SLHS 696a  
DOCTORAL READINGS

Meeting Time: 1:30-3:30 Fridays  
Room: SLHS 203  
Instructor: Mary Alt & Leah Fabiano-Smith, Ph.D., CCC-SLP  
Office Hour: By appointment  
Contact Information: malt@email.arizona.edu, leahfabianosmith@email.arizona.edu 626-6180, 626-9740  
Required Readings: Found on D2l  
Website: Access via Desire 2 Learn http://d2l.arizona.edu/  
Regular check-in on website required

Course Description: This course is intended for graduate students. We will cover seminal readings in language development for mono- and bilingual children.

Course Objectives: By the end of this class, students should be able to:
  • Demonstrate knowledge of key findings from seminal readings.
  • Demonstrate the ability to respectfully engage in a discussion about how these readings relate to current theory and practice.
  • Demonstrate the ability to extract key information from the primary literature and present that information to the class.
  • Demonstrate the ability to reflect in writing on the information presented in the primary literature.
  • Demonstrate the ability to choose relevant current-day literature that relates to the seminal readings and be able to explain the connection between the two.

Teaching Format: Discussions, Student-Led Presentations, and Lecture

Required Knowledge: No pre-requisites.

STATEMENT ON ACADEMIC INTEGRITY  
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/, for information on the Academic Code of Integrity and the Policy Against Plagiarism.

Attendance Policy: Attendance is expected at all classes. To pass the course, students must miss no more than 2 classes without an instructor-approved excuse. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.

Classroom Behavior: Please turn all cell-phones and pagers to mute/vibrate during class. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to
any member of the University community, including to one’s self. See: http://policy.web.arizona.edu/~policy/threaten.shtml.

**SCHEDULE:**

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<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/28</td>
<td>1</td>
<td>Overview and Issues Related to Development</td>
</tr>
<tr>
<td>9/4</td>
<td>2</td>
<td>Critical Period: Libby (2nd)</td>
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<td>9/11</td>
<td>3</td>
<td>Pragmatics</td>
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<tr>
<td>9/18</td>
<td>4</td>
<td>Phonology: Miriam, Trianna</td>
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<tr>
<td>9/25</td>
<td>5</td>
<td>Bilingual Phonological Representation: Jessie, Miriam</td>
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<tr>
<td>10/2</td>
<td>6</td>
<td>Morphosyntax: Megan, Libby</td>
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<tr>
<td>10/9</td>
<td>7</td>
<td>Morphosyntax: Trianna, Genesis</td>
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<tr>
<td>10/16</td>
<td>8</td>
<td>Semantics</td>
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<tr>
<td>10/23</td>
<td>9</td>
<td>Semantics</td>
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<tr>
<td>10/30</td>
<td>10</td>
<td>Cognition: Chelsea, Jessie</td>
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<td>11/6</td>
<td>11</td>
<td>Cognition: Genesis, Megan</td>
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<td>11/13</td>
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<td>NO CLASS – ASHA</td>
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<td>11/16</td>
<td>13</td>
<td>Bilingual Acquisition</td>
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<td>NO CLASS – THANKSGIVING</td>
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<td>11/27</td>
<td>15</td>
<td>Influence of Socioeconomic Factors: Trianna, Chelsea</td>
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<tr>
<td>12/4</td>
<td>16</td>
<td>Influence of Socioeconomic Factors</td>
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Throughout all our readings, we will ask questions related to the following threads:

**Thread 1:** Critical Period: How do we acquire language?  
**Thread 2:** How do these theories fit for bilingual children?  
**Thread 3:** What are the implications for disorders?  
**Thread 4:** What are the practical implications of these theories (policy, clinical practice, etc.)

**GRADES:** Grades are based on the following assignments. Detailed descriptions of the assignments including grading rubrics will be posted on the web page and discussed in class. No make-up assignments or extra credit assignments will be provided in order to raise a grade. Late assignments will be subject to point deductions as detailed in each assignment’s rubric. Students may arrange for make-up work if they have a legitimate, documented excuse for missing class and the assignments associated with that class period. Incomplete work will not be graded. However, a student may take an incomplete in the class if the instructor agrees and the situation meets the requirements in the University’s policy for incompleted.

**Re-grading Policy:** Re-grading is not expected to be a standard practice. All points deducted will be clearly linked to each assignment’s rubric. However, if a student has a specific issue, he or she can schedule an appointment to discuss the situation with the instructor. Students should be prepared to provide evidence for their viewpoint. Re-grading requests must be submitted no more than one week after feedback for an assignment has been provided.
Assignments: Any questions about format/instruction should be directed to the instructors prior to the deadline for the assignment.

Student-Led Presentation: Each student will be part of a team that leads several in-class presentations and discussions. Students will thoroughly read the week’s assigned readings and then choose additional, current article(s) that are related to the assigned readings. Students will then highlight key points from all the readings, lead a class discussion, and come up with cogent questions for class to reflect upon. Students will also try to highlight practical implications of the readings. The presentation is meant to extend for the entire class period.

Reading Reflections: Students will provide 1-2 page written reflections on at least 11 of the topics covered in class. Reflections are due on d2l BEFORE the start of the class period for which the reading assigned. Reflections are expected to be well-written and reflect insight into the readings.

Grading:
Pass: Attend class at least 11 times, complete the 11 reading reflections on time, and complete the assigned number of in-class presentations. Students will also be expected to participate in class discussions. If students are not meeting course expectations in terms of quality, they will be informed in writing and given the opportunity to do instructor-provided remediations.
Fail: Failure to complete any of the requirements for passing.

Accessibility and Accommodations
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. The need for accommodations must be documented by the appropriate office.

Confidentiality of Student Records
Students can expect their records to be confidential as per University policy http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with reasonable advance notice, as deemed appropriate by the instructors.