



## SHS 465: SPEECH & LANGUAGE ACQUISITION

Artisan Court at the Brickyard  
Room 150  
Arizona State University

Tuesday/Thursday, 1:30-2:45  
Seminar  
Prerequisite: SHS 250

### Natalie Wombacher

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Office Hours: M 3:00-4:00 PM, F 11:00 AM- 12:00 PM or  
By Appointment  
GSA: Sofia Asmermom

### What is this course about?

This course is focused on learning about normal speech and language acquisition from birth to school-age.

**This is a 3-credit hour course.**

### Why does this course matter?

This course will serve as one of your foundational courses that will allow you to discern normal speech and language acquisition from disordered speech and language acquisition. Which is an important skill for those seeking to become speech-language pathologists.

### Required Text

*Language Development an Introduction* By Robert E. Owens

### What should you know and be able to do by the end of this course?

1. Describe language acquisition in terms of content, form and use
2. Compare 3 major theories of language development
3. Describe the development of prelinguistic skills in infants
4. Describe word learning in semantic and morphological terms
5. Describe phonological, grammatical, and pragmatic language skill development from toddlerhood through adolescence
6. Explain language skills as the foundation for acquiring literacy
7. Identify similarities and differences between first and second language acquisition and describe how social/cultural differences impact language acquisition
8. Identify and describe select examples of atypical language acquisition

### What are the course policies?

- All assignments are due by the deadline. Try not to use the late work policy.
- Class is mandatory.
- Read and review the materials before class.
- Review the rubrics of assignments
- If a life event (death, illness, etc.) occurs, communicate with me so that we can make a plan together

### Grading Policy

A (100-90) · B (89-80) · C (79-70) · D (69-60) · F ( $\leq$ 59)

## Assignment Types

**Learning Activities (LA) (1-3): 40 points each (24% of final grade)**

**Learning Activity (LA) 4: 50 points (10% of final grade)**

**Learning Activity (LA) 5: 80 points (16% of final grade)**

**Class Participation (CP): 90 points (18% of final grade)**

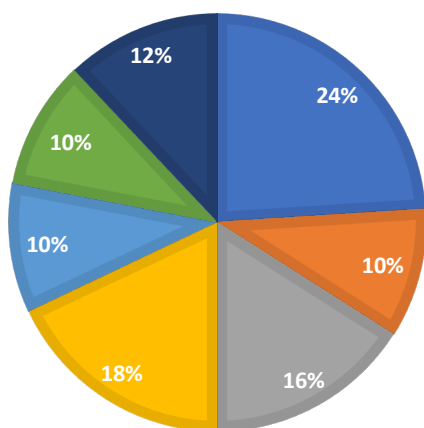
**Quiz 1: 50 points (10% of final grade)**

**Quiz 2: 50 points (10% of final grade)**

**Final Quiz: 60 points (12% of final grade)**

### GRADE BREAKDOWN

- LA (1-4)   ■ LA 5   ■ LA 6
- CP   ■ Quiz 1   ■ Quiz 2
- Final Quiz



## Our Schedule (Abbreviated)

| Date                                | Topic  | Due   |
|-------------------------------------|--|---|
| Jan. 9, 11                          | Module 1: Introduction   | Read Chapter 1, 2                                       |
| Jan. 16, 18                         | Module 1: Introduction   | Learning Activity 1 due Jan. 18, 2024                   |
| Jan. 23, 25                         | Module 1: Introduction   | Read Chapter 4  |
| Jan. 30<br>Feb. 1, 6                | Module 2: Infancy  | Read Chapter 5<br>Learning Activity 2 due Feb. 6, 2024  |
| <b>Feb. 8</b>                       | <b>Quiz 1</b>  |   |
| Feb. 13, 15, 20                     | Module 3: Toddlerhood  | Read Chapter 6<br>Learning Activity 3 due Feb. 20, 2024 |
| Feb. 22, 27, 29                     | Module 4: Preschool & School-Age Phonological Acquisition        | Read Chapter 7  |
| <b>Mar. 3, 5</b>                    | <b>SPRING BREAK- NO CLASS</b>                                    |   |
| Mar. 12, 14                         | Module 5: Preschool & School- Age Morphosyntax & Pragmatics      | Read Chapter 8<br>Learning Activity 4 due Mar. 14, 2024 |
| <b>Mar. 19</b>                      | <b>Quiz 2</b>  |   |
| Mar. 21, 26, 28<br>Apr. 2, 4, 9, 11 | Module 6: Continued Analysis and Some Disorders                  | Read Chapter 10<br>Learning Activity 5 due Apr. 4, 2024 |
| Apr. 16, 18                         | Module 7: Language, Literacy, Bilingualism, & Cultural Variation | Read Chapter 9<br>Learning Activity 6 due Apr. 16       |
| Apr. 23, 25                         | Module 7: Language, Literacy, Bilingualism, & Cultural Variation |   |
| <b>May 2</b>                        | <b>Final Quiz 12:10-2:00pm</b>                                   |   |

