

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

TO: Fall 2020 Curriculum Committee

FROM: Prof. Alley-Young, Chair, Department of Communications & Performing Arts,

DATE: 09/18/2020

RE: Change in Credit Hours for SPE 4100 – Language Development

The Department of Communications & Performing Arts is proposing a change in Credit Hours for SPE 4100 – Language Development

FROM:

4 credits, 4 hours lecture

TO:

3 credits, 3 hours lecture

RATIONALE:

Brooklyn College's Communication Sciences and Disorders Program, where the majority of our Speech Pathology Concentration students transfer, is adding a second Language Development course for Speech Pathology majors. For this reason they are reducing the course hours of their existing Language Development from 4 to 3 credit hours because it is no longer the only course offered on this subject. Our SPE 4100 will transfer as the first 3 credit course of this two course sequence. Information on school age through adolescence language development that was previously covered in our SPE 4100 course will now be covered in the second course to be taken by majors at Brooklyn College.



SPE 41: Language Development

SEMESTER TBA | 3 hours, 3 credits

Time & Location: TBA

Professor: Dr. Laura Spinu | lspinu@kbcc.cuny.edu

Phone: (718)-368-5296 (email better)

Office Hours: Wed & TBA & by appointment

This syllabus is subject to variation. Weekly use of Blackboard is **mandatory** for this course.

Course Description: This course is an introduction to the field of first language acquisition. It will provide you with an understanding of normal language development including issues of speech, communication and hearing. You will learn about the fundamental aspects of language development in terms of motor, perceptual, cognitive, emotional and social issues. We will discuss the early development of various aspects of language in monolingual children, as well as bilinguals and children from special populations. We will also cover some of the most common experimental paradigms employed in studying child language. This course will help you develop academic skills necessary for success in college and beyond, such as individual and group work, developing problem-solving, the application of theoretical concepts to practical problems, and critical evaluation of theory as well as empirical data. This course is particularly useful if you are interested in becoming a speech language pathologist, language teacher, linguist, cognitive scientist, or psychologist.

Course Objectives/Learning Outcomes:

1. To be able to describe normal language development.
2. To establish a vocabulary for discussing language and language development.
3. To become familiar with and critically think about the theoretical explanations for language development.
4. ~~To acquire basic research skills such as data collection, working on a case study, collaboration, phonetic transcription, various types of analyses (including statistical analysis where appropriate), as well as improve academic writing, vocabulary and language skills, and oral presentation skills.~~

The Dept. of Communications and Performing Arts offers an A.S. in Speech Communications with concentrations in either Communication Studies or Speech Language Pathology. This course is a required course for those in the Speech Pathology concentration. If you transfer Speech 40 or 41 with a final grade of C- or below, that course must be repeated at Brooklyn College. Currently, Brooklyn College has 'tiers' or levels of classes. You must have an average of B and no grade lower than C in a given tier's classes before you can move to the next tier. The KCC courses Speech 40 and 41 are part of Tier One classes. The other two Tier One classes are currently Anatomy and Audiology. For further information, make an appointment with the Director of Speech Communications in E309 and visit our website.

Textbook: No textbook is required for this course. Mandatory readings/videos (book chapters, articles, lecture notes and additional materials) will be posted weekly on Blackboard.

Attendance policy: weekly check-in to your study group on Blackboard, measured in terms of questions asked and answered or thoughtful comments posted (a minimum of one question / answer / comment per week) will be counted as attendance. The questions **MUST address content covered in that week's instructional material** (assigned lectures, readings, or videos). You do not have to be present for the live sessions once a week - they will be recorded and made available via Blackboard.

Final Grade Composition:

Letter Grade Distribution:

Quizzes	30% (prev. 20%)	96.00-100	A+	76.00-79.99	C+
Assignments	30% (prev. 20%)	93.00-95.99	A	73.00-75.99	C
Final Paper	20%	90.00-92.99	A-	70.00-72.99	C-
Midterm Exam	10%	86.00-89.99	B+	66.00-69.99	D+
Final Exam	15%	83.00-85.99	B	60.00-65.99	D
Attendance + Participation	5 + 10 = 15%	80.00-22.99	B-	≤ 59.99	F

Other possible grade notations: W = official withdrawal; WU = unofficial withdrawal; R = you must repeat a remedial course; INC = incomplete – INC becomes an F unless the incomplete work is completed within the first 10 weeks of the next 12-week module.

Quizzes: There will be four quizzes. These will count toward 30% of your final grade. Each quiz will last 20 minutes and will consist of 20 true/false and multiple choice questions. They are NOT cumulative. No make-up quizzes will be offered for any reason except a documented medical emergency.

