



San José State University  
Connie L. Lurie College of Education  
Department of Special Education

**EDSE 102: Speech, Language, Typical and Atypical Development**

**Course and Contact Information**

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<b>Office Hours:</b>	Wednesdays 2:00-4:00 or by appointment
<b>Class Days/Time:</b>	Thursdays, 4:00-6:45
<b>Classroom:</b>	SH 411
<b>Prerequisites:</b>	<b>Upper division standing, departmental consent</b>

**Connie L. Lurie College of Education Mission Statement**

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

**Department of Special Education Mission**

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

**Course Description**

This course will cover the development of communicative competence, with a particular focus on the way in which speech and language develop and influence each other. As part of our discussion about the processes involved in mastering communicative competence, we will consider dialectal variations, second language acquisition, and the impact of communication disorders on an individual’s ability to interact with and successfully express him or herself to others. As educators, it is critical that you recognize how the individual components of expression (articulation, pragmatics, etc.) combine to produce communicative competence. It is also critical for you to identify challenges that students may experience in this domain so that you can appropriately modify the curriculum and make accommodations for that student. While some students will receive speech and language services to address deficits in the area of communicative

competence, many who experience challenges in this domain will not qualify for or be appropriately served by individual therapy sessions.

This course will cover fundamental perspectives and theories and convey basic knowledge and information on the broad topic of speech and language development. It will include discussions on the unique characteristics of speech, and guide students on theoretical topics of language acquisition. The course will examine speech and language disorders, and the anatomical and physiological bases of speech, language, and hearing. We will examine the how pre-speech develops in terms of oral motor development of speech, the stages of typical language development and consider the regional, social and cultural differences inherent in language diversity.

The course format will be a combination of lecture and seminar. Students will be expected to participate maximally, and to contribute to the dissemination of knowledge during sessions.

## **Learning Outcomes**

### **Special Education Credential Program**

#### **Standard 2: Professional, Legal and Ethical Practice**

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, introduction of the Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

#### **Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

#### **Standard 10: Preparation to Teach English Learners**

The program provides candidates opportunities to learn the purposes, goals and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understands the local and school organizational structure and resources designed to meet English learner students' needs. Candidates learn about the state and federal legal requirements for the placement and instruction of English learned and ethical obligation for teaching English learners. Candidates are provided with multiple systematic opportunities to demonstrate knowledge and application of pedagogical theories, principals, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum making grade-appropriate or advanced curriculum content comprehensible to English learners.

#### **Program Standard 11: Typical and Atypical Language Development**

The Program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

### Program Standard 12: Educating Diverse Learners with Disabilities

Each candidate will understand value and develop sensitivity towards heritage, family, and community values. Information about individual and group differences, including culture, ethnicity, gender, age, language, religion, socioeconomic status, lifestyle and ability of diverse individuals served.

Each candidate will learn the principles of first and second language acquisition. The teacher candidate will understand the principles of first language development and the effects of disabilities upon language and other learning and the relationship between communication – cognitive, social, and emotional development.

### **Early Childhood Special Education Specialist Program Standards:**

#### ECSE Standard 2: Typical and Atypical Child Development

Each candidate demonstrates comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including his or her implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environment are appropriate to the child's chronological age, developmental differences, and disability-specific needs.

#### ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

Each program provides opportunities for candidates to demonstrate skill required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. Each candidate demonstrates knowledge of the role of social-emotional relationships as the foundation for early learning. Each candidate demonstrates skills required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child's family and peers. Each candidate demonstrates skills required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, **including English learners**. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child's learning potential and family outcomes. Each candidate demonstrates knowledge of evidence-based curriculum approaches used in typical programs for young children and the ability to modify and adapt these various curriculum approaches and early learning experiences to meet the needs of young children with disabilities and to ensure their access to and success in activities in typical early childhood environments.

### **Course Learning Objectives**

1. Define/ understand technical linguistic terminology
2. Describe theories of language acquisition
3. Describe the stages of normal language acquisition in relationship to cognitive development
4. Describe the relationship between typical and atypical language acquisition and biological processes, cognitive development and the environment
5. State identifying etiological factors of language and speech disorders
6. Describe the process of second language acquisition and its relationship to the first language
7. Demonstrate and learn how language is assessed through language sampling techniques, criterion-based measures and standardized testing.

### **Required Texts/Readings**

Berko Gleason, J. & Ratner, N. B.(2009). *The development of language* (8<sup>th</sup> Ed.). Columbus, OH: Pearson Education, Inc.

