Instructor: Michelle Flippin, Ph.D. CCC-SLP
Office Location: Fernwood Building, 3rd Floor
Telephone: 874-4583
Email: mfippin@uri.edu
Office Hours: W 9:30-12:30
Class Days/Times: Summer 1, Asynchronous
Credits: 3
Prerequisites: CMD 162

COURSE DESCRIPTION:
This course focuses on the acquisition of language among children within the framework of communication development. Issues in cultural and linguistic diversity with respect to language acquisition will be considered throughout the entire course.

COURSE GOALS:
By the end of the semester, students should be able to:
1. Differentiate between the terms speech, language, and communication as they relate to acquisition and development.
2. Describe the five components of language and how they relate to each other.
3. Identify the use of various linguistic terminology essential for speech language pathologists (SLPs).
4. Identify language milestones in children birth to 10 years of age through the analysis of language transcripts collected from typically developing children.
5. Discuss differences and similarities between theories of language development.
6. Identify and describe the characteristics of child directed speech in adult/child interactions.

REQUIRED TEXTBOOK:

TECHNOLOGY REQUIREMENTS:
Computer access to the internet is required in order to successfully navigate this course. Firefox is the recommended browser for Sakai compatibility and can be downloaded free from www.mozilla.com/firefox. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, Quicktime). These are all free downloads. Internet Explorer for Windows, version 6 or higher is also an option. Be sure to turn off pop-up blocker.

SAKAI HELP:
Here is the link for Sakai help: https://sakai.uri.edu/portal/help/main.
In the Sakai menu on the left you will see Sakai Documentation at the bottom of the menu. If you click on it, it will take you to the help pages. You can also call the Help Desk at 401-874-4357.
Remember to use Firefox as your browser as there have been compatibility issues with Internet Explorer and Safari. Firefox works on both PC and Mac platforms.

CLASSROOM PROTOCOL:
For this online course, Sakai is our “classroom.” Please refer to the Sakai tutorial video embedded on our course homepage (START HERE) for a detailed screencast on how
this course will run via Sakai, which tools you will need, and how to use those tools.
In the online learning environment, “attendance” is measured by your PRESENCE in the
site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and
active participation cannot be overstated. I will gauge your participation by your regular,
on-time forum postings and responses, and timely assignment submissions. If you’ve
never taken an online course, “hanging out” on Sakai will take some getting used to, and
it will be easy to forget about the course from time to time. I recommend that you check
out the Online Learn Orientation at https://sakai.uri.edu/portal/site/8287ab7d-aa33-4fa7-
ad8c-066fe8203251. This short orientation will provide you with an introduction to the
important aspects of taking an online course. I further recommend that you get in the
habit of daily attendance online to maximize your successful completion of the course.
Please refer to the Schedule of Readings, Assignments, Quizzes, Exams at the end of
this syllabus and on the Sakai site for details on how and when you will be expected to
contribute to the course.

ONLINE LEARNING:
As stated above, the best way to begin this course is to view the START HERE video,
read the syllabus, and complete the Online Learn Orientation. In addition, you can find
more helpful information at this site: web.uri.edu/learningonline/intro/. Finally, the
syllabus is your map to this course. This course is divided into five weeks with two
lessons per week. Each Lesson on Sakai contains assigned readings, videos, and links to
other important content on the internet, written assignments, quizzes, and discussion
activities.

ASSIGNMENTS AND GRADING POLICY
There will be four quizzes in this course; each quiz is worth 15 points. Quiz formats will
be multiple choice, true/false, and fill-in the blank questions.
Quiz 1 – 15 points
Quiz 2 – 15 points
Quiz 3 – 15 points
Quiz 4 – 15 points

Forum Posts -- 10 points (5 posts, 2 points each)

Group Project: Communicative Milestones Chart -- 10 points

Language Sample Project -- 20 points

Course Total – 100 points

GRADING SCALE:
Percentages will be rounded to the nearest whole number and letter grades assigned in
these ranges: A 95-100, A- 90-94, B+ 87-89, B 83-86, B- 80-82 , C+ 77-79, C 73-77, C-
70-72 , D+ 67-69, D 60-66 , F
DESCRIPTION OF ASSIGNMENTS:
COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction</td>
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<td>Speech, Language &amp; Communication</td>
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<td>Reading: Text Chp. 1</td>
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<td>2</td>
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<td>Prelinguistic &amp; Cognitive Development</td>
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<td>Reading: Text Chp. 2</td>
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<td>Quiz 1</td>
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<td>Syntactic Development</td>
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<td>Reading: Text Chps. 5</td>
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<td>Quiz 2</td>
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<td>Semantic Development</td>
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<td>Reading: Text Chps. 6</td>
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<td>Communicative Milestone Chart -- Group Project</td>
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<td>Quiz 3</td>
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<tr>
<td>5</td>
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<td>Pragmatic Development</td>
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<td>Reading: Text Chp. 7 &amp; 8</td>
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<td></td>
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<td>Language Sample Project</td>
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<td>Quiz 4</td>
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ASSIGNMENTS/QUIZZES/EXAMS NOT SUBMITTED BY THE DEADLINE WILL RECEIVE A GRADE OF ZERO. Please back up your work on a flash drive, email to yourself, and/or store in a cloud. It is a good idea to have a back-up plan in case of computer problems, e.g., a friend’s computer, a library computer, etc.

ACADEMIC SUPPORT SERVICES
Office of Disability Services
1. Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.
2. From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

PROFESSIONAL CONDUCT
Cheating and plagiarism are serious academic offenses, which are deal with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. Cheating is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). Plagiarism is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and
solely your own.
If you have any doubt about what constitutes plagiarism, visit the following website: [http://gervaseprograms.georgetown.edu/hc/plagiarism.html](http://gervaseprograms.georgetown.edu/hc/plagiarism.html), the URI Student Handbook, and University Manual sections on plagiarism and cheating at [http://www.uri.edu/facsen/8.20-8.27.html](http://www.uri.edu/facsen/8.20-8.27.html). Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another’s work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another’s academic dishonesty;

Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations” which can be accessed in the University Student Handbook.