## Assignment Types (more in depth)

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### **Learning Activity 1: 40 points**

This assignment will allow you to review your knowledge of grammar. Participation on this assignment will be excellent preparation for Learning Activity 2. This is an online quiz so no hard copies will be required.

### **Learning Activity 2: 40 points**

This assignment will allow you to apply your new knowledge on content, form, and use of language. You will be provided some made-up words and phrases and asked to identify different components. You will also use the provided words to translate 3 sentences. After completing the worksheet, scan and upload an electronic copy in .docx, .jpg., or .pdf format. This is due before class.

### **Learning Activity 3: 40 points**

This assignment will rely on Module 3 and help you meet Course Learning Objective 4. During this assignment you will complete a worksheet focused on word learning in semantic terms. After completing the worksheet, scan and upload an electronic copy in .docx, .jpg., or .pdf format. This is due before class.

### **Learning Activity 4: 40 points**

This assignment will focus phonological development in toddlers through school-age children. During this assignment you will define the phonological abilities of a 28-month-old child in terms of percent consonant correct (PCC), phonological mean length of utterance (pMLU), and the approximations of the child's speech when compared to adult targets. You will determine which (if any) phonological processes that the child is using. This activity will also help you meet Course Learning Objective 5. After completing the worksheet, scan and upload an electronic copy in .docx, .jpg., or .pdf format. This is due before class.

### **Learning Activity 5: 50 points**

During this assignment, you will be provided a language sample that was captured during a play activity between a child aged 4 years; 7 months and his mother. Using the language sample, you will calculate the mean length of utterance and determine the Brown's stage of grammatical development for the child. This activity will also help you meet Course Learning Object 5. After completing the worksheet, scan and upload an electronic copy in .docx, .jpg., or .pdf format. This is due before class.

**Learning Activity 6: 80 points**

This assignment is focused on language transcripts and will allow you to meet Course Learning Objective 6. You will complete 2 worksheets. Worksheet 1 will be focused on the use and application of MLU-SUGAR from a language transcript. For worksheet 2, you will be provided a target word, with the phonetic transcription of the adult form and the child form of the word. Using this information, you will determine the percent consonant correct (PCC), the pMLU for the adult and child, and the phonological patterns present. Based upon your calculations you will then determine the proximity of the child productions to the adult productions. After completing the worksheet, scan and upload an electronic copy in .docx, .jpg., or .pdf format. This is due before class.

**Class Participation: 90 points**

There are several ways in which you can earn class participation points.

- Discussion Board Posts: 20 points**
  - There are 4 in total, worth 5 points each.
  - Please respond to each question and clearly label which response goes with each question.
- Babble: 5 points**
  - Provide 3 examples of each type of infant utterance
- Create your own questions: 5 points**
  - Addresses Course Learning Objective 3
  - Create 3 multiple choice or fill in the blank questions (1 question per topic provided)
- Semantic Diversity: 5 points**
  - Using the provided language samples, calculate the total number of words (TNW) and determine the number of different words (NDW).
  - Calculate the type-token ratio (TTR)
  - Using this information determine which child has stronger semantic abilities
- Prep for pMLU: 5 points**
  - This is a practice quiz. You will receive credit for completing it, not for which answer are correct vs incorrect
  - This is a timed quiz, you will have 15 minutes to complete it
  - Complete quizzes receive 5 points, Incomplete quizzes receive 0 points
- Phonological Processes Play: 5 points**
  - During this activity, you will practice identifying phonological processes
  - This assignment addresses Course Learning Objective 5
- Overgeneralization of Morphemes: 5 points**

