



1	Course title	Child Language Development
2	Course number	1804710
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	3 (theory per week)
4	Prerequisites/corequisites	None
5	Program title	Masters of Hearing and Speech Sciences
6	Program code	1814
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Hearing and Speech Sciences
10	Level of course	Postgraduate
11	Year of study and semester (s)	2019 , First semester
12	Final Qualification	Masters of Hearing and Speech Sciences
13	Other department (s) involved in teaching the course	NA
14	Language of Instruction	English, Arabic
15	Date of production/revision	16/9/2019

16. Course Coordinator:

Name	Rana Alkhamra, Ph.D
Rank	Associate Professor
Office number	450
Office hours	Tuesday 10-11 AM Thursday 10:30 -11:30 AM
Phone number	5355000, ext. 23271
Email addresses	ranaalkhamra@gmail.com

17. Other instructors:

	None
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

18. Course Description:

This course investigates the development of the linguistic system in the child, including the sound system, grammar and meaning. The course also introduces theories of language acquisition; psycholinguistics, socio-linguistic and reading skills development.

19. Course aims and outcomes:

This course aims at investigating the development of through the different childhood stages.	
Learning Outcomes (ILOs): Upon completing the program, students are expected to:	
Knowledge and understanding skills	
1. Program ILO: To demonstrate knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing, including: biologic basis; acoustical basis; development bases, anatomy and physiology; and psychoacoustic bases.	
ic Course ILO(s):	1.1: To differentiate semantic, morphologic, phonological, syntactic, pragmatic, and metalinguistic components of language in relation to major developmental milestones 1.2: To compare major theories of language acquisition.
2. Program ILO: To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders.	
ic Course ILO(s):	2.1: To learn about the evaluation components of the different language domains
3. Program ILO: To write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers.	
ic Course ILO(s):	3.1: To write a report about language components from an assessment they conduct and from analysing a speech sample.
4. Program ILO: To gather or collect information relevant to assessment and treatment of communication disorders and critically evaluate the information and samples collected	
ic Course ILO(s):	4.1: To identify typical language milestones 4.2: To collect a speech sample 4.3: To analyse a speech sample 4.4: To determine levels of child language performance
5. Program ILO: To formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skilfully.	

ic Course ILO(s):	5.1: To understand the responsibilities of the speech therapist. 5.2: To be introduced to information pertaining to diagnosis, management, and intervention methods in case of atypical language development.
6. Program ILO: To solve clinical problems using critical thinking skills.	
ic Course ILO(s):	6.1: To identify problems and strategies to solve them 6.2. To synthesize information and identify typical from atypical child language development
7. Program ILO: To work, where appropriate, in partnership with other professionals, support staff, service users and their relatives.	
ic Course ILO(s):	7.1: To identify appropriate multidisciplinary collaborations according to disciplines.
8. Program ILO: To demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families.	
ic Course ILO(s):	8.1: To understand the importance of ethical responsibility when working with patients with communication disorders and their families.
9. Program ILO: To demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation	
ic Course ILO(s):	9.1: To understand the importance of commitment to lifelong learning, teamwork, scientific research, analysis, interpretation
10. Program ILO: To demonstrate the ability to think critically and solve problems, and use technology to monitor, manage, analyse, and transfer information to generate knowledge and employ it for future uses.	
ic Course ILO(s):	10.1: To analyse a case scenario
11. Program ILO: To demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
ic Course LO(s):	NA

20. Topic Outline and Schedule: **(This is a tentative outline)**

1.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Course introduction	1 st	Rana Alkhamra	1.1 9.1	Class discussion	
Communication development in infancy	2 rd	Rana Alkhamra	4.1 4.2 4.3 4.4 6.2 8.1	class discussions	Gleason & Ratner &
Semantic development	3 rd ^h & 4 th	Rana Alkhamra	4.1 4.2 4.3 4.4	Presentations and class discussions & Speech sample analysis	Gleason & Ratner + assigned readings

