

CBM003 ADD/CHANGE FORM


Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2009

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall

RECEIVED OCT 21 2008

APPROVED DEC 10 2008

1. Department: COMD College: CLASS
2. Person Submitting Form: Sandra Gold-Singleton Telephone: 3-2893
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
COMD / 2339 / Speech and Language Development
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
COMD / 2339 / SPEECH AND LANG DEVELOPMENT
 - SCH: 3.00 Level: SO CIP Code: 51.0201.00 14 Lect Hrs: 3.0 Lab Hrs: 0.0
4. Justification for adding/changing course: To more accurately reflect course content/level
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
 / /
 - Course ID: Effective Date (M/D/YY) :
6. Authorized Degree Program(s): BA/BS COMD
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - ~~Are special fees attached to this course?~~ Yes No
 - Can the course be repeated for credit? Yes No
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
COMD / 2339 / Speech, Hearing, and Language Development of the Normal Child
 - Effective Date (M/D/YY) : 8/22/2001 Course I.D.: 16124
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: NONE Description (30 words max.): This course covers theories and descriptions of typical development of language and speech from infancy through adolescence.
10. Dean's Signature:  Date: 10/21/08

Print/Type Name: Dr. Sarah Fishman

U N I V E R S I T Y of H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Communication Sciences and Disorders

Person making request: Martha Dunkelberger Telephone: 3-2923

Dean's signature: [Redacted] Date: 10/23/08

I. General Information:

Course number and title: COMD 2339 Speech and Language Development

Complete catalog description (NOT required if attached to CBM 003 form):

Category of Core for which course is being proposed (mark only one):

- Communication
- Communication: Writing Intensive Experiences in the Disciplines
- Mathematics
- Mathematics/Reasoning (IDO)
- Natural Sciences
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Social/Behavioral Sciences
- U.S. History
- American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear. (See Attached Syllabus)
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course?

Core Curriculum Request: Objectives and Evaluation:

A. How the course meets the Exemplary Educational Objectives.

See attached syllabus.

This course uses current technology in the gathering, transcription and analysis of speech samples, providing students with the opportunity to investigate the characteristics of language in children of disparate ages and developmental levels.

Cultural aspects of communication are addressed through gathering and analyzing of narrative samples from a variety of children representing different ethnic and linguistic groups.

Theories of child language development are integrated with general theories of development across the course. Application of general developmental theory to varying developmental trajectories is presented in lecture and projects.

B. Procedures and Processes of Evaluation

This course is evaluated as part of the Departmental Institutional Effectiveness Plan. During academic year 2007-8, course materials and examinations were reviewed by faculty within the Department of Communication Sciences and Disorders for appropriateness and focus of content.

C. Implementation of Evaluation for Greater Course Effectiveness.

The evaluation revealed a need for students who are intending to major in COMD to further develop skills in narrative transcription and analysis using the latest technology. A lab course was added to our curriculum to meet this need. Evaluation of the effectiveness of the lab course will be ongoing beginning with the first semester of enrollment (Fall, 2009).

Instructor: Martha Dunkelberger, Ph.D., CCC-SLP
phone: 713-743-2923
email: mdunkelb@mail.uh.edu
office hours: Monday and Wednesday 1:00-2:30 PM

Course Objectives:

1. The student will demonstrate knowledge of the biological aspects of normal, basic human communication.
2. The student will demonstrate knowledge of the psychological aspects of normal, basic human communication.
3. The student will demonstrate knowledge of the linguistic aspects of normal, basic human communication.
4. The student will demonstrate knowledge of the developmental/lifespan aspects of normal, basic human communication.
5. The student will demonstrate knowledge of the cultural aspects of normal, basic human communication.

All objectives will be measured by completion of in-class examinations, unannounced oral and written quizzes, completion of a narrative analysis assignment and participation in discussion.