Ackerman, D. J., & Tazi, Z. (2015). *Enhancing young Hispanic dual language learners' achievement: Exploring strategies and addressing challenges* (Policy Information Report, ETS Research Report No. RR-15-01). Princeton, NJ: Education Testing Service.

## Course Requirements and Assignments

1. **Readings/Participation/Reflections:** This class is comprised of 15 class sessions. Complete weekly readings, assigned chapters from the course textbook, or other readings assigned by the instructor prior to the class seminar. **By the Friday after class at midnight**, upload to canvas a short write up in which you reflect upon the content covered in the text and in class. Note particular quotes that stood out for you, important themes you drew from the assigned reading, and questions or comments you have about the material. Points will be assigned for participation in class and submission on the Canvas forum: *Maximum points = 30 points*
2. **Interview with a bilingual adult:** Complete a personal interview with a bilingual adult whose first language was other than English. Interview an individual who has learned English as a second language. In class, we will design questions for the interview that will explore the difficulties the individual may or may have not experienced in school and in other social environments, the type of bilingual education that was received, and other personal impressions from the individual. You will submit a 3-4 paged typed report (double-spaced) regarding the interview and insights into the experience of the bilingual individual. Relate the experiences of the interviewee to current research on best practices for education and instruction with English learners. **Due by start of class.** *Maximum points = 40 points*
3. **Group work: Transcriptions:** The signature assignment requires students to transcribe and analyze the speech production of a child. In order to better understand the processes involved in this assignment and the concepts covered in class, students will be assigned groups to practice transcribing and analysis using three videos from youtube.com. These transcriptions will be graded for completion rather than accuracy. The transcriptions will be reviewed in class. **Due by start of class.** *Maximum points = 30 points*
4. **California English Language Development Standards Module:** This online module, provided by the CDE, reviews the California ELD Standards and how they relate to the CCSS standards. Students will complete all parts of the module, printing out the “Certificate of Completion” and “Progress” pages to confirm completion. **Due by start of class.** *Maximum points = 30*
5. **Language Sample:** Complete a language sample of a child (between 2 and 7 years). Using the template provided in class, describe the students’ language development and instructional needs in the areas of communication and literacy. **Due by start of class.** *Maximum points = 70 points*

## Late Assignments

Late assignments will be reluctantly accepted. Assignments will be collected at the start of class on the specified due date and/or will be uploaded to Canvas by the start of class. Assignments turned in after the start of class (for any reason) on the same day will be reduced by 10%. Assignments may be turned in up to one week late with an additional and cumulative 10% for each week past the due date.

## Grading Policy

1. All written assignments must meet **standards of academic and professional quality as outlined in APA format for reporting on research**. Unless so stated, all written assignments must be **typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all work.**
2. Every member of a group will receive the same grade. Be sure to check your group member’s contributions before submitting the assignment!
3. The quality of your work and adherence to these guidelines will be considered in your final grade.

\*Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation.

\*If you would like to get feedback on any instruments or paper, you must allow reasonable turnaround time (at least one week).

\*Use the writing center, librarian, or other support resources as needed.

## SUMMARY OF ASSIGNMENTS/GRADING

ASSIGNMENTS	POINTS	PERCENTAGE
Readings/Participation/Reflections	30	15%
Interview with a bilingual adult	40	20%
Group transcription #1	10	5%
Group transcription #2	10	5%
Group transcription #3	10	5%
CA ELD CCSS Module	30	15%
Language sample and analysis	70	35%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

## GRADE RANGE CONVERSION

GRADE	POINT TOTAL	PERCENTAGE
A	186-200	93%
A-	180-185	90%
B+	174-179	87%
B	166-173	83%
B-	160-165	80%
C+	154-159	77%
C	146-153	73%
C-	140-145	70%
D	120-139	60%
F	119 or below	

## DEPARTMENT GRADING POLICY

An “Incomplete” is given only when 80% or more of work has been completed.

## UNIVERSITY POLICIES

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Classroom Protocol

1. Be on time!
2. All cell phones turned off or put away during class time.
3. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet for during lecture unless it is part of the class discussion. You will be asked to turn off your computer if you are found doing this during class time.

4. Feel free to bring food to class, but clean up your area before you leave.
5. Active participation is expected by all students during class.
6. No sleeping or completing other personal or professional work during class.
7. Respect each other and be an active listener. This is part of being a teacher!
8. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent. Given the importance of participation in this course, your grade will be lower a full grade if you miss more than one class (from an A to A-, B+ to B, etc.). (The first missed class does not count)
9. If you need to communicate directly with the professor make an appointment or come in during office hours.