Homework Assignments:

There will be five assignments, counting toward 30% of your final grade. All assignments must be submitted on Blackboard by 11:59 pm on the day they are due. **Late homework is not accepted.**

~~**Final Paper:** An important component (20%) of this course will consist of a final paper (minimum 1,500 words, maximum 2,000 words). This paper must be written in APA format and all formatting requirements (to be provided later) must be observed for full points. In this paper, you will investigate an aspect of child language development from a quantitative perspective (often through a pilot experiment). A+ papers always integrate newly-acquired knowledge, course content, child data from the CHILDES corpus or collected by yourself, data analysis and interpretation. You are expected to conduct a well thought-out study and organize it using a scientific report style and format (Introduction, Methods, Results, Discussion). The references must include at least 5 different sources, all of which should be academic articles published in reputable peer-reviewed journals or books. You must include at least 4 articles and 1 book. You can include as many other sources as you want on top of the minimum required.~~

Midterm and final exams:

The midterm and final exam, worth 10% and 15% towards your final grade, will be similar in format and content to the quizzes, but they will contain additional short answer questions (one question

on the midterm, two questions on the final). In addition to these questions, both the midterm and the final will contain 50 true/false and multiple choice questions. The midterm covers all course material from Week 1 to Week 7. The final exam is cumulative. No make-up exams will be offered (see general course policies for exemptions). Both exams will be administered via Blackboard.

Attendance and Participation: Worth 15% of your grade, this grade component should not be underestimated. It is probably one of the most certain ways to ensure a substantial addition to your final grade and yet, because it is completely under your control, it is very easy to miss and thus fail to take advantage of it. The more responsible you are, the more this will reflect in your participation choices. Attendance will be counted as explained above (weekly study group participation through asking at least one course-relevant question and answering at least one question) and will count as approximately 50% of your A&P grade. Participation will consist of mandatory discussion posts and answers. You will post 5 mandatory new threads on the Blackboard Discussion Board (the first one having been the Introduction post, so 4 remaining), each accompanied by 2 replies to 2 different classmates' posts.

Extra Credit: For better time management skills and for a grade increase to the next higher letter grade (e.g. from an earned B- to a B), you can choose to keep a diary of the language development of a child that you know (with the parents' permission). You will record the child speaking for 1-2 minutes each week (audio or video) for a total of 10 weeks, and you will write down aspects of his/her language development that are relevant to the material we are covering in the course. To get the extra credit benefit, please ensure you are posting your findings on Blackboard **each week**. You do not have to post an entry during the second week of our spring break.

A couple of things about the Discussion Forum:

The Discussion Board on Blackboard is meant to enable easy communication among students and facilitate learning in this course. There is no limit on how much you can contribute to the forum, but please note that its use is mandatory on 5 different weeks. It is also **MANDATORY for asking course-related questions prior to emailing these to your instructor directly**. Other than the participation points, there are many benefits to be derived from being an active user, e.g. obtaining useful information as you prepare for a written examination, providing answers to other students' questions and thus reviewing the material, putting your thoughts in writing (which further reinforces learning) and getting a chance to receive feedback from the instructor in the case that you misunderstood a concept. Very importantly, you can make a direct contribution to quiz and exam content if you formulate your own true/false and multiple choice questions (as part of your studying) and post them to the forum. You should not post the correct answers to your questions immediately, but wait to see what your classmates think.

Course Policies:

- **General**

- Email policy: all your course-related questions **MUST** be posted on the Student Forum. You can only email your instructor directly if you have not received a satisfactory answer 24 hours **AFTER** posting your question. Answers will be provided mostly during working hours - make sure you plan your work ahead so you do not find yourself in a last-minute situation before an assignment is due.
- Both quizzes and exams are online, of limited duration, individualized (by presenting a random set of questions out of a question bank to each student), one question at a time, without backtracking.
- Any technical difficulties must be reported immediately. Please note that your activity during quizzes is visible at the instructor end (e.g. when you logged in, how long you were there, how many questions you accessed, answered, etc.).

- Make-up/late policy: **No make-up quizzes/exams will be given. No late work accepted.**
- The sole exemptions to our no make-up policy are verified medical illness and documented accommodations.
- Students in this class are encouraged to participate in discussions (study group, Discussion forum, live sessions). Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. Discrimination, bias and/or intimidation of any kind will not be tolerated in this class.

- **Blackboard**

- Blackboard use is mandatory in this course. Online quizzes, assignments, class notes, grades, announcements, and additional materials are posted regularly; you are required to check **all** sections of the course website, including the Student Forum, at least once a week.