Course requirements:

1. **Attendance:** You are expected to attend every class. Absences on days that your name is drawn for an oral quiz, assignments are due, or exams are scheduled will result in a 0 entered for that grade. Make up examinations may be arranged for up to 2 days BEFORE the scheduled examination provided I am notified of your expected absence at least 2 weeks before the scheduled examination. There will be no make up examinations after the scheduled time.
2. **Academic Honesty:** The fields of speech-language pathology and audiology are bound by ethics and a genuine desire to provide services to individuals with communication disorders. If you intend to cheat on an exam or an assignment in this class, please drop right now. If you don't intend to cheat, but find yourself sorely tempted, remember this: I catch people cheating. I also hold cheaters to the University of Houston Academic Honesty Policy with no exceptions, ever.
3. **Midterm Exams:** There will be four midterm exams. Each exam will be worth 40 points. Exams will be made up of 40 objective questions. (a total of 160 points)

4. UNANNOUNCED Extra Credit Quizzes:

- There will be four unannounced written extra credit quizzes of 10 points each. The quizzes are based entirely on the unit readings. The cumulative quiz grade may be substituted for the final exam. (a total of 40 points)
- There will be additional opportunities to earn extra credit via impromptu oral quizzes based on the day's lecture. (a maximum total of 10 extra credit points)
- There is no other extra credit offered for this course.

5. **Final Exam:** The final examination is comprehensive. It is scheduled at 8:00 AM, 12/7/07. There will be no admittance after 8:30 AM. You may substitute your cumulative oral and written quiz grades (up to 50 points) for the final exam grade (40 points).

6. **Assignments:** There will be five written assignments corresponding to the course content in each unit. Each is worth 10 points. Assignments are due at the beginning of class. (a total of 50 points)

✓ Assignment 1: Gather and transcribe a language sample. Assignment one is to be typed in exactly the same style and format as the example provided.

✓ Assignments 2-5 are to be typed or legibly handwritten in ink on the forms provided.

✓ Assignment 2: Describe the cognitive stage the child is presently in

✓ Assignment 3: Describe the phonology and semantics in your sample

✓ Assignment 4: Describe the syntax and morphology in your sample

✓ Assignment 5: Describe the pragmatics in your sample and compare your sample to a classmate's

7. Material covered in class is the **student's responsibility**. If a class is missed for any reason, the student is responsible for contacting a classmate for notes, announcements and changes to requirements. No student's contact information will be shared with another student.

Grading: A total of 250 points may be earned across the semester. Your grade is determined by the number of points you accrue as follows and is non-negotiable. I do not curve grades.

A	A-	B+	B	B-	C+	C	C-	D	F
250- 240	239- 230	229- 217	216- 207	206- 195	194- 185	184- 174	173- 162	161- 152	151 or less

Required Text: Owens, Jr. R. E. (2007). *Language Development: An Introduction*. (7th ed.) Needham Heights, MA: Allyn and Bacon.

Topic	Reading Assignments	Written Assignments and Exams
Unit 1: Understanding what language is, how we think about it and why it is important to the field of communication disorders	Chapter 14: Language Research and Analysis Chapter 1: The Territory	09/07/07 Assignment 1, (10 points)
	Chapter 2: Describing Language	09/14/07 Exam 1, (40 points)
	Unit 2 Understanding what drives the development of language in a child	Chapter 4: Cognitive, Perceptual and Motor Bases for Early Speech and Language
Chapter 5: The Social and Communicative Bases of Early Language and Speech		
Chapter 6: Language Learning and Teaching Processes in Young Children		10/05/07 Exam 2, (40 points)
Unit 3 Understanding how the purpose and content of language develop from toddlerhood through adulthood	Chapter 7: A First Language: Toddler Talk	10/26/07 Assignment 3, (10 points)
	Chapter 8: Preschool Pragmatic and Semantic Development	
	Chapter 11: School Age Language Development	11/09/07 Exam 3, (40 points)
Unit 4 Understanding how the form of language develops from toddlerhood through adulthood	Chapter 9: Preschool Development of Language Form	11/09/07 Assignment 4, (10 points)
	Chapter 12: School Age Literacy Development	11/26/07 Assignment 5, (10 points)
		11/30/07 Exam 4, (40 points)
12/7/07 Final Exam, (40 points) 8:00 AM THERE WILL BE NO SEATING AFTER 8:30 AM		