

Santa Clara University
Department of Special Education

ED 248 & ED 350A
Development of Language and Literacy
Spring 2008

Instructor: Alicia Henderson, Ph.D., CCC-SLP
Class Hours: Thursdays 5:30pm – 8:30pm
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Course Description:

Introduction to language development; linguistic terminology & components of languages; biological basis of language; theories of language acquisition; stages of language development; environmental factors; language diversity factors; bilingualism; characteristics of and intervention for language disorders; emergent literacy; assessment of language; and language changes throughout the lifespan.

Knowledge Base:

This course will increase the student's knowledge base concerning the learner, the teacher, the language-learning process, normal and atypical language acquisition, learning environments, learning styles, language learning strategies, and key theoretical perspectives on language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language development will assist the student to become a competent collaborator in terms of developing school language programs and a decision-maker regarding referrals for further assessment.

Competencies:

1. Define common linguistic terminology & components of languages
2. Describe popular theories of language acquisition
3. Describe the stages of language acquisition & changes throughout the lifespan
4. Describe the relationship between language acquisition and biological processes, cognitive development and the environment
5. State identifying factors of language problems
6. Describe language diversity
7. Describe the process of second language acquisition and its relationship to the first language
8. Demonstrate how language is assessed through language sampling techniques
9. Describe key components of emergent literacy
10. Describe characteristics of and intervention for language disorders

Required Texts:

Berko Gleason, Jean (2005). The Development of Language 6th Edition. Pearson Education, Inc ISBN 0-205-39414-0

Bonnie Armbruster & Jean Osborn (2001). Put Reading First, National Institute for Literacy. To download, go to the National Institute for Literacy website at www.nifl.gov

Requirements:

1. Complete all reading assignments
2. Attend and participate in all class sessions
3. Complete two exams (one midterm and one final)
4. Complete a language sample of a typically-developing preschool child or a bilingual adult

Grading Criteria:

Midterm = 200 points

Final = 200 points

Language Sample = 50 points

Attendance and Participation = 50 points

Note: 10 points will be deducted for each missed class up to a maximum of 50 points

Total = 500 points

Grades & Percentages:

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D	60-69	F	<60		

The language sample is to be turned in on the assigned date. If turned in late, it will automatically drop by 25 points. Incompletes will only be given with instructor permission in emergencies and under special circumstances.

Exams:

A “bank” of questions will be given to students as a study guide for both exams. Students may work together using the study guide. Texts, handouts and study guides may not be used during the exams. The midterm will cover chapters 1-6. The final will cover chapters 7-11, second language learning, and Put Reading First.

For the exams, each book chapter will have 5-7 multiple choice questions, and 2-3 short answer questions. There will also be 2-3 short answer questions on the topic of second language learning and from Put Reading First. All questions on the exams will be provided in the study guide.

Grievance Procedure:

Refer to the SCU catalog for information about the procedures to file a complaint.

Accommodations:

If you need course adaptations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Plagiarism:

- ✓ It is forbidden to submit the same projects in two different courses, except by permission of the instructor, and
- ✓ It is forbidden to plagiarize previously written material.

Consequences include an F in the course, and other possible sanctions from SCU.

Class Schedule

Date	Topic	Reading Assignment*
Apr 3	Introduction, Course Requirements The Development of Language: An Overview	1
Apr 10	Communication in Infancy Phonological Development	2 3
Apr 17	Semantic Development Putting Words Together: Morphology & Syntax	4 5
Apr 24	Language in Social Contexts Language Sampling & Analysis	6 <i>handouts</i>
May 1	Midterm	
May 8	Theoretical Approaches to Language Acquisition Second Language Learning	7 <i>handouts</i>
May 15	Individual Differences Atypical Language Development	8 9
May 22	Language Sampling & Analysis <i>work session</i>	
May 29	Language and Literacy in the School Years Emergent Literacy	10 <u>Put Reading First</u>
Jun 5	Developments in the Adult Years Language Sample Due	11
Jun 12	Final	

* Chapters from The Development of Language text unless indicated otherwise