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

\*Students need to pay careful attention to Add and Drop deadlines each semester. All forms need to be completed and signatures from the instructor are the responsibility of the student, not the instructor. These dates are posted on the SJSU Registrar Calendar: <http://www.sjsu.edu/registrar/calendar/index.html>. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

\*\*\*\*\* IMPORTANT NOTE\*\*\*\*\*

You are responsible for downloading and bringing a hard copy of any handouts designated for each class.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**\*\* This syllabus is subject to change.**

# EDSE 102: Speech, Language, Typical and Atypical Development

## Course Schedule

WEE K	DATE	TOPICS	ASSIGNMENTS AND READINGS DUE
1	8/20/2015	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Communicative competence: An orientation for the semester</li> </ul>	
2	8/27/2015	<ul style="list-style-type: none"> <li>• The Development of Language: An Overview</li> </ul>	Chapter 1
3	9/3/2015	<ul style="list-style-type: none"> <li>• Second language acquisition vs. primary language acquisition               <ul style="list-style-type: none"> <li>○ Generate questions for interview</li> <li>○ Review Ackerman &amp; Tazi (2015) recommendations</li> </ul> </li> </ul>	Ackerman & Tazi (2015)
4	9/10/2015	<ul style="list-style-type: none"> <li>• Hearing perception and its impact on language development</li> </ul>	Chapter 9 (particularly pages 267-276)
5	9/17/2015	<ul style="list-style-type: none"> <li>• Theoretical approaches to language acquisition</li> </ul>	Chapter 7
6	9/24/2015	<ul style="list-style-type: none"> <li>• Insights from interviews with bilingual adults</li> <li>• Communication development in infancy               <ul style="list-style-type: none"> <li>○ Implications for students who are pre-communicative</li> </ul> </li> </ul>	Chapter 2 <b>Interview Write Up due</b>
7	10/1/2015	<ul style="list-style-type: none"> <li>• Phonological Development               <ul style="list-style-type: none"> <li>○ Impact of delays in phonological development</li> <li>○ Supporting children/students with phonological delays/disorders</li> </ul> </li> <li>• Introduction to transcription, language sample assignment</li> </ul>	Chapter 3
8	10/8/2015	<ul style="list-style-type: none"> <li>• Review transcription #1</li> <li>• Semantic Development               <ul style="list-style-type: none"> <li>○ Shared reading as a context to address semantic development</li> </ul> </li> </ul>	Chapter 4 <b>Group Transcription #1 due</b>
9	10/15/2015	<ul style="list-style-type: none"> <li>• Syntactic Development               <ul style="list-style-type: none"> <li>○ Brown's Stages</li> </ul> </li> </ul>	Chapter 5
10	10/22/2015	<ul style="list-style-type: none"> <li>• Review transcription #2</li> <li>• Pragmatic Development               <ul style="list-style-type: none"> <li>○ Implications for children/students with ASD</li> </ul> </li> </ul>	Chapter 6 <b>Group Transcription #2 due</b>
11	10/29/2015	<ul style="list-style-type: none"> <li>• Review transcription #3</li> <li>• Language sampling and analysis <i>work session</i></li> </ul>	<b>Group Transcription #3 due</b>
12	11/5/2015	<ul style="list-style-type: none"> <li>• Variations in language development               <ul style="list-style-type: none"> <li>○ Return to theory</li> </ul> </li> </ul>	Chapter 8
13	11/12/2015	<i>No Class: Getting Started with the California English Language Development Standards</i>	
14	11/19/2015	<ul style="list-style-type: none"> <li>• Language and literacy in the school years</li> <li>• Developments in the adult years</li> </ul>	<b>CA ELD CCSS Module due</b> Chapters 10 & 11
15	11/26/2015	<i>Thanksgiving Break</i>	
16	12/3/2015	<ul style="list-style-type: none"> <li>• Insights from language sample assignment</li> <li>• Where do we go from here? Instructional techniques to support communicative competence</li> </ul>	<b>Language Sample due</b>

## Assignment Descriptions and Rubrics

### Assignment 1 – Readings/Participation/Reflections

2 points per week, 30 possible points

**By the Friday after class at midnight**, upload to canvas a short write up in which you reflect upon the content covered in the text and in class. Note particular quotes that stood out for you, important themes you drew from the assigned reading, and questions or comments you have about the material. Points will be assigned for participation in class and submission on the Canvas forum.

