Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	**Studies in Child Language Development**
2.	Course Number	**1804705**
3.	Credit Hours (Theory, Practical)	**3 (theory)**
	Contact Hours (Theory, Practical)	**3 (theory)**
4.	Prerequisites/Corequisites	**------**
5.	Program Title	**MSc in speech language pathology**
6.	Program Code	**1804**
7.	School/Center	**Rehabilitation Sciences**
8.	Academic Department	**Hearing & Speech Sciences**
9.	Course Level	**Graduate/First year**
10.	Year of Study/Semester	**2025/2026, First semester**
11.	Program Degree	**Graduate**
12.	Other Departments involved in Teaching the course	**None**
13.	Main Teaching Instruction	**English**
14.	Learning Types	☐ Face to Face ☐ Blended ☐ Fully Online
15.	Online Platform(s)	☐ **Moodle** ☐ **Microsoft Teams**
16.	**Issuing Date**	**3/1/2025**
17.	**Revision Date**	**6/10/2025**

18. Course Coordinator

Hanady Bani Hani
Office : 430
Contact hours: : Wednesday12:30-1:30 or by appointment
Email: h.banihani@ju.edu.jo

19. Other Instructors

None

20. Course Description

As stated in the approved study plan.
This course investigates typical language development and its domains in children's various developmental stages including phonology, syntax, morphology, semantics and pragmatics. It also introduces studies and theories related to language acquisition. In this course, students learn strategies to collect and analyze language samples as well as reporting the results.

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
1. Demonstrate understanding of advanced concepts in speech pathology, including diagnosis of various disorders, assessment protocols, therapeutic procedures, and intervention methods.	☒	☐	☐
2. Demonstrate comprehensive knowledge of advanced diagnostic frameworks and methodologies to accurately assess speech, language, and swallowing disorders in diverse populations.	☒	☐	☐
3. Develop knowledge of the most current evidence-based practice used for assessing and treating speech, language, and swallowing disorders.	☒	☐	☐
4. Apply advanced assessment and therapeutic methods to address specific speech, language, and swallowing disorders effectively.	☐	☒	☐
5. Execute a range of therapy procedures based on evidence-based practice to obtain accurate data and optimize patient care outcomes.	☐	☒	☐
6. Design and conduct scientific research projects, producing well-structured and organized	☐	☐	☒

scientific papers in the field of speech-language pathology.			
7. Critically assess and implement advanced therapeutic strategies and information technology tools tailored to individual patient needs.	☐	☐	☒

*Choose only on descriptor for each PLO; either knowledge, or skills, or competencies.

22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

1. **Analyze** the components of language — including semantic, morphological, phonological, syntactic, pragmatic, and metalinguistic domains — in relation to major developmental milestones,
2. **Demonstrate comprehensive knowledge** of major theories and models of language acquisition and their application to child language development.
3. **Evaluate** child language performance by **collecting, analyzing, and interpreting** language samples across different domains, and **differentiate** between typical and atypical patterns of child language development.
4. **Critically appraise** current research in the field of child language development, **interpret** its clinical and theoretical implications, and **design** a small-scale, research-based study addressing an identified gap in the field.

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

CLO Number	Knowledge		Skills				Competencies
	Remember	Understand	Apply	Analyze	Evaluate	Create	
1		x					
2				x			
3					x	x	
4			x		x		x

23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

PLO* \ CLO	1	2	3	4	5	6	7	**Descriptors		
								A	B	C
1.	x							X		
2.		x							x	
3.			x						x	
4.						x				x

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)

23. Topic Outline and Schedule:

Week	Topic	ILO/s Linked to the Topic	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1st	Course introduction; syllabus preview		Blended	Moodle	Synchronous		
2nd	Communication development in infancy and children	1;4	Blended	Moodle	Synchronous	discussion on milestones and CDC	-Gleason & Ratner, (2017 -ch 2) -CDC Milestones; AAP (2022);
3rd	Phonological Development Learning Sounds and Sound Patterns Saleh, M., Shoeib, R., Hegazi, M., & Ali, P. (2007). Early phonological development in Arabic Egyptian children: 12–30 months. Folia Phoniatrica et Logopaedica, 59(5), 234-240.	1;3	Blended	Moodle + Teams	Synchronous	Reading+ video analysis	Gleason & Ratner,(ch 3) +readings_videos+ checklists+reports SPEECH SAMPLE p.75
4th 26/10	Development of Language in Childhood				Asynchronous	Certificate	https://alison.com/course/development-of-language-in-childhood
5th 2/11	Semantic development	1;3	Blended	Moodle	Synchronous	class discussions+ presentations+ activities analysing a sample semantically, assigned readings)	Gleason & Ratner, (2017)+readings+ videos+ checklists+reports SPEECH SAMPLE p.103(either 1 and 2 0r 3)
6th 9/11	Semantic development	1;2	Blended	Moodle	Asynchronous	Assigned readings + activity+ presentation	Article:1. Development Of Lexical Semantic Among Preschool Egyptian Arabic-Speaking Children 2. Lexical development in Kuwaiti Arabic in typically developing children and late talkers.
7th 16/11	MIDTERM EXAM	1,4	Blended	Moodle	Synchronous	Written exam	Gleason & Ratner, (2017)+readings