- You will be provided with 7 sentences from children and fictional characters in which overgeneralization is present. You will then determine the type of overgeneralization present.
- You will then generate 2 examples of your own
- MLU Practice: 5 points**
  - This is an opportunity to practice calculating MLU. During this assignment you will determine the number of morphemes in each phrase and calculate a final MLU
- Pragmatics Exercise: 5 points**
  - You will be provided 3 situations. You will need to review each situation and determine if there is a linguistic or social expectation violation
- Practice MLU- SUGAR: 5 points**
  - You will calculate MLU, number of words per sentence, and number of clauses per sentence using MLU-SUGAR
- Social Communication Disorder & Autism: 10 points**
  - You will need to read 2 ASHA articles pertaining to social skills in children with Autism
  - Upon completion of the readings, there are 2 questions with several parts for you to answer.
- Alphabet Knowledge: 5 points**
  - You will review a video of a 35-month-old child. Using the information in the video, you will determine the status of his alphabet knowledge.
- Language Learning Reflection: 10 points**
  - You will be asked to reflect on a previous assignment. Using the knowledge you have gained you will be asked to complete a series of questions.
  - This activity will address Course Learning Objectives 7 and 8

### **Quiz 1: 50 points**

This quiz will cover material contained in Modules 1 and 2. You will have 75 minutes to complete the quiz. There are 45 multiple choice questions each worth 1 point. There is one short answer essay question worth 5 points. This exam is closed book and close note. We will be using the Honorlock Chrome Extensions + Webcam.

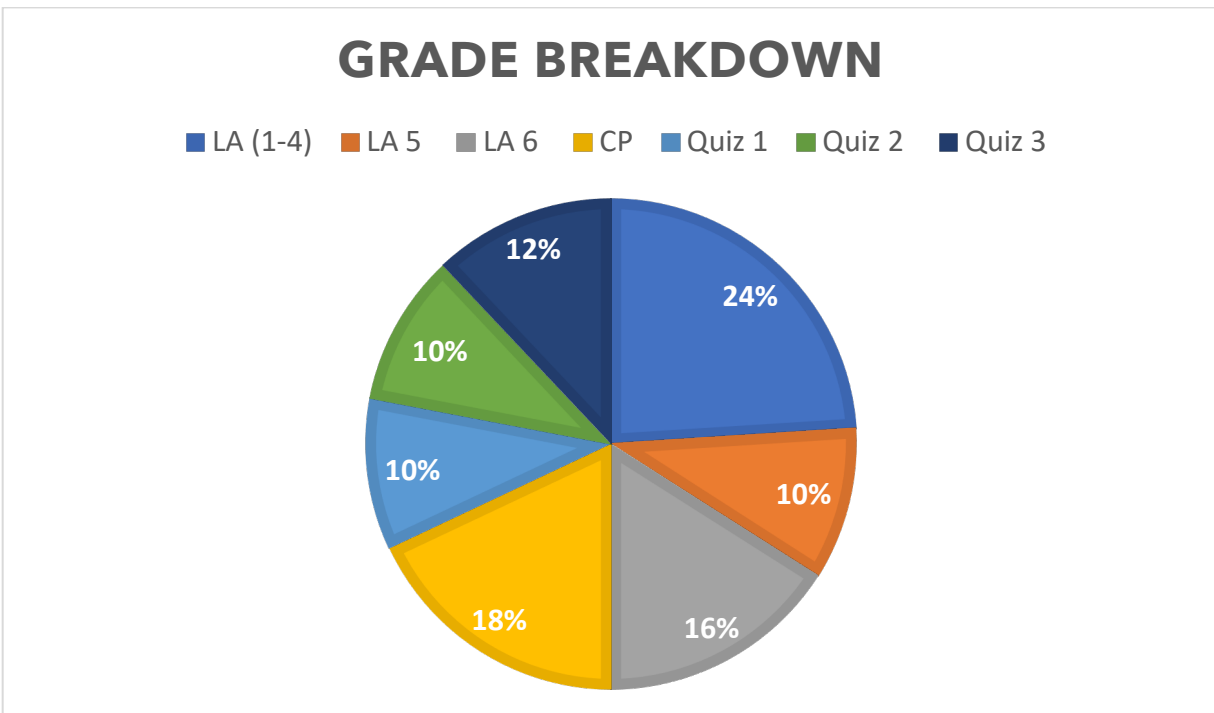
### **Quiz 2: 50 points**

This quiz will cover material contained in Modules 3-5. You will have 75 minutes to complete the exam. There are 22 multiple choice questions each worth 1 point. There is a language sample with 6 questions worth 12 points in total. There are 3 short answer questions worth 2 points each. There are 2 essay questions worth 6 and 4

points respectively. This exam is closed book and close note. We will be using the Honorlock Chrome Extensions + Webcam.