- **Discussion Board**

- Post any questions you have about the course material or homework assignments under the General Questions section of the Discussion Board. If you haven't received a satisfactory response within 24 hours, you may email your instructor directly.
- Post your mandatory contributions under the various threads initiated by the professor. The first of such threads is entitled Weeks 1-3: Introductions.
- Use meaningful, descriptive titles when creating a new discussion topic so everyone can see at a glance what's being covered in the thread.
- Before creating a new thread, check first to see if someone hasn't already started a discussion about the same issue.
- Be respectful of each other and post constructively.

- **Live Sessions**

Your professor will check into a live session each week to explain to you what is upcoming, answer any questions about past or current material, provide additional instruction and clarification on difficult questions, etc. The live sessions will last one hour per week and will be on Thursdays, at the original class time (9:10-10:10 am).

- Your live attendance for these sessions is mandatory.
- All live sessions will be recorded and made available on Blackboard.
- You will be able to ask your professor direct questions via live cam, voice, or text.
- If few or no students are in attendance, the live sessions may last significantly less than one hour.

- **Course materials**

- Weekly materials will be posted on Blackboard before each Thursday. There may be some slides, but for the most part it is going to be reading or videos to watch (or movies assigned for you to watch).
- It is recommended that you do the readings/watch the videos for a given topic **BEFORE** the weekly check-in with your professor (live sessions). This will make the lectures easier to follow, and you will be in a better position to ask questions about things that might not be clear to you.

- **Grades**

- Grades will be maintained in Blackboard. Students are responsible for tracking their progress by referring to the online gradebook.

- **Assignments**

- Except for the team project, students are expected to work independently. **Offering** and **accepting** solutions from others is an act of **plagiarism**. Plagiarism is using someone else's exact words and/or paraphrasing their ideas and not giving them credit. Plagiarizing, inventing, misrepresenting, or falsifying information and borrowing or purchasing assignments for this class will result in a grade of F.
- Assignments must be submitted on Blackboard.

- **Attendance and Absences**

- More than 6 absences will result in grade reduction.
- Students are responsible for all missed work and for keeping informed of any changes to our schedule, regardless of the reason for absence.

Academic Integrity Policy Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of Academic Dishonesty including cheating, plagiarism, internet plagiarism, obtaining unfair advantage, and falsification of records. A full definition of each form of Academic Dishonesty, as well as procedures for imposition of sanctions for violations of the CUNY Policy on Academic Integrity, may be accessed at http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx.

Civility Statement Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any act of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

Access-Ability Services Statement Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

Kingsborough Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Office of Access-Ability Services at 718-368-5175 or Title IX Coordinator, at 718-368-5026.

Our tentative course outline is on the next page.

Week	Date	Topic/Quiz	Reading/Assignment
1	Sep 14-20	Intro & Syllabus Intro Lecture	
2	Sep 21-27	Intro cont'd	Fromkin chapter HW 1 given out
3	Sep 28-Oct 4	Biological bases	BB Post #1 due
4	Oct 5-11	Biological bases 2 QUIZ 1	HW 1 due; HW 2 given out; covers weeks 1-3
5*	Oct 12-18	Language & Culture Bilingualism	HW 2 due BB Post #2 due; HW 3 given out
6*	Oct 26-Nov 1	Phonetics/Phonology Categorical Discrimination QUIZ 2	covers weeks 4-5
7	Nov 2-8	MIDTERM EXAM	covers weeks 1-7
8*	Nov 9-15	Lexical development	BB Post #3 due HW 3 due; HW 4 given out
9*	Nov 16-22	Morphology/Brown's stages To each baby his own style QUIZ 3	HW 4 due; HW 5 given out TBA BB Post #4 due
10	Nov 23-29	BREAK	
11*	Nov 30-Dec 6	Syntax Syntax/universal grammar QUIZ 4	TBA HW 5 due BB Post #5 due
12	Dec 7-11	Speech & Lg disorders Deafness & ASL	TBA Final Paper due!
Dec 15-17	TBA	FINAL EXAM	CUMULATIVE

NOTE REGARDING THE REDUCTION TO 3 CREDITS: 2 lectures will be omitted in the new format. Thus, we will only be covering Bilingualism during week 5, and instead of covering the final two topics planned for week 12, we will be doing a review for the final exam instead. Also, the lectures listed with weeks 6, 8, 9, and 11 will be shortened so as not to include any material pertaining to language development past 5 years of age (they currently cover development from birth to the school years, specifically up to 8-9 years of age). All affected weeks are marked with an asterisk in the table above.