

UC 11134 10F

CBM003 ADD/CHANGE FORM

Undergraduate Council SO

New Course Course Change

Core Category: Soc Behv Sci Effective Fall 2011

or

Graduate/Professional Studies Council

New Course Course Change

Effective Fall 2011

APPROVED FEB 23 2011
JM

1. Department: COMD College: CLASS

2. Faculty Contact Person: Martha Dunkelberger Telephone: 713-743-2923 Email: mdunk@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
COMD / 2439 / Speech and Language Development
- Instructional Area / Course Number / Short Course Title (30 characters max.)
COMD / 2439 / SPEECH & LANGUAGE DEVELOPMENT
- SCH: 4.00 Level: SO CIP Code: 51.0201.00 14 Lect Hrs: 3 Lab Hrs: 1

RECEIVED OCT 15 2010
JM

4. Justification for adding/changing course: To enable better course content delivery

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 (currently active row): ____

6. Authorized Degree Program(s): BA, BS

- 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
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture laboratory (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 and Language Development

- Course ID: 16124 Effective Date (currently active row): 8242009

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 4. (3-1). Prerequisites: none. Description (30 words max.): Theories and descriptions of typical development of language and speech from infancy through adolescence.

10. Dean's Signature: *Sarah Fishman* Date: 10/12/10

Print/Type Name: Dr. Sarah Fishman

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

REQUEST for MODIFICATION to a CORE CURRICULUM COURSE

Originating Department/College: Communication Sciences and Disorders

Person making request: Martha Dunkelberger Telephone: 713-743-2923

E-mail: mdunk@uh.edu

Dean's signature:  Date: 10/12/10

I. General Information:

Course number and title: COMD 2339 Speech and Language Development and COMD 2139 Speech and Language Development Lab

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

- | | |
|--|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Visual/Performing Arts Critical |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Visual/Performing Arts Experiential |
| <input type="checkbox"/> Mathematics/Reasoning (IDO) | <input type="checkbox"/> Natural Sciences |
| <input type="checkbox"/> American History | <input checked="" type="checkbox"/> Social/Behavioral Sciences |
| <input type="checkbox"/> Government | <input type="checkbox"/> Writing in the Disciplines (IDO) |
| <input type="checkbox"/> Humanities | |

III. Briefly state the specific changes being made to the course and/or its catalog description, with an explanation of why such changes are needed.

A. Proposed change

We propose that the 3-hour lecture and 1-hour lab portions of the course be combined into one 4-hour course.

B. Rationale for change

The course has been taught with a lab for two years. The lab was originally only required for students who were COMD majors. The instructors have found that the experiences covered in the lab are integral to the development of the students' knowledge about speech and language development. Having a subset of students who are only taking the lecture portion of the class to satisfy University Core Requirements limits the instructors' ability to tie lecture topics into experiential tasks covered in the lab.

IV. Please attach a syllabus that clearly reflects that the Exemplary Educational Objectives are being met. If these objectives have changed from those originally tied to the course, briefly describe the change(s).

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.

Typical Speech, Language and Hearing Development
COMD 2339, Fall 2010
T Th 1-2:30pm

Instructor: Rachel G. Aghara, PhD, CCC-SLP, Office Hours: Thursdays 2:45-3:35 PM and by appointment,
Office: CRS 120, Email: rgaghara@uh.edu, Office Phone: 713-743-2896

Teaching Assistant : Stephannie Brajot, Office hours: TBA, Office: CRS Library, Email: stephannie.brajot@gmail.com

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course. By attending class, monitoring the class Blackboard site, checking your email, and communicating with your course instructor and TA you will be made aware of any changes.

COURSE OVERVIEW

This course will provide you with a foundation in current research and theories regarding the development of communication abilities in children. By the completion of this course, you should understand various perspectives that are represented by developmental theories. You should be able to recognize examples of communication development in the everyday behavior of children, identify the developmental level that it represents, and anticipate what other types of behaviors would be likely to occur concurrently. You should also be able to identify different aspects of communication in your own speech and language. You will learn basic techniques used in speech and language analysis. This course provides fundamental information that will be used throughout a career that involves interacting with children in any capacity.

ABOUT KASA STANDARDS

Satisfactory completion of this course is intended to assist students in obtaining crucial skills to meet some of the standards set forth by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology. These skills are obtained through both undergraduate and graduate classes. To learn more about ASHA's KASA standards go to: <http://www.asha.org/uploadedFiles/certification/KASASummaryFormSLP.pdf#/search=%22KASA%22>

LEARNING OBJECTIVES

The objectives listed below will be measured using tests, assignments, and participation in class activities.

At the completion of the course you will demonstrate proficiency in:

- ◆ Identifying the major properties and components of speech, language, and communication.
- ◆ Recognizing basic language development models related to child development.
- ◆ Differentiating the biological, psychological, cognitive, perceptual, social, and communicative bases of early language development.
- ◆ Identifying major distinctions in language development and use from infancy through adulthood.