8th 23/11	Putting words together Comprehension and Production of Morphology and Syntax	1;4	Blended	Moodle + Teams	**ASynchronous**	Assigned readings + activity+ presentation + activity related to syntax analysis	Articles: 1.Unveiling the Morphological Acquisition and Development of Arabic Nominal Derivation in Early Childhood. 2.Language growth in child Emirati Arabic.
9th 30/11	Putting words together Comprehension and Production of Morphology and Syntax	1;3	Blended	Moodle	**Synchronous**	Class discussions++ activities +presentations+ analysing a sample for syntax & morphology)	Gleason & Ratner, (2017; ch 5) +readings+ videos+ checklists+reports SPEECH SAMPLE (suggested project 1, p.134)
10th 7/12	Project meetings	4	Blended	Moodle + Teams	**Asynchronous**	Discussion of student work before submission	Student work
11th 14/12	Language social context: development of communicative competence	1;2	Blended	Moodle	**Synchronous**	Class discussions + activities+ presentations+ analysing a sample pragmatically	Gleason & Ratner, (2017;ch 6) +readings+videos+ checklists+reports Presentation of topic
12h 21/12	Language and literacy	1;3	Blended	Moodle	**Synchronous**	Full report analysis and critique	Gleason & Ratner, (2017; CH 10)+readings-
13h 28/12	Language and literacy	1;3	Blended	Moodle	**ASynchronous**	Full report analysis and critique	Invited speaker
14th 4/1	Project presentation	4	Blended	Moodle + Teams	**Synchronous**	Class discussions	Student work (abstract and poster)
15th 11/1	Project presentation	4	Blended	Moodle	**Synchronous**	Class discussions	Student work (abstract and poster)

25. Evaluation Methods:

Course Evaluation Plan							
Evaluation Activity	**Mark***	**Course Learning Outcomes**					
		1	**2**	**3**	**4**	**5**	**6**
First Exam (mid exam)	30	X	X	X			
Second Exam	----						
Final Exam - 30 written - 10 assignments (this is a blended module ,	40	x	x	x	x		

	students will have assignments weekly)							
Classwork		---						
Evaluation of Semester work	Projects\Reports							
	Research\Worksheets Students will explore a topic of their choice using surveys .They will design a survey , collect data, analyze data, and report results (abstract and poster will be submitted)	20	x	x	x	x	x	x
	Fieldwork visits							
	Clinical and practical performance							
	Portfolio							
	Presentations of the studies in Arabic assigned in Asynchronous learning or related articles in Arabic found by students - handout will be provided-group of 2 (20-30 min long) or audio/video tape and transcribe a speech sample of Arabic 200 utterances following the suggested project in the textbook as described in each chapter, group of 3)	10	x	x	x	x	x	x
	Simulation/Modeling	---						
	Discussion							
	Quizzes (							
	Exercises	---						
	Interviews	---						
	Conferences	---						

	Any other evaluation activities approved by the faculty committee	---							
Total Marks (100%)		100							

* According to the instructions for granting a bachelor's degree

**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Mid-term exam descriptions table*

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%

* A table of descriptions is added in the case of courses that require a second exam.

Final exam descriptions table

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%

26. Course Requirements

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform…etc.):

Equipment that will be used:
- Computer
- Overhead projector
- Speakers

Websites that will be used for readings:
- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website
- Using audio- visual materials when possible (e.g., power point, DVDs, audio tapes)

Note:
Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session.

27. Course Policy

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 submitting 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 might be in direct contact with patients during this course and hygiene protocols will be followed

- 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.

28. References

A- Required book(s), assigned reading and audio-visuals:
Gleason, J.B. & Ratner, N. B. (2017). The development of language, 9th edition. Boston: Pearson.

