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	**Child Language Development**
2.	Course Number	**1804211**
3.	Credit Hours (Theory, Practical)	**3 Credit hours (theory)**
	Contact Hours (Theory, Practical)	**3 Contact hours (theory) per week**
4.	Prerequisites/Corequisites	**None**
5.	Program Title	**Bachelor of Hearing and Speech Sciences**
6.	Program Code	**1804**
7.	School/Center	**Rehabilitation Sciences**
8.	Academic Department	**Hearing & Speech Sciences**
9.	Course Level	**Second year**
10.	Year of Study/Semester	**2024/2025- First semester**
11.	Program Degree	**Undergraduate**
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	**10/12/2020**
17.	Revision Date	**29/9/2024**

18. Course Coordinator

Name: Hana N. Mahmoud Contact hours: Sunday &Tuesday: 8:30-9:30 Office number: 432   Phone number: 23263 **Email: hana.mahmoud@ju.edu.jo**

19. Other Instructors

Name :

20. Course Description

As stated in the approved study plan. Major theories of language acquisition; early stages of language acquisition: birth to 3; collecting and analyzing data with a view to comparing their findings with available norms in the field .

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	**Skills (B)**	**Competency (C)**
Develop and integrate knowledge from foundational courses; including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice.	☒	☐	☐
Demonstrate knowledge of the role of audiologists and speech therapists in working with patients with communication and hearing disorders.	☒	☐	☐
Demonstrate knowledge of the basic principles and methods of prevention, assessment, and intervention for individuals with communication and hearing disorders	☒	☐	☐
Apply and integrate evidence-based clinical skills (diagnosis, assessment, and intervention) in working with individuals with communication and hearing disorders.	☐	☒	☐

Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources.	☒	☐	☒
Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of lifelong learner.	☐	☐	☒
Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences.	☐	☐	☒
Generate scientific research that advances rehabilitation practices locally and globally.	☐	☐	☒
Analyze the needs of clients and develop comprehensive individualized rehabilitation plans and apply ethical principles to promote inclusion, participation, safety, and wellbeing for all clients.	☐	☐	☒

*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. Identify the linguistic developmental milestones from infancy through the early school years.
2. Classify ways that language development relates to cognitive, motor, social, and neurobiological factors interact in the process of language development.
3. Analyze the normal developmental sequence of first language acquisitions in terms of phonology, morphology, semantics, and pragmatics and identify them through observations of child language.
4. Become familiar with the major theoretical frameworks to account for language acquisition and development.
5. Describe the stages of normal language development from birth to preschool years.
6. Identify the normal development in language and literacy during the school years and beyond.

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			
4		X					
5		X					
6	X						

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

PLO* CLO	1	2	3	4	5	6	7	8	9	**Descriptors**		
										A	B	C
1.	X									X		
2.		X								X		
3.					X						X	
4.	X									X		
5.	X									X		
6.		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	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Discussion of Syllabus	1	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	1.2	The Dimensions of Human Communication	2	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	1.3	The Dimensions of Human Communication .	2	Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"
2	2.1	The Structural Bases of Human Communication	3	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	2.2	The Structural Bases of Human Communication	3	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	2.3	The Structural Bases of Human Communication	3	Blended	Microsoft	Asynchronous	Participation, Quizzes	Reference "A"

				Team s+ Mood le	activitie s: Microso ft Teams+ Moodle		
3	3. 1	The Interactive Bases of Human Communication	3	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	3. 2	The Interactive Bases of Human Communication	3	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	3. 3	The Interactive Bases of Human Communication	3	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
4	4. 1	Models of language development	4	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	4. 2	Models of language development	4	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	4. 3	Models of language development	5	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
5	5. 1	The beginnings infant communication	5	Face to face	Micro soft Team s+	In-person meetin g	Participation , Quizzes	Referenc e "A"

					Mood le		
	5. 2	The beginnings infant communication	5	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	5. 3	The beginnings infant communication	5	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
6	6. 1	The beginnings infant communication	5	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	6. 2	The beginnings infant communication	5	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	6. 3	The beginnings infant communication	5	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
7	7. 1	Early language development-toddlers	5	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"
	7. 2	Early language development-toddlers	5	Face to face	Micro soft Team s+ Mood le	In-person meetin g	Participation , Quizzes	Referenc e "A"