These course objectives relate to the following ASHA Knowledge and Skills Assessment (KASA) Standards:

Standard III-B: ...demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

ASSIGNMENTS, TESTS, and EXAM

- ◆ You will complete 4 homework **assignments** focusing on the application of concepts from class or readings accounting for 25% of your grade. These assignments will be made available on Blackboard. Specific information about how and when to complete assignments on Blackboard will be discussed in class and posted on Blackboard.
- ◆ You will complete 4 **tests** that will comprise 50% of your total grade. These tests will focus on your ability to recall and apply information we have discussed in class, completed as homework, and/or read. You should prepare to answer 50 multiple-choice questions. Tests will be administered through Blackboard within a specific timeframe. Specific information about how and when to access tests on blackboard will be discussed in class and posted on blackboard. You should thoroughly study your homework, lecture, and reading materials before starting the tests. Tests must represent a student's own *independent* work.
- ◆ The **final examination** is comprehensive, worth 25% of your grade, and also delivered on Blackboard. It is scheduled for Thursday, December 16 from 2-5pm.

REQUIRED COURSE MATERIALS & RESOURCES

- ◆ Required Text: Hult, L. M., & Howard, M. R. (2011). *Born To Talk*. (Fifth Edition)
- ◆ *Blackboard Vista* capabilities will be utilized for this course. Please login at <http://www.uh.edu/blackboard/> to access the course information.
- ◆ You will need to purchase and register a *Turning Point Clicker* for this course. There is a student information guide along with a link to register for Clickers on the class Blackboard site. You must have your Clicker registered by the beginning of class on September 16, 2010. On and after that date you will be expected to bring it to every class session.

RECOMMENDED READING & RESOURCES

- ◆ Recommended Text: Owens, Jr., R. E. (2008) *Language Development: An Introduction*. (Seventh Edition)
- ◆ Some class discussions will incorporate videos and information from *Developmental Speech Disorders-CD ROM* (2007) by Barbara Davis and Lisa Bedore (Plural Publishing). While access to this material outside of class is not required, students may wish to purchase their own CD. Or, CDs will be available to sign-out for use in the CRS Computer Lab during Instructor and TA office hours or at M.D. Anderson Library at any time.
- ◆ Students are encouraged to take advantage of additional general academic resources such as tutoring services or seminars on learning and study strategies through Learning Support Services (www.las.uh.edu).

ACADEMIC POLICIES

◆ **Respect and Professionalism**

- ◆ Your career begins during your education, and all students are expected to conduct themselves in a professional manner. This includes work habits, attitude, courtesy, respect, honesty, integrity, and appropriate confidentiality.
- ◆ Students should respect their peers by arriving before the scheduled start of class and be in their seats when class begins. Late arrival and entry into the classroom creates noise and activity that is disrespectful to your peers who have made the effort to arrive on time, as well as the instructor or guest lecturer.
- ◆ Cell phones should be turned *off* during classes.
- ◆ It is the responsibility of each student to anticipate his or her own needs and communicate with the instructor AS SOON AS POSSIBLE about individual issues.

◆ **Attendance**

- ◆ You are expected to **attend** every class, and your success in this course will be influenced by your attendance. All students are responsible for knowing the material covered in class. If a class is missed for any reason, you are responsible for obtaining information about notes, announcements and changes to requirements. The material presented during class lectures is provided to supplement the texts and class lecture notes. Class sessions provide support for information integration and expansion of concepts resulting in learning and comprehension. You will be expected to be familiar with concepts covered in your textbooks, class discussions, lecture notes and assignments.

◆ **Academic Honesty**

- ◆ At the University of Houston we are all obligated to understand and follow the ethical practices of academic communities. The University of Houston Catalog states: "The university can best function and accomplish its objectives in an atmosphere of high ethical standards. It expects and encourages all students, faculty and staff to contribute to such an atmosphere in every way possible and especially by observing all accepted principles of academic honesty." Academic dishonesty such as plagiarism, cheating on tests, copying, or falsifying assignments will be reported for disciplinary action. For more information on the University's Academic Honesty Policy please go to:
<http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php>

◆ **Special Needs**

- ◆ The University of Houston provides upon request, appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Center for Students with DisABILITIES (<http://www.uh.edu/csd/>). If appropriate, I will work with you to make appropriate arrangements for individual needs.

LECTURE/DISCUSSION TOPICS

Tentative Schedule

	Important Dates	Activities
Unit 1: Bases of Communication Development and Research		
Readings: Hult & Howard Ch. 1; Owens Ch. 13; Hult & Howard Ch. 2, 3		
	Thurs. Sept. 2	Practice Syllabus Test
	Tues. Sept. 7	Assignment #1 Due
	Tues. Sept. 14	Unit Test #1
Unit 2: Infant-Toddler Development		
Readings: Hult & Howard Ch. 4, 7		
	Thurs. Sept. 16	Register and bring Clickers to class (and every class going forward)
	Thurs. Sept. 30	Assignment #2 Due
	Thurs. Oct. 7	Test #2
Unit 3: Preschool Development		
Readings: Hult & Howard Ch. 5		
	Tues. Oct. 26	Assignment #3 Due
	Tues. Nov. 2	Test #3
	Wed. Nov. 3	Last day to drop with a "W"
Unit 4: School-Age Development		
Readings: Hult & Howard Ch. 6		
	Thurs. Nov. 18	No class -- ASHA Conference
	Tues. Nov. 23	Assignment #4 Due
	Thurs. Nov. 25	No class -- Thanksgiving Break
	Thurs. Dec. 2	Test #4

GRADING

The final course grades will be determined by summing the tests and assignments as follows:

Measure	Points	Final Grade
4 Tests	200 total points = 50 points each	A = 360-400+
4 Assignments	100 total points = 25 points each	B = 320-359
Final Exam	100	C = 280-319
Total possible points	400	D = 240-279
		F = 0-239