

**University of Florida**  
**College of Public Health and Health Professions**

**SPA 4004: Language Development (3 credit hours)**

**Spring: 2021**

(Section 6727)

Delivery Format: Campus/Hyflex Synchronous

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**Instructor:** Laurie M Gauger, Ph.D., CCC/SLP

**Office:** HPNP 2140

**Office Hours:** Tuesdays 9:00 – 10:30 or by appointment

**Phone:** 352-294-8484

**Email:** [laurieg@phhp.ufl.edu](mailto:laurieg@phhp.ufl.edu)

**Preferred Course Communication:** UF Email

**Class Meets:** Tuesdays 12:50 – 1:40 (period 6) and Thursdays 11:45 – 1:40 (periods 5 - 6) in HPNP G 301

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**Prerequisites:** None

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#### **UF HyFlex**

The HyFlex learning experience may be different from what you have experienced before.

1. **Please be patient:** All of us (and particularly I) will have our (my) attention split between the virtual and physical learning environments, **the learning experience will be different and potentially sometimes frustrating for all of us**. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.
2. **Bring your own device: Whether in-person or online / remote, have your device** and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.
3. **Focus on learning:** When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be your focus during the synchronous sessions.
4. **Be aware - I plan to record: Lecture from the synchronous sessions may/will be recorded. Please review the UF policies on recorded sessions** at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I am asking that (unless technical issues with bandwidth

or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

## PURPOSE AND OUTCOME

### Course Overview

In this course we will examine typical patterns of oral and written language development through high school. Various theoretical perspectives on language acquisition will be presented and current information regarding the biological, social, and cognitive bases for language will be reviewed. Major communicative achievements that characterize the various stages of language development will be discussed in detail. Methods for describing language performance and documenting language growth will be reviewed, as well. Stories of children who are developing language in an atypical manner will be used periodically to highlight key mechanisms involved in language acquisition. Multicultural perspectives and bilingualism will also be covered.

**Relation to Program Outcomes and Clinical Certification Standards:** This course addresses program outcomes that pertain to the following Clinical Certification Standards.

Standard #	Standard
IV. B.	Demonstrates knowledge basic human communication, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.
V.A.	Skills in oral and written forms of communication

### Course Objectives and/or Goals

#### Knowledge Objectives:

You will:

- Compare/evaluate major theories of language acquisition.
- Discuss ways that language development relates to cognitive, social, and neurobiological development.
- Discuss major milestones and processes related to phonological, lexical, morphologic, syntactic, pragmatic, and meta-linguistic development at various stages of the life span.
- Explain how language use varies across individuals and cultures, and discuss the implications of such variation for the identification and treatment of people with communication disorders.
- Explain how language development varies in monolingual versus bilingual individuals.
- Identify similarities and differences between oral and written language forms.

- Conduct basic descriptive analysis of language samples and interpret these analyses to determine the extent to which an individual's language functioning is consistent with developmental expectations.

#### **Skill Objectives:**

You will be able to:

- Conduct basic descriptive analysis of language samples and interpret these analyses to determine the extent to which an individual's language functioning is consistent with developmental expectations.
- Conduct basic descriptive analysis of speech samples and interpret these analyses to determine the extent to which an individual's language functioning is consistent with developmental expectations.

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#### **Instructional Methods**

You will be participating in dual modalities:

##### Synchronous Learning Activities

**In-person:** Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled**. However, you should be prepared to interact with classmates who are attending class online / remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students.

