

University of Florida
College of Public Health and Health Professions
SPA 4004: Language Development (3 credit hours)
Spring: 2021
(Section DFNO & DFNZ)
Delivery Format: UF Hyflex: Campus and Remote

Instructor: Sharon M. DiFino, PhD, CCC-SLP
Office: HPNP 2129 (Virtual office hours)
Office Hours: Wednesdays 10:30 – 12:00 and by appointment
Phone: 352-273-5308
Email: difino@pnhp.ufl.edu
Preferred Course Communication: UF Email
Class Meets: For class meetings and times see One.UF

Prerequisites

UF HyFlex

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

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.

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.

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.

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 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.

HyFlex Classroom

This semester in our HyFlex classroom, 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.

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.

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

Patience: Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.

Preparation: Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.

Participation: Stay focused. The more you focus and participate 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 and participating in the learning activities will facilitate your ability to succeed in this course.

PPE and PHA (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and wear your mask if you are on campus 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. (See official policies below.)

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/12, 1/14	Introductions & Syllabus Review The Development of Language: Definitions, Policy, and Practice	Chapter 1
2	1/19, 1/21	The Development of Lang. (cont.) Historical and Contemporary Views of Nature-Nurture Debate (Theories)	Chapter 1 Chapter 2
3	1/26, 1/28	The Hearing Mechanism and Auditory Development	Chapter 3
4	2/4, 2/6	G. Paul Moore Symposium - No Class Reflection on Symposium	
5	2/9, 2/11	Comprehension of Language Expectations for Tests	Chapter 4
5	Due by 2/14	Test 1: Chapters 1, 2, 3, and 4	
6	2/16, 2/18	Gesture Development: Setting Stage for Language Development	Chapter 5
7	2/23, 2/25	Social-Emotional Bases of Pragmatic and Communication Development	Chapter 6
8	3/2, 3/4	Early Semantic Development: The Developing Lexicon	Chapter 7

Week	Date(s)	Topic(s)	Readings
9	3/9, 3/11	Development of Morphology & Syntax Speech Sound Disorders: An Overview of Acquisition, Assessment, and Treatment	Chapter 8 Chapter 9
9	Due by 3/14	Test 2: Chapters 5, 6, 7, and 8	
10	3/16, 3/18	Handout from Dr. DiFino & Literacy Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages	Chapter 10
11	3/25	School-Age Language Development	Chapter 11
12	3/30, 4/1	Mapping Language onto the Brain Multicultural Perspectives: The Road to Cultural Competence	Chapter 12 Chapter 13
	Due by 4/4	Test 3: Chapters 9, 10, 11 & 12	
13	4/6, 4/8	Bilingual Language Development Children with Language Impairment	Chapter 13 Chapter 15
	Due by 4/11	Semester Project	
14	4/13, 4/15	Communication Development in Children with Multiple Disabilities: The Role of AAC	Chapter 17
15	Due by 4/18	Test 4: Chapters 13, 15, & 17	

Course Materials and Technology

Book and Technology:

Required: Packback subscription; see below for detailed information

Recommended: All Access Language Development 3rd 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 HonorLock 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
- 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.
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 4/11/21.

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.

About HonorLock and Tests

HonorLock Proctoring Services

This course will be using HonorLock, a proctoring service for graded quizzes. HonorLock ensures quiz integrity and enables administration of remote online quizzes.

- No pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas. However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.
- HonorLock will record and audit your entire quiz session.
- All recorded quiz sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have Google Chrome, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

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.

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/>.

On Campus Face-to-Face

If you will have face-to-face instructional sessions to accomplish the student learning objectives of a course. 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.

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.
