

About the Instructor

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Office Hours: Virtually by appointment

<https://siue.zoom.us/my/staciemkirk>

Welcome

Welcome to the 2022 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

I have three children (who will inevitably show up or be heard in a video or two, as well as in stories in class). I have two daughters, 9th and 5th grade, as well as a son who is in 3rd 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 students in both the Special Education and Early Childhood programs here at SIUE. I have been teaching at SIUE for 14 years.

Teaching Philosophy

I view my position as one to support you in journey to become an effective educator, regardless of what age range and group of children 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 course and your future program, and also expect that you will give your best, too.

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”. 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. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

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

Course requirements

Course activities/assessments

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. Each student is responsible for the successful completion of the required standards demonstrated through the completion of assignments by the designated due date.

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 will be submitted through the appropriate assignment submission links that will be posted in Blackboard. I will be sure to show you exactly where these can be found as they are