignments in Canvas	Lecture/Discussion / Class Activity  <b>April 5<sup>th</sup> -Observation Hours due in Canvas and Calipso</b>
14	Speech, Language, and Cognitive Development in Middle and Late Childhood and Adolescence	Chapter 6 - See weekly reading assignments in Canvas	Lecture/Discussion/ Class Activity
15	Speech, Language, and Cognitive Development in Middle and Late Childhood and Adolescence  <b>TEST 3, Chap. 5 &amp; 6</b>	Chapter 6 - See weekly reading assignments in Canvas	Lecture/Discussion/ Class Activity  <b>April 19<sup>th</sup>, Test 3</b>
16	<b>Presentations of Developmental Milestone Kit</b>	Class presentations	<b>M/W/F 11:00-11:50</b>
17	<b>Comprehensive Final Exam</b>		<b>May 2<sup>nd</sup> from 10:30-12:30</b>