### Final Quiz: 60 points

This quiz will cover material from Modules 6 and 7. You will have 90 minutes to complete the exam. The questions are all worth 2 points each. There is 1 essay question worth 8 points. This exam is closed book and close note. We will be using the Honorlock Chrome Extensions + Webcam.



### Grading Policy

- Grades on assignments will be available within 72 hours of the due date.
- Please notify me BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.
- Late assignments will be accepted, with a deduction of 10% per day late. Please communicate with me if you need to turn an assignment in late. If there is proper documentation, a waiver of late penalties is usually allowed. However, each case will be individually. No late work is accepted. (Exceptions do apply in extreme circumstances please review university policies pertaining to this.)

- Follow the appropriate University policies to request an accommodation for an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

| <b>Letter Grade</b> | <b>Numerical Equivalent</b> |
|---------------------|-----------------------------|
| A                   | 90-100                      |
| B                   | 80-89                       |
| C                   | 70-79                       |
| D                   | 60-69                       |
| F                   | ≤59                         |

## Communicating with the Instructor

### Community Forum

The Community Forum is a space for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure that it is not redundant. Please feel free to respectfully respond to the questions of your classmates. The GSA and I will be checking the forum a few times a week.

Questions of a personal nature should be sent to me directly. I will do my best to respond within 24 hours.

### Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

## Attendance Policy

Class is mandatory. Attendance and participation in class activities is an essential part of the learning process. Some absences are however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event; (2) religious holidays; (3) work performed in the line of duty according; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university sanctioned events, religious holidays, or line of duty activity should be communicated to the instructor by email at least 1 day before the expected absence.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email.

### **Textbook Accessibility**

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The required material for this course Language Development will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$39.00, plus tax, will post to your student account under the header "Digital Integrated Course Mtrl" and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: [https://includedcp.follett.com/1230\\*](https://includedcp.follett.com/1230*). Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued.

TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE'S CANVAS SHELL. Please note: the ebook won't appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

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**Schedule (Expanded)**

| <b>Date</b>                 | <b>Topic</b>  | <b>Due</b>  |
|-----------------------------|---|---|
| January 9, 11               | <p style="text-align: center;"><b><u>Module 1: Introduction</u></b></p> <input type="checkbox"/> Overview of Class<br><input type="checkbox"/> What is language?<br><input type="checkbox"/> Animal vs Human Communication<br><input type="checkbox"/> Components of language | Read Chapters 1, 2                                      |
| January 16, 18              | <input type="checkbox"/> Theories of Acquisition<br><input type="checkbox"/> Critical Period<br><input type="checkbox"/> History of child language studies  | Learning Activity 1 due Jan. 21, 2024                   |
| January 23, 25              | <input type="checkbox"/> Stages of Language Development<br><input type="checkbox"/> Brown's Stages<br><input type="checkbox"/> Language difference vs Language disorder<br><input type="checkbox"/> Functional vs. Organic disorders  | Read Chapter 4  |
| January 30<br>February 1, 6 | <p style="text-align: center;"><b><u>Module 2: Infancy</u></b></p> <input type="checkbox"/> Prelinguistic Development <ul style="list-style-type: none"> <li>○ Perception/ Production</li> <li>○ Linguistic environment, cooing, babbling, jargon</li> </ul>                  | Read Chapter 5  |
| <b>February 8</b>           | <b>Quiz 1</b>   |   |
| February 13, 15, 20         | <p style="text-align: center;"><b><u>Module 3: Toddlerhood</u></b></p> <input type="checkbox"/> Content/ form, word spurt, referential vs. expressive, phonemic inventory, & word shape   | Read Chapter 6<br>Learning Activity 2 due Feb. 20, 2024 |