	7.3	Early language development-toddlers	5	Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"
8	8.1	Early language development-toddlers Mid Exam	5	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	8.2			Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	8.3			Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"-
9	9.1	The revision of the Mid-term exam		Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	9.2	Early language development-toddlers	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	9.3	Early language development-toddlers	6	Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"
10	10.1	Early language development-toddlers	6	Face to face	Microsoft	In-person	Participation, Quizzes	Reference "A"

					Teams+ Moodle	meeting	
	10 .2	Pragmatic and semantic development in preschoolers	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	10 .3	Pragmatic and semantic development in preschoolers	6	Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"
11	11 .1	Pragmatic and semantic development in preschoolers	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	11 .2	Pragmatic and semantic development in preschoolers	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	11 .3	Pragmatic and semantic development in preschoolers	6	Blended	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Participation, Quizzes	Reference "A"-
12	12 .1	Language and literacy during the school years and beyond	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	12 .2	Language and literacy during the school years and beyond	6	Face to face	Microsoft Teams+	In-person meeting	Participation, Quizzes	Reference "A"

					Mood le		
	12 .3	Language and literacy during the school years and beyond	6	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
13	13 .1	Language and literacy during the school years and beyond	6	Face to face	Micro soft Team s+ Mood le	In- person meetin g	Participation , Quizzes	Referenc e "A"
	13 .2	Language and literacy during the school years and beyond	6	Face to face	Micro soft Team s+ Mood le	In- person meetin g	Participation , Quizzes	Referenc e "A"
	13 .3	Language and literacy during the school years and beyond	6	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"
14	14 .1	Language and literacy during the school years and beyond	6	Face to face	Micro soft Team s+ Mood le	In- person meetin g	Participation , Quizzes	Referenc e "A"
	14 .2	Language and literacy during the school years and beyond	6	Face to face	Micro soft Team s+ Mood le	In- person meetin g	Participation , Quizzes	Referenc e "A"
	14 .3	Language and literacy during the school years and beyond	6	Blende d	Micro soft Team s+ Mood le	Asynchr onous activitie s: Microso ft Teams+ Moodle	Participation , Quizzes	Referenc e "A"

15	15.1	Language and literacy during the school years and beyond	6	Face to face	Microsoft Teams+ Moodle	In-person meeting	Participation, Quizzes	Reference "A"
	15.2	Language and literacy during the school years and beyond	6	Face to face	Microsoft Teams+ Moodle	-----	Participation, Quizzes	Reference "A"
	15.3	Revision Final Exam	1-6	-----	-----	-----	----	----

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	X		
Second Exam		----						
Final Exam		40	X	X	X	X	X	X
Classwork		---						
Evaluation of Semester work	Projects\Reports	---						
	Research\Worksheets	---						
	Fieldwork visits	---						
	Clinical and practical performance	---						
	Portfolio	---						
	Presentations	---						
	Simulation/Modeling	---						
	Discussion	---						
	Quizzes	20	X	X	X	X	X	X
	Exercises	10			X		X	
	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

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**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.):

Equipments 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 (4) 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 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.

28. References

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

McLaughlin, Scott (2017). Introduction to language development. , Second edition.

B- Recommended books, materials, and media:

Different chapters from different books.

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: Hana Mahmoud	Signature: Hana Mahmoud	Date: 29\9\2024

	Signature:	Date:
Name of the Head of Quality Assurance Committee/ Department Sara Alhanbali ………………………	SH……..……………..	24/10/2024
Name of the Head of Department Sara Alhanbali …………………………	SH…..………………	24/10/2024

Name of the Head of Quality Assurance Committee/ School or Center Prof. Kamal Al Hadidi	Signature: KAH …....…............…	Date: 24/10/2024
Name of the Dean or the Director Prof. Kamal Al Hadidi	Signature: KAH……...…............…	Date: 24/10/2024