			6.2 8.1	exercise	
Putting words together	5 th & 6 th	Rana Alkhamra	4.1 4.2 4.3 4.4 6.2 8.1	Presentations and class discussions & Speech sample analysis Exercise + + assigned readings	Gleason & Ratner & Case speech sample analysis
Language social context: development of communicative competence	7 th & 8 th	Rana Alkhamra	4.1 4.2 4.3 4.4 5.1 5.2 6.2 8.1	Presentations and class discussions & Speech sample analysis Exercise + assigned readings	Gleason & Ratner
MIDTERM	9 th	Rana Alkhamra			
Theoretical approaches of communicative competence +	10 th & 11 th	Rana Alkhamra	4.1 8.1	Presentations and class discussions	Gleason & Ratner
Language and literacy	12 th & 13 th	Rana Alkhamra	7.1 8.1	Presentations and class discussions + assigned readings	Gleason & Ratner
Phonological development	14 th	Rana Alkhamra	4.1 4.2 4.3 4.4 5.1 5.2 6.2 8.1	Presentations and class discussions	Phonological development
ASSIGNMENT # 2 + Presentations	15 th & 16 th	Rana Alkhamra	3.1		

21. Teaching Methods and Assignments:

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
✓	Direct Instruction	<ul style="list-style-type: none"> Structured orientation lectures Skills and procedures demonstrations
✓	Interactive Instruction	<ul style="list-style-type: none"> Clinical conferences and case presentations Seminars and discussions
✓	Experiential Learning	<ul style="list-style-type: none"> Experiential learning in clinical setting Simulation Hands-on learning

✓	Independent Study	<ul style="list-style-type: none"> • Self-directed literature review and synthesis to address problems in a specific case study • Reflective Journaling
	Blended Learning	<ul style="list-style-type: none"> • Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
✓	Evidence Based Practice	<ul style="list-style-type: none"> • Integrate research methods & results in the learning process • Reflective assignments & projects
	Other (please specify)	

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Exams		
Exam	Date	Grade
Midterm	10/11/2019	30%
Final	Assigned by registration	40%
Presentation & class discussion	As assigned by instructor	10%
Assignment 1	See assignment section below	10%
Assignment 2	See assignment section below	10%

Assignments	
Assignment 1: Spontaneous speech sample analysis	
<u>Assignment description:</u>	<p>Group -of 2 students:</p> <ul style="list-style-type: none"> - Speech sample analyses (semantics, syntax, morphology, and pragmatics). - You need to pick 2 typically developing children (4 to 6 years old) (matched in age/ male vs. female). - Plan assessing the 4 language domains. “a guidance checklist will be provided. Further related information will be provided in class ” - Decide assessment activities and materials - Video record 15-to- 20 minute speech sample. - Choose 100 utterances to analyse and describe your analysis results in a case report. (10% of the final

	<i>grade)</i>
<u>Assignment objective:</u>	To: - To identify activities and tools to pick a speech sample - To collect a speech sample - To analyse a speech sample. - To present results that highlight the domains of language development.
<u>Assignment due date:</u>	
<u>Grade:</u>	10 %
<u>Rubric:</u>	<u>See rubric 1</u>

Assignments

Assignment 2:

<u>Assignment description:</u>	This is a research group project (3-to- 5 students). 1. Students choose a language screening tool (checklist or scale) that they will translate & adapt to Arabic -Students will pilot the tool on children in the age range of 4-6 years. - Results will be presented in a ppt presentation. (= <u>15 % of final grade</u>)
<u>Assignment objective:</u>	-To develop a tool that students can use for assessing language skills - To identify areas under different language domains -To collect data from children with typical language development - To practice administering an assessment tool - To describe finding -
<u>Assignment due date:</u>	Final 2 lectures
<u>Grade:</u>	15%
<u>Rubric:</u>	<u>See rubric 2</u>

23. Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of all the number of classes, which is equivalent of (2) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

24. Required equipment:

The presentation of information will be through the use of lecture slides, class discussion, interactive research project mentoring, and use of text and extra readings.

25. References:

Required book (s), assigned reading and audio-visuals:


Gleason, J.B. & Ratner, N. B. (2013). The development of language, 8th Edition. Boston: Pearson.

Recommended books, materials, and media:

Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material will be uploaded on e-learning. Students should check the course site frequently for handouts, course related articles, and announcements. In addition, all email from the instructor to students will be sent through e-learning. Please be sure to check the email account associated with your e-learning account.
Students should check the course site frequently for handouts, and related material.

