SIUE

COUGARS

Syllabus for SPE 290
Language Development for Educators – Online
Department of Teaching and Learning
Winter Session 2024-25
December 16, 2024 – January 5, 2025

About the Instructor

Name: Dr. Stacie M. Kirk (she/her/hers)
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Office Hours: Virtually by appointment
https://siue.zoom.us/my/staciemkirk

Welcome

Welcome to the 2023 Winter Session! I am happy to have you in this online class, and will do my best to communicate and facilitate your knowledge around language and communication development.

Bio

My name is Dr. Stacie Kirk and I am in my 16th year of teaching at SIUE! I have three children who are all graduates of the SIUE ECC here on campus. I have two daughters who are 16 (11th grade) and 13 (7th grade), as well as a son who is 10 years old (5th grade). My primary focus as a classroom teacher of young children, as a faculty and in research is children ages birth – 5 yrs. My degrees are in Psychology, Early Childhood and Early Childhood Special Education. I have the privilege of teaching of all the teacher candidates in the Early Childhood Education program here at SIUE, as well as Special Education teacher candidates and teachers in the field who want to earn their ECSE Approval to teach in blended preschool settings.

Teaching Philosophy

I view my position as one to support you in journey to become an effective early educator, regardless of what age range you choose to teach. I am also very passionate about inclusive education for children of all abilities. This will be something that will be addressed in all of my classes. I will support you as much as possible throughout this program, and also expect that you will give your best and take initiative (as you have in getting to the start of this program).

Communicating with the instructor

I can be reached via email at skirk@siue.edu. This will best way to reach me. I will not often be in my office, so if you call and leave a voicemail, I will not get it right away. As this is the beginning of your professional journey, it is important to communicate in a professional manner. For this, and any class we have together, the appropriate salutation is "Dr. Kirk". For each of your classes, please be sure to understand how your instructor would like to be addressed. Please avoid using first names, or "Hey, etc…" when reaching out to your instructors. **Please plan to check your university email daily to ensure you do not miss any critical announcements or information**.

Please allow me 24 hours to respond to email; although I will likely respond sooner than that.

About the Course

Course description

Developmental milestones and theory of communication development in both typically developing children and children with disabilities will be discussed. Identification and characteristics of developmental and acquired communication disorders will be emphasized. **3 credit hours.**

Course Format
The format of this class is asynchronous online. This means that course content will be posted to our course Blackboard page. You will navigate the material, independently, each day across three units for this course.

Course goals and objectives
- 1 – To have students learn and understand the developmental continuum of typical language development
- 2 – Understand the relationship between language, social and academic development.
- 3 – Understand the impact of, and relationship between developmental differences and language development.

Course textbooks
Fahey, K.R., Hulit, L.M., & Howard, M.R. (2019, 7th Edition). *Born to Talk: An introduction to speech and language development.* New York, NY: Pearson. (Undergraduate students can rent textbook from SIUE. Please visit the Textbook Service website for more information.)

Other course materials
Other resources (videos, documents, websites) will be posted to Blackboard as appropriate.

Course Requirements

Course activities/assessments
Assignments: Each student is responsible for the successful completion of the required standards demonstrated through the completion of assignments by the designated due date. **The instructor reserves the right to make changes to the list of assignments.** You will be notified in writing or in class if changes are made.

- ❑ Assignments received after the due date will be marked 25% lower per day of lateness.
- ❑ Assignments should be word-processed (MS Word compatible), double spaced, and in 12-point simple fonts with one-inch margins (unless otherwise specified)

Assignments
A. **Online Quizzes (3 @ 30 points each = 90 points)**
Students will complete 3 online quizzes throughout the semester, using Blackboard. Quizzes will cover material discussed in class, covered in the text and any additional papers/articles that are provided.

B. **Observation (20 points) (NAEYC 1, 3)**
Students will observe one child engaged in using language, completing the provided observation form and observation summary. This may be done in person, if possible in a safe way, OR, the instructor may provide a video for students to "observe" for this assignment. You may submit a written summary of your observation, OR record a video of yourself describing the observation you conducted.

C. **Cultural Diversity Activity (25 points) (CEC 1.1; NAEYC 1, 4)**
Students will find a children's book or activity that promotes appreciation and acceptance of diversity that they could use in the classroom. A two-page summary (or video) will be completed to describe the book or activity and how it teaches children about diversity.

D. **Phonological Awareness Activity (20 points) (CEC 5.4; NAEYC 4)**
Students will complete an activity about phonological awareness. This is a video activity that will have accompanying questions to which students will respond.

Submitting work
- ❑ **All** assignments must be submitted through the Assignment link in Blackboard (unless otherwise stated) and completed according to the instructions provided in the syllabus to receive a passing grade in the course.