**Online / Remote:** Those of you in the online / remote designated section **will attend class virtually, in real-time in Zoom**. You will be logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

##### Asynchronous Learning Activities:

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions. During the synchronous sessions we will engage in a combination of lecture and activities. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

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**DESCRIPTION OF COURSE CONTENT**

<b>Week</b>	<b>Dates</b>	<b>Topic(s)</b>	<b>Readings/Videos</b>
1	1/12, 1/14	Introductions Syllabus Review The Development of Language: Definitions, Policy and Practice	<b>Chapter 1</b> <b>Case studies – pgs 18-25</b>  <b>The Linguistic Genius of Babies</b> <a href="https://youtu.be/M-ymanHaiN8">https://youtu.be/M-ymanHaiN8</a>
2	1/19, 1/21	Historical and Contemporary Views of Nature-Nurture Debate	<b>Chapter 2</b> <b>The Unique Speech Needs of Children in Poverty, ASHA</b> Leader, March 2017, pgs 30-31  <b>Why Talking to Kids Matters</b> <a href="https://youtu.be/lpHwJyim7rM">https://youtu.be/lpHwJyim7rM</a>
3	1/26, 1/28	The Hearing Mechanism and Auditory Development	<b>Chapter 3</b> <b>Case studies – pg. 70</b>  <b>The Challenge with Processing Language</b> <a href="https://youtu.be/lF7lKv6sYxg">https://youtu.be/lF7lKv6sYxg</a>
4	2/2, 2/4	Evidence-based practice (EBP)  <b>G. Paul Moore Symposium - No Class</b>	<b>Article:</b> Cohen et al. (1995) Effects of Computer-Based Intervention through Acoustically Modified Speech (Fast ForWord) in Severe Mixed Receptive-Expressive Language Impairment: Outcomes From a Randomized Controlled Study <a href="https://pubs.asha.org/doi/10.1044/1092-4388(2005/049)#">https://pubs.asha.org/doi/10.1044/1092-4388(2005/049)#</a>  <b>Test 1: Chapters 1-3 and EBP; Opens 2/4 and Closes 2/7</b>
5	2/9, 2/11	Comprehension of Language	<b>Chapter 4</b> <b>Case Studies</b>

Week	Dates	Topic(s)	Readings/Videos
6	2/16, 2/18	Gesturing	<p><b>Chapter 5</b></p> <p><b>16 Gestures by 16 Months/ 16 Actions with Objects by 16 Months</b>  <a href="http://www.firstwordsproject.com">www.firstwordsproject.com</a></p> <p><b>13-month-old Gesturing</b>  <a href="https://youtu.be/kiGduwJK6SQ">https://youtu.be/kiGduwJK6SQ</a></p> <p><b>Article:</b> Phillips et al. (2016) Literate Language Intervention with High-Need Prekindergarten Children: A Randomized Trial  <a href="https://doi.org/10.1044/2016_JSLHR-L-15-0155">https://doi.org/10.1044/2016_JSLHR-L-15-0155</a></p>
7	2/23, 2/25	Social-Emotional Bases of Pragmatic and Communication Development	<p><b>Chapter 6</b></p> <p><b>Brain Development is Social</b>  <a href="https://youtu.be/acB9kuLEpiA">https://youtu.be/acB9kuLEpiA</a></p> <p><b>Emma’s intervention engagement –</b>  <a href="https://youtube.com/playlist?list=PL25410923E953E679">https://youtube.com/playlist?list=PL25410923E953E679</a></p> <p><b>Article:</b> Gordon et al. (2014) Training Facial Expression Production in Children on the Autism Spectrum  DOI: <a href="https://doi.org/10.1007/s10803-014-2118-6">10.1007/s10803-014-2118-6</a></p>
8	3/2, 3/4	Early Semantic Development: The Developing Lexicon	<p><b>Chapter 7</b></p> <p><b>Improving Early Child Development with Words</b>  <a href="https://youtu.be/y8qc8Aa3weE">https://youtu.be/y8qc8Aa3weE</a></p> <p><b>Do the first 1000 days Determine the Rest of Your Life?</b>  <a href="https://youtu.be/XCscN4zuvd4">https://youtu.be/XCscN4zuvd4</a></p>
9	3/9  3/11	<b>EBP Presentations</b>	<p><b>Test 2: Chapters 4 – 7; Opens 3/4 and Closes 3/7</b></p>

Week	Dates	Topic(s)	Readings/Videos
10	3/16, 3/18	The Development of Morphology and Syntax	<b>Chapter 8</b>  <b>Language Sample Analysis – in class practice</b>
11	3/23  3/25	Speech Sound Disorders: An Overview of Acquisition, Assessment and Treatment	<b>Chapter 9</b> <b>Case Studies pgs 205-206</b>  <b>Semester Project Due 4/4</b>
12	3/30, 4/1	Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages	<b>Chapter 10</b> <b>Case Studies pg 219</b>  <b>What is Dyslexia?</b> <a href="https://youtu.be/zafiGBrFkRM">https://youtu.be/zafiGBrFkRM</a>  <b>Test 3: Chapters 8 – 10; Opens 4/1 and Closes 4/4</b>
13	4/6, 4/8	Multicultural Perspectives: The Road to Cultural Competence	<b>Chapter 13</b>  <b>Bilingual Language Development</b> <a href="https://youtu.be/KxnN6lg4bqc">https://youtu.be/KxnN6lg4bqc</a> <b>Benefits of a Bilingual Brain</b> <a href="https://youtu.be/MMmOLN5zBLY">https://youtu.be/MMmOLN5zBLY</a> <b>Bilingualism and Speech-Language Pathology</b> <a href="https://youtu.be/KxnN6lg4bqc">https://youtu.be/KxnN6lg4bqc</a>
14	4/13, 4/15	Children with Language Impairment	<b>Chapter 15</b>  <b>Early Signs, ASHA Leader, pgs 44-49</b>  <b>Untangling the Language Challenges of Autism, ASHA Leader, pgs 55-59</b>
15	4/20	AAC	<b>Chapter 17</b>  <b>Test 4: Chapters 13, 15 and 17; Opens 4/20 and Closes 4/28</b>

## Course Materials and Technology

Recommended Book:

Language Development: Foundations, Processes and Clinical Applications 3<sup>rd</sup> Edition (2020) by Nina Singleton and Brian Shulman

For issues with technical difficulties for E-learning, please contact the UF Help Desk (Not your instructor) at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
  - 352-392-HELP – select option 2
  - <https://lss.at.ufl.edu/help.shtml>
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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. **Tests:** Four tests will be given. The format of the tests will be mixed: multiple-choice, true/false, fill-in blank, matching, and short essay and will cover assigned readings, lecture material (PowerPoints and lectures) and class discussions. Dates for exams are listed in course schedule.
2. **Class Assignments:** 5 class/homework assignments will be given throughout the semester that are worth 10 points each. Assignments will either be completed in class or assigned in class for homework. Assignments will be related to lecture material. Assignments cannot be made up if you have an unexcused absence.
3. **Language Development Project:** Observe a child under the age of three. Describe the child's level of communication in all five areas of language (phonology, morphology, semantics, syntax and pragmatics). Observe the child's motor skills and social-emotional behaviors and describe. Discuss whether the child has reached the communication, motor and social-emotional milestones corresponding to his/her age. Provide examples from your observations to support your conclusions. We will discuss this project in class.
4. **Evidence-based Practice Presentation:** In groups of 3, select an article comparing two intervention techniques from a peer-reviewed journal. Please do not select a review paper. Prepare a summary of your article to present to the class. Evaluate the study using evidence-based practice guidelines. Include information on how you would use this information in developing an intervention plan. A sign-up sheet will be provided during the first weeks of class so that you can select a date for your presentation. More information about this assignment will be discussed in class.
5. **Class participation:** You are expected to come to class prepared to participate in class discussions in a professional manner. Active participation enhances learning for all students. You are encouraged to ask questions and have thoughtful and meaningful interactions with me and your classmates.

## Grading

Assignments and exams will be posted in Canvas to be completed prior to specified due dates. Exams will be administered online asynchronously during a specific open-close window and must be taken before the final due date. Exams will require Honorlock proctoring.

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Test 1	2/7/2021	75 points	IV. B, IV. C, IV. D
Test 2	3/7/2021	75 points	IV. B, IV. C, IV. D
Test 3	4/4/2021	75 points	IV. B, IV. C, IV. D
Test 4	4/28/2021	75 points	IV. B, IV. C, IV. D
Class Assignments	TBA	100 points	IV.B, IV.C., IV.D
Language Development Project	4/4/2021	100 points	IV. B, IV. C, IV. D
Evidence-based Practice Presentation	Sign-up sheet: 3/9 and 3/11	80 points	IV. B., IV. C, IV. D
Class Participation	ongoing	20 points	IV. B., IV. C, IV. D

- Exams                                4        @ 100 points                Total: 300 points
- Assignments                        5        @ 10 points                 Total: 100 points
- Project                                1        @ 100 points                Total: 100 points
- EBP presentations                1        @ 80 points                 Total: 80 points
- Class Participation                1        @ 20 points                 Total: 20 points

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**Total: 600 points**

### Course grades will be assigned as follows:

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	420-461	402-419	378-401	360-377	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	00

Please be aware that the Bachelor of Health Science in Communication Sciences and Disorders Program does not use C- grades.



For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Commented [V1]:** Remove if course is an undergraduate level course.

**Commented [V2]:** Remove if course is a graduate level course.

## EXAM POLICY

### Policy Related to Make up Exams or Other Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

The 5 P’s of Student Responsibility for HyFlex Attendance during the Pandemic:

**Patience:** Be Patient with the Prof! This is new. There will be tech challenges.

**Preparation:** Be Prepared for class! This applies to both the content and having your computer set-up ready to go.

**Participation:** Stay focused. The more you focus the more you learn. Ask questions! Whether you are in person or online / remote—ASK QUESTIONS. You are responsible for your own learning. Attending the synchronous sessions as scheduled will facilitate your ability to succeed in this course.

**PPE and PHA** (Personal Protective Equipment and Public Health Awareness): Wear your mask in the classroom and in all face-to-face interactions. Stay home if you are ill, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID.

### Attendance and Recordings

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings.

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### On Campus Face-to-Face:

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our

responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

- Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

#### **Remote and Online Synchronous Sessions:**

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

#### **Expectations Regarding Course Behavior**

You are expected to attend each class and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students.

#### **Communication Guidelines**

Please contact the instructor directly with any questions or concerns that you have. Use the instructor's UF email ([laurieg@php.ufl.edu](mailto:laurieg@php.ufl.edu)) for all correspondence.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Commented [V3]: updated October 15, 2019 by UF

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to

me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public Health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political views. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity, and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans'

Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

### Professionalism Rubric

<p><b>Level 1 Professionalism</b> <b>0 – 10 Points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates minimal advance preparation for class</li> <li>• Observes passively and says little or nothing during class</li> <li>• Responds to questions only when called upon</li> <li>• Attendance record is haphazard and inconsistent; may be absent or late without notice to the instructor</li> </ul>
<p><b>Level 2 Professionalism</b> <b>11-15 points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates moderate advance preparation for class</li> <li>• Regularly participates in group and class discussions and allows for the contributions of others in the class</li> <li>• Occasionally introduces new information or makes connections to related content</li> <li>• Strong attendance record</li> <li>• If likely to be absent or late, informs the instructor and others ahead of time and arranges to cover own responsibilities</li> <li>• Meets most deadlines for submission and course requirements</li> <li>• Engages in all course activities</li> </ul>
<p><b>Level 3 Professionalism</b> <b>16-20 points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates an excellent advance preparation for class</li> <li>• Actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic</li> <li>• Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas</li> <li>• Volunteers willingly and carries own share of the groups' responsibilities</li> <li>• Attendance is exemplary, demonstrating a strong desire to develop skills and expand knowledge</li> <li>• Meets all deadlines for submissions and course requirement</li> <li>• Fully engages in all course activities and makes connections to supplemental or outside content</li> </ul>