|                     |  |  |
|---------------------|--|--|
|                     | <input type="checkbox"/> Brown's Stages <ul style="list-style-type: none"> <li>○ Semantic relations</li> <li>○ MLU</li> </ul>                            |  |
| February 22, 27, 29 | <p><b><u>Module 4: Preschool &amp; School-Age Phonological Acquisition</u></b></p> <input type="checkbox"/> Age norms, Phonological processes, PCC, pMLU | <p>Read Chapter 7</p> <p>Learning Activity 3 due Feb. 29, 2024</p> |
| <b>March 3, 5</b>   | <b>SPRING BREAK- NO CLASS</b>  |  |
| March 12, 14        | <p><b><u>Module 5: Preschool &amp; School- Age Morphosyntax &amp; Pragmatics</u></b></p> <input type="checkbox"/> Morphology                             | Read Chapter 8   |
|                     | <input type="checkbox"/> MLU   |  |
|                     | <input type="checkbox"/> Morphosyntax  |  |
|                     | <input type="checkbox"/> Syntax  |  |
|                     | <input type="checkbox"/> Pragmatics  |  |
| <b>March 19</b>     | <b>Quiz 2</b>  |  |
| March 21, 26, 28    | <p><b><u>Module 6: Continued Analysis and Some Disorders</u></b></p> <input type="checkbox"/> Language and literacy                                      | Read Chapter 10  |
| April 2, 4, 9, 11   | <input type="checkbox"/> Metalinguistic competence   | Learning Activity 4 due April 4, 2024                              |
|                     | <input type="checkbox"/> Discourse and Narrative development   |  |

|              |  |  |
|--------------|--|--|
|              | <input type="checkbox"/> MLU- Sugar<br><input type="checkbox"/> Complex syntax<br><input type="checkbox"/> Language and Aging  |  |
| April 16, 18 | <p style="text-align: center;"><b><u>Module 7: Language, Literacy, Bilingualism, &amp; Cultural Variation</u></b></p> <input type="checkbox"/> Language diversity<br><input type="checkbox"/> Bilingual language acquisition   | Read Chapter 9<br>Learning Activity 5 due April 16, 2024 |
| April 23, 25 | Language Disorders <ul style="list-style-type: none"> <li><input type="checkbox"/> Hearing impairment</li> <li><input type="checkbox"/> Intellectual disability</li> <li><input type="checkbox"/> Autism Spectrum Disorder</li> <li><input type="checkbox"/> Specific language impairment/<br/>Developmental language disorder</li> <li><input type="checkbox"/> Traumatic Brain Injury</li> <li><input type="checkbox"/> Neonatal abstinence syndrome (NAS)</li> <li><input type="checkbox"/> Organic disorders impact on speech/<br/>language acquisition</li> </ul> |  |
| <b>May 2</b> | <b>Final Quiz 12:10-2:00pm</b>   |  |



# ASU POLICIES

ASU Academic Policies – January 6, 2020

## University Excused Absences

*Accommodation for Religious practices in accordance with [ACD 304-04](#)*

*The university community should, in all its activities, be sensitive to the religious practices of the various religious faiths represented in its student body and employees. Faculty are asked to recognize the obligations of their students who may be participating in the observance of religious holidays. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.*

*Missed class due to University-sanctioned activities in accordance with [ACD 304-02](#)*

*Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.*

## Disability Accommodations:

*Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.*

- Email: [Student.Accessibility@asu.edu](mailto:Student.Accessibility@asu.edu)
- Phone: (480) 965-1234
- FAX: (480) 965-0441

## Academic Integrity and Student Code of Conduct:

*ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.*

### Academic Integrity

*Academic honesty is taken very seriously. While interaction among students is encouraged, students are expected to adhere to the [ASU Student Academic Integrity Policy](#). Plagiarism of any kind will not be tolerated. Students must properly cite sources used for assignments. Students must take exams independently without assistance from others. Students may not submit papers written by persons other than themselves. Students must submit original work for this course and may not submit papers previously submitted to another class. Consequences of non-compliance can be significant, including: failing the assignment or course, receiving a permanent “XE” grade for the course, removal from a major or program of study, expulsion from the university, among others.*

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

## Student Code of Conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

## Disruptive or Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes a safe environment that is conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.htm>. Be advised that an instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

## Health Equity and Inclusion

The College of Health Solutions is on a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support greater justice, diversity, equity, and inclusion in everything we do, including teaching, research, service and clinical practice.

Learn more about the College of Health Solutions' commitments to justice, equity, diversity and inclusion at <https://chs.asu.edu/about/justice-equity-diversity-inclusion>.

## Prohibition Against Discrimination, Harassment, & Retaliation

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

*As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.*

## Copyright

*Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>*

*The course syllabus and all other class materials (slide presentations, handouts, assignments, digital recordings, exams, quizzes, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor. Commercial note taking services are prohibited in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>*

***Information in this syllabus, other than grade and absence policies, is subject to change with reasonable advance notice. Please consult Canvas regularly.***