26. Additional information:

None

Name of Course Coordinator: Dr. Rana Alkhamra Signature:  Date: 17/9/2019

Head of curriculum committee/Department: Hanady Bani Hani Signature: H.B.H

Head of Department: Hanady Bani Hani Signature: H.B.H

Head of curriculum committee/Faculty: Prof. Ziad Hawamdeh Signature :Z.H.

Dean: Professor Ziad Hawamdeh Signature: Z.H.

Copy to:

Head of Department
Assistant Dean for Quality Assurance
Course File

RUBRIC "1"

ASSIGNMENT #1 GUIDELINE
SPEECH SAMPLE ANALYSIS (= 10 POINTS)

Language sampling protocol for collecting speech & language samples (3%)

Transcript length: Samples should contain 100 complete and intelligible utterances. Tape-recording 15 minutes of conversation or narration will usually ensure a sufficient number of utterances or a usable transcript of 12 minutes.

- Children nine years of age or older usually will produce 100 utterances in approximately three to four minutes.
- One hundred utterances allows the child to display a variety of language abilities

Activities guideline

- Elicit language related to ongoing events during the following activities:

- 1) Playing with clay
- 2) Playing with toys
- 3) Activities from classroom units or games to target certain assessment goals

- Conversation: 15 minutes in length

Introduce at least one topic absent in time and space from the sampling condition.

- 1) Holidays, what did you do, will you do
- 2) Family activities, visits, locations, etc.
- 3) Family pets
- 4) How to play a favourite game

- Narration: 15 minutes in length.

- 1) Tell a favorite story
- 2) Retell an episode from a TV program.
- 3) Retelling a familiar story, "Goldilocks and the Three Bears," "Little Red Riding Hood," the "Three Little Pigs." Picture prompts may be used only after every attempt has been made to elicit spontaneous speech

Report sections:

1. Child background information (i.e. age, grade, school, family information if possible (e.g. number of siblings and their ages, parents education level, parents vocational information, parents age etc.....) (1%)
2. Semantic domain analysis (2%)
 - Receptively
 - Expressively
3. Syntax & morphology domains analysis (2%)
 - Receptively
 - Expressively
4. Pragmatics domain analysis (2%)

RUBRIC "2"

FOR ASSIGNMENT #2 (=15 points)

THE RESEARCH PROJECT PRESENTATION

Project	Poor	Moderate	Excellent	Score
Scale 5 points	Group needed significant help in preparing the tool and the its face validity was poor	Group needed some help and the tool face validity was acceptable	Group worked independently and the tool face validity was good.	
2.Presentation content = 2 points Poor: 0-1 Moderate: 2-3 Excellent: 4-5	Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed; displays only	Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project; demonstrates satisfactory knowledge of the content area; reader gains some insights	Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth	

	rudimentary knowledge of the content area; reader gains few if any insights		knowledge of the content area; reader gains important insights	
3.Ppt slides Organization = 2 points Poor: 0.5 Moderate: 1 Excellent: 2	Information/content is not logically organized or presented; topics are frequently disjointed and fail to make sense together; listener cannot identify a line of reasoning and loses interest	Information/content is presented in a clear and reasonable sequence; topic transition is usually good with clear linkages for the most part; listener can generally understand and follow the line of reasoning	Information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another and are clearly linked; listener can easily follow the line of reasoning	
4.Writing & grammar = 1 points Poor: 0-1 Moderate: 2-3 Excellent: 4-5	The presented slides exhibit multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility) hinder readability and contribute to an ineffective research presentation	Written research slides display good word choice, and language conventions with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning	Readability of the slides is enhanced by facility in language use/word choice, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)	
5.Analysis/ Results Tables and graphs + conclusion = 3 points Poor: 0-1 Moderate: 2-3 Excellent: 4-5	Some analysis; presentation does not include tables or figures in presenting the results	Good analysis. Good results presentation using tables and graphs	Excellent analysis. Excellent results presentation using effective tables and graphs	
9.Group collaboration = 2 point Poor: 0 Moderate: 1 Excellent: 2	Poor	Moderate	Excellent	