### Assignment 2 - Interview with a bilingual adult

Due September 24, 40 possible point (see rubric below)

Make arrangements to interview an adult whose first language was other than English. Students may interview classmates, but may not "interview themselves." Question development will be discussed in class. The student is expected to ask questions that address the following areas:

- Challenges the individual faced in school
- Beneficial experiences the individual had at school
- Challenges the individual faced in social environments
- Strategies the individual used to address challenges in the social environment
- The type of bilingual education that was received
- Strategies that helped the individual learn English
- Barriers to English acquisition
- How the individual's experience aligns with current best practices in English language acquisition

Submit a 3-4 paged report, typed and double-spaced on Canvas by the beginning of class, September 24. Be prepared to share your interview experience in class.

### Assignment 3 – Group transcriptions #1, #2, #3

Due October 8, 22, and 29, 10 points each, for a total of 30 possible points

Groups of 2-3 will be formed to complete these transcriptions.

To better understand how to use a language sample to analyze phonological, semantic, syntactic, and pragmatic development, the groups will work together to transcribe the assigned video clips and analyze each.

Transcription #1 will be used to assess phonological development using mean length of utterance (MLU) and the presence of articulation errors. Use the video found here:

<https://www.youtube.com/watch?v=3sKdDyyanGk> Transcribe all participants in the conversation. Analyze the phonological development of the boy in the white shirt.

Transcription #2 will be used to assess morphological and syntactical development using Brown's Stages.

Use the video found here: <https://www.youtube.com/watch?v=8jOJ21DSzMM>. Transcribe all participants in the conversation and analyze the morphological and syntactical development of the boy.

Transcription #3 will be used to assess pragmatic development using an observational checklist. Use the

video found here: [https://www.youtube.com/watch?v=3TSxl\\_ijels](https://www.youtube.com/watch?v=3TSxl_ijels) Transcribe as much as is possible and use the checklist in class to analyze the girl's use of pragmatic skills.

Transcriptions #1, #2, and #3 will be assessed for completeness rather than accuracy. The transcriptions and analyses will be reviewed in class to ensure mastery of content.

#### **Assignment 4 – California English Language Development Standards Module**

Due November 19, 30 possible points

Download and print out the CA ELD Standards:

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Log into the California English Language Development Standards Module offered by the California Department of Education here:

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=509334&scild=16472>

Click on “Create Account” at top of page to register (for free) to create a username and save progress. Use your sjsu.edu email address for easier registration.

After successfully registering and logging in to your account, begin the Module by clicking on the “welcome” tab on the left-hand tool bar.

Navigate through the module, watching all videos and answering all questions (type answers into the textboxes available). If you would like, work in groups to reflect upon the content. This is not mandatory, but may be helpful.

Print out the “Certification of completion”. When done with the Module, navigate to the “Progress” tab in the left-hand toolbar. This will show you your answers to the assessments and what you filled out while completing the module. Print out the Progress page.

Turn in both the Certificate of Completion and Progress page.

#### **Assignment 5 – Language sample**

Due December 3, 70 possible points (see rubric below)

Each student will complete a language sample, analyses, and report:

- Recruit a child/student in the age range that you work with, including obtaining parental consent
  - IF YOU DO NOT OBTAIN CONSENT, YOU WILL FAIL THE ASSIGNMENT
- Collect a sample of a minimum of 50 consecutive utterances
- Analyze the child’s/student’s morphological, phonological, syntactical, semantic, and pragmatic development
- Complete written report following template provided in class

#### **Possible resources for finding participants:**

- Friends and family
- Classmates’ children
- Students in your classroom
- Students in your classmates’ classrooms

If you wish to observe in a school where you are not known you must contact the principal/director to get permission. If you are known in the school, you may wish to contact the teacher directly and then let the principal/director know of your plans. In either event, it is important that the principal/director know when and where you will be observing. **START LOOKING FOR CHILDREN NOW!**

The duration of each visit will vary, depending on the language use of the child. Students should keep in mind several factors:

- Children are more likely to use language when in a familiar environment. You may want to observe the child in school during a free play time or at home with his or her parents.

- The observation should NOT use an interview format (question/answer)
  - Instead, either engage the student in an activity or observe the student interacting with others
- Your observation will be complete when the child has issued 50 consecutive utterances.
- You should plan to spend some time (15 minutes or so) prior to your observation familiarizing yourself with the child and helping the child warm up to your presence.
- When your observation is complete, you should finish any activity you and the child are engaging in, let the child know you enjoyed playing/talking/etc. with him/her, and let the adult (parent or teacher) present know that you have completed your observation. Plan to spend some time (10 minutes or so) answering the adult's questions, should they have any.
- Remember: YOU ARE NOT A LICENSED SLP. While you can comment about the behavior you have seen (and may provide the parent with your write up if they request a copy), you SHOULD NOT discuss the presence or absence of a diagnosable disorder.