Student Expectations in an Online Course
- Participate in the virtual classroom 5-7 days a week
- Be able to use terminology properly
- Be able to complete assignments on time
- Enjoy communicating in writing
- Be self-motivated and self-disciplined
- Accept critical thinking and decision making as part of the learning process
- Be able to think ideas through before responding
- Contribute your ideas, perspectives, and comments to course discussions
- Be polite and respectful
- Be willing to "speak up" if problems arise
- Be able to apply what you learn

Technology requirements
Technical requirements for students can be found in this [ITS KnowledgeBase article](#).

Students in this course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Course Policies and University Policies

Academic integrity/plagiarism
Students are reminded that the expectations and academic standards outlined in the [Student Academic Code (3C2)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Grading
Grading for the course will be determined by student's performance on in-class activities, projects, observations/reflections, class attendance/participation, quizzes, and examinations.

3 Quizzes (30 points each)	**90 points**
1 Observation	**20 points**
Cultural Diversity Activity	**25 points**
Phonological Awareness Activity	**20 points**
Other _possible_ class activities	**40 points**
TOTAL POSSIBLE	**195 points**

Grading rubric[s]
Grading rubrics and guidelines will be posted with each assignment as they are made available on Blackboard. All Assignment Information will be posted in the Assignments folder on Blackboard.

Grading scale
     A = 90-100%   195-175 points
     B = 80-89%   174-155 points
     C = 70-79%   154-136 points
     D = 60-69%   135-117 points
     F = 59% and below   116 and below

Feedback and grading timeline
As assignments are graded, you can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see personal feedback.
Some assignments may take longer to grade than others. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments
- ❑ Assignments received after the due date will be marked 25% lower per day of lateness.
- ❑ **All** assignments must be completed according to the instructions provided in the syllabus to receive a passing grade in the course.

Participation
It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities.

Regular and Substantive Interaction
Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Recordings of Class Content
Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Diversity and Inclusion
SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

The Inclusive Excellence, Education, and Development Hub is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or eoa-titleix@siue.edu.

Pregnancy and Newly Parenting Policy
This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information
We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations
It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](#) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](#) or by calling [618-650-3726](#).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services
As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care
Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](#) or by calling [618-650-2842](#).

Student Success Coaches
[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a

coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support
Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS KnowledgeBase for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Week	Learning Activities	Assignments	Due Dates ALL Assignments are due by 11:59 pm CST on specified date
Unit 1/Day 1 **December 16** **Monday**	• Syllabus Review • Intro to Language, Speech and Communication	Read Ch. 1	
Unit 1/Day 2 **December 17** **Tuesday**	• Components of Communication, Speech and Language	**Discuss/Post Observation Assignment**	
Unit 1/Day 3 **December 18** **Wednesday**	• Anatomy and Physiology of Speech, Language and Hearing	Read Ch. 10	
Unit 1/Day 4 **December 19** **Thursday**	• Language Acquisition and Theories	Read Ch. 2	
Unit 1/Day 5 **December 20** **Friday** **END OF UNIT 1**	• **Quiz #1**	**Discuss/Post Diversity Literacy Activity**	**Quiz #1 – DUE by Sunday, December 22nd, 11:59pm**

Week	Learning Activities	Assignments	Due Dates ALL Assignments are due by 11:59 pm CST on specified date
Unit 2/Day 1 **December 23** **Monday**	• Early Communication Development – Birth to 2 years	Read Ch. 4	**Language Observation DUE – Friday, December 27th by 11:59pm**
Unit 2/Day 2 **December 24** **Tuesday**	• Preschool Language Development – 3-5yrs	Read Ch. 6-7	
Unit 2/Day 3 **December 25** **Wednesday**	• School-Age Language Development	Read Ch. 6-7	
Unit 2/Day 4 **December 26** **Thursday**	• Language/Cultural Diversity	Read Ch. 8	
Unit 2/Day 5 **December 27** **Friday** **END OF UNIT 2**	• **Quiz 2**		**Quiz #2 DUE by Sunday, December 29th by 11:59pm**
Unit 3/Day 1 **December 30** **Monday**	• Phonology and Articulation • **Phonemic Awareness (PA) video**	Read Ch. 8, pp. 337-343 **Discuss/Post PA activity**	**Diversity Literacy Activity DUE by Monday, December 30th by 11:59pm**
Unit 3/Day 2 **December 31** **Tuesday**	• Voice and Fluency **Video from stutteringhelp.org**	Read Ch. 9	**Phonemic Awareness Activity DUE by Tuesday, December 31st by 11:59pm**
Unit 3/Day 3 **January 1** **Wednesday**	• Language Development in Special Populations	Ch. 9	**Stuttering Video Reflection DUE by Wednesday, January 1st by 11:59pm**
Unit 3/Day 4 **January 2** **Thursday**	• Language Development in Special Populations - cont		
Unit 3/Day 5 **January 3** **Friday** **END OF UNIT 3**	• Problems of Hearing • **Quiz 3**	Ch. 10, pp. 414-419	**Quiz 3 - DUE by Sunday, January 5th, by 11:59pm**

Revised: 8/21/24