B- 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.

Interactive learning
Development of Language in Childhood
https://alison.com/course/development-of-language-in-childhood
This free online course explores the characteristics and theories of language development in children.
This course researches the definition of 'language' and the various theories of language development. We examine terminologies, such as the concept of 'phonology' and its relationship to language. The course will then explain various factors influencing children's language development at an early age. In addition, we will explore the different language activities in preschool and at home that promote childhood language development. Students will provide the instructor with their course certificate

Articles

29. Additional Information

Concerns or complaints should be expressed in the first instance to the module lecturer ; if no resolution is forthcoming , then the issue should be brought to the attention of the module coordination (for multiple sections) who will take the concerns to the module representative meeting . Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and the ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
•   For more details on University regulations please visit:

http://www.ju.edu.jo/rules/index.htm

Name of the Instructor or the Course Coordinator: *Hanady Bani Hani*	Signature: *Hanady Bani Hani*	Date: 29\9\2025

Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Dr. Hala Al Omary	… Hala Al Omary …………	5/10/2025
Name of the Head of Department	Signature:	Date:
Dr. Hala Al Omary	… Hala Al Omary …………	5/10/2025
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
Lara khlaifat	L.K	2/11/2025
Name of the Dean or the Director	Signature:	Date:
Lara Khlaifat	L.K……	2/11/2025

1. Parent Perceptions of Early Language Development Milestones

Main Research Question:

- How accurately do parents recognize and interpret early language development milestones in children aged 0–5 years?

Sub-questions:

- What proportion of parents can correctly identify the typical age for key language milestones (e.g., first words, combining words)?
- What are parents' main sources of information about language development (e.g., healthcare professionals, media, peers)?
- Are parental awareness levels related to education level or number of children?

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2. Teacher Awareness of Typical vs. Atypical Language Development in Preschool Settings

Main Research Question:

- What is the level of preschool teachers' knowledge regarding typical and atypical language development in children aged 3–6 years?

Sub-questions:

- How familiar are teachers with typical developmental sequences in phonology, syntax, and pragmatics?
- To what extent can teachers differentiate between language delay and normal variation?
- How does prior training in special needs or language development influence teachers' awareness levels?

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3. Parental Beliefs About Bilingual Language Development

Main Research Question:

- What beliefs do parents in bilingual (Arabic-English) environments hold about the effects of bilingualism on their children's language development?

Sub-questions:

- Do parents believe bilingualism causes or delays language development?
- What advantages or concerns do parents associate with raising bilingual children?
- Is parental education level associated with more accurate beliefs about bilingual development?

4. Speech-Language Pathologists' (SLPs') Attitudes Toward Language Sample Analysis (LSA)

Main Research Question:

- What are SLPs' attitudes, practices, and perceived barriers toward using language sample analysis in assessing child language development?

Sub-questions:

- How frequently do SLPs use LSA in their clinical practice?
- What are the main challenges they face when conducting and analyzing language samples?
- How do years of experience or workplace setting (clinic vs. school) relate to attitudes toward LSA?

5. Community Awareness of Early Signs of Language Delay

Main Research Question:

- What is the level of community awareness regarding early signs of language delay among children under five years in Jordan?

Sub-questions:

- Which early signs of language delay are most and least recognized by caregivers?
- What actions do caregivers typically take when they suspect a delay?
- How does caregiver education or access to healthcare affect awareness levels?

6. Effect of Early School Admission on Language Development

Main Research Question:

- How does early school admission (before age 4) affect perceived language development outcomes in children compared to typical-age admission?

Sub-questions:

- Do teachers and parents report differences in vocabulary, sentence structure, or social communication between early and typical-age entrants?
- What are the perceived benefits and drawbacks of early school enrollment for language growth?
- Are differences observed more strongly in expressive or pragmatic language domains?

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7. Perspectives on the Use of Digital Tools and Artificial Intelligence Tools in Supporting Child Language Development

Main Research Question:

- What are the perceptions of parents, teachers, and clinicians toward the use of digital tools and AI-based tools in promoting children's language development?

Sub-questions:

- Which AI or digital tools (e.g., language-learning apps, speech games, chatbots) are most familiar to users?
- What language domains (vocabulary, syntax, pragmatics) are perceived to benefit most from AI support?
- What concerns do participants have regarding overreliance on AI tools in language learning?
- Availability of digital tools in assessment and language development in Arabic language

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Or

Milestones tracker application   https://www.cdc.gov/act-early/milestones/index.html