## Appendix – Rubrics

### Bilingual Interview Rubric

Student Name \_\_\_\_\_ Total Pts. \_\_\_\_/40

	8 Exemplary	6 Proficient	3 Developing	0 Unacceptable
<b>Experiences in School</b>	Clear and organized description of both challenges and beneficial experiences the individual faced at school	Description of either challenges OR beneficial experiences OR Description of both challenges and beneficial experiences disorganized and unclear to reader	Description of either challenges OR beneficial experiences disorganized and unclear to reader	No description of challenges or beneficial experiences
<b>Experiences in social environments</b>	Clear and organized description of both challenges and strategies used by the individual in several social situations	Description of either challenges OR strategies used OR Description of both challenges and strategies disorganized and unclear to reader	Description of either challenges and strategies disorganized and unclear to reader	No description of challenges or strategies
<b>Strategies used to learn English/Barriers to English acquisition</b>	Clear and organized description of the strategies the individual used to learn English and the barriers s/he experienced.	Description of either strategies OR barriers to English acquisition OR Description of both strategies or barriers to English acquisition unclear	Description of both strategies or barriers to English acquisition disorganized and unclear to reader	No description of strategies and barriers
<b>Link to current research</b>	Clear and organized description of the way in which the interviewees experiences align with current recommendations for best practice in English language acquisition	Description of the way in which the interviewees experiences align with current recommendations for best practice in English language acquisition unclear or disorganized		No description of the link to current research
<b>Written Language: Grammar, Sentence Structure, Punctuation and Spelling</b>	No Errors: Spelling and Punctuation No Errors: Grammar or Sentence Structure	1-3 Errors: Spelling and Punctuation 1-3 Errors: Grammar or Sentence Structure	4-6 Errors: Spelling and Punctuation 4-6 Errors: Grammar or Sentence Structure	More than 6 Errors: Spelling and Punctuation More than 6 Errors: Grammar or Sentence Structure

Language Sample Rubric

Student Name \_\_\_\_\_ Total Pts. \_\_\_\_/70

In class discussion: \_\_\_\_/5 pts

	<b>Exemplary 10 pts</b>	<b>Developing 5 pts</b>	<b>Unacceptable 0 pts</b>
<b>Permission letter</b>	Permission letter signed by parent or guardians and child (if able to sign name) – ABLE TO BE SCORED		Permission letter missing – FAIL ASSIGNMENT
<b>Introductory report template: Description of child Description of child's behavior Description of context</b>	Introduction to report includes complete: Description of child (age, gender, diagnosis). Uses person-first language; description of child's behavior (description of the child's overall demeanor during the observation); and description of context (what is occurring during the observation). Introduction follows template format	Description includes two of the introductory sections (description of child, child's behavior, or context). OR Description includes all three but is poorly organized and unclear	Description includes one of the introductory sections (description of child, child's behavior, or context). OR Description includes all three but is poorly organized and unclear OR Description missing
<b>Language Sample</b>	N/A	50 utterances	Fewer than 50 utterances
<b>Sample Interpretation: Morphological and syntactical development</b>	MLU is calculated correctly (Morphemes/total number of utterances) Brown's stage correctly ID'ed	1-5 errors in calculating MLU (e.g., mis-calculating morphemes) Brown's stage correctly ID'ed	More than 5 errors in calculating MLU OR Brown's stage incorrectly ID'ed
<b>Sample Interpretation: Phonology</b>	Correctly identifies phonological patterns (assimilation, addition, deletion, or cluster reductions)	Phonological patterns incorrectly identified	No description of phonological development
<b>Sample Interpretation: Semantic development</b>	Use checklist to evaluate semantic development. Provide a clear description of child/student's semantic development. Identifies possible areas of deficit.	Incomplete description of student's semantic development.	No description of semantic development
<b>Sample Interpretation: Pragmatics</b>	Pragmatics observation checklist filled out accurately (backed up with transcription). Description of pragmatic development clear.	Pragmatics observation checklist filled out with minor errors (1-2) OR Description of pragmatic development unclear	Pragmatics observation checklist filled out with significant errors (more than 2) or description missing from report.
<b>Write up</b>	No errors in spelling and grammar	1-5 spelling or grammatical errors	6 or more grammatical errors