

**University of Florida**  
**College of Public Health and Health Professions**  
**SPA 4004: Language Development (3 credit hours)**  
**Spring: 2022**  
(Section)  
Delivery Format: Campus

---

**Instructor:** Sharon M. DiFino, PhD, CCC-SLP  
**Office:** HPNP 2129 (Virtual office hours)  
**Office Hours:** by appointment  
**Phone:** 352-273-5308  
**Email:** difino@phhp.ufl.edu  
**Preferred Course Communication:** UF Email  
**Class Meets:** For class meetings and times see One.UF

---

**Prerequisites**

---

PURPOSE AND OUTCOME

**Course Overview**

In this course we will examine typical patterns of 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.

**DESCRIPTION OF COURSE CONTENT****Topical Outline/Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings</b>
1	1/6	Introductions & Syllabus Review The Development of Language: Definitions, Policy, and Practice	<b>Chapter 1</b>
2	1/11, 1/13	The Development of Lang. (cont.) Historical and Contemporary Views of Nature-Nurture Debate (Theories)	<b>Chapter 1</b> <b>Chapter 2</b>
3	1/18, 1/20	The Hearing Mechanism and Auditory Development	<b>Chapter 3</b>

Week	Date(s)	Topic(s)	Readings
4	1/25, 1/27	Comprehension of Language Expectations for Tests	
5	2/1, 2/3	Comprehension of Lang. cont. <b>G. Paul Moore Symposium - No Class</b> Reflection on Symposium	<b>Chapter 4</b>
5	<b>Due by 2/6</b>	<b>Test 1: Chapters 1, 2, 3, and 4 (end of week 5 materials)</b>	
6	2/8, 2/10	Gesture Development: Setting Stage for Language Development	<b>Chapter 5</b>
7	2/15, 2/17	Social-Emotional Bases of Pragmatic and Communication Development	<b>Chapter 6</b>
9	2/22, 2/24	Early Semantic Development: The Developing Lexicon	<b>Chapter 7</b>
10	3/1, 3/3	Development of Morphology & Syntax Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment	<b>Chapter 8</b> <b>Chapter 9</b>
10	<b>Due by 3/6</b>	<b>Test 2: Chapters 5, 6, 7, and 8 (end of week 10)</b>	
12	3/15, 3/17	<b>Handout from Dr. DiFino &amp; Literacy</b> Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages	<b>Chapter 10</b>
12	3/22, 3/24	School-Age Language Development Mapping Language onto the Brain	<b>Chapter 11</b> <b>Chapter 12</b>
13	3/29, 3/31	Multicultural Perspectives: The Road to Cultural Competence	<b>Chapter 13</b>
13	<b>Due by 4/3</b>	<b>Test 3: Chapters 9, 10, 11 &amp; 12 (end of week 13)</b>	
14	4/5, 4/7	Bilingual Language Development Children with Language Impairment	<b>Chapter 13</b> <b>Chapter 15</b>
	<b>Due by 4/10</b>	<b>Semester Project</b>	

Week	Date(s)	Topic(s)	Readings
15	4/12, 4/14	Communication Development in Children with Multiple Disabilities: The Role of AAC	<b>Chapter 17</b>
<b>15</b>	<b>Due by 4/19</b>	<b>Test 4: Chapters 13, 15, &amp; 17</b>	

## Course Materials and Technology

Book and Technology:

**Required:** Packback subscription; see below for detailed information

**Recommended:** All Access Language Development 3<sup>rd</sup> Edition (2020) by Nina Singleton and Brian Shulman

### Required Equipment

See UF Student Computer Requirements. Your program may have additional requirements. For this course you will need a computer that can run Lockdown browser and the Google Chrome browser with high speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

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>

---

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. Tests: There will be four tests each worth 100 points. The tests will be online. The format of the tests will be mixed: multiple-choice, true/false, fill-in blank, matching, and short answer and will cover assigned readings, posted videos, and lecture material (PowerPoints and lectures). Dates for exams are listed in course schedule.
2. Packback Class Assignments: 10 class/homework assignments will be given throughout the semester that are worth 10 points each. Assignments will be related to lecture material and weekly readings. Each week, you will ask a question via the Packback site (link is available in Canvas in the assignments tab) that has to do with any question you encounter based on your “individual space” activities. You will also

answer two questions from other students in the course as long as there aren't already two answers to the questions.

Packback is a tool that will help you develop high level, critical thinking skills which are necessary as you begin your career as a speech-language pathologist and/or audiologist

Initial questions due by midnight on Thursday of each week and answers due by Sunday at midnight. See below for more details concerning Packback:

### Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

### Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Sunday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 6pts of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 60, worth 4pts of each assignment grade
  
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

### How to Register on Packback:

Note: Only access Packback through **Canvas**

1. Click Packback within **Canvas's side bar** to access the community
2. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to [www.packback.co/product/pricing](http://www.packback.co/product/pricing) for more information.

### How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

<https://www.youtube.com/watch?v=OV7QmigrD68>

3. End of Semester Project: Paper worth 100 points. Remotely observe (e.g. Zoom, Facetime, Skype) 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. Project is due 4/10/21.

### Grading

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Test 1	2/14/2021	100 points	IV. B, IV. C, IV. D
Test 2	3/14/2021	100 points	IV. B, IV. C, IV. D
Test 3	4/4/2021	100 points	IV. B, IV. C, IV. D
Test 4	4/18/2021	100 points	IV. B, IV. C, IV. D
Class Assignments	TBA	100 points	IV.B, IV.C., IV.D
End of Semester Project	4/11/2021	100 points	IV. B, IV. C, IV. D

- Exams                    4        @ 100 points                    Total: 400 points
- Assignments            10       @ 10 points                    Total: 100 points
- Project                    1        @ 100 points                    Total: 100 points

-----  
**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	438-461	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

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>

### TEST POLICY

## Policy Related to Make up Exams or Other Work

1. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported them them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

---

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### 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. Children are not permitted in the classroom.

### Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor's UF email (difino@phhp.ufl.edu) or Canvas 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.

### **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).

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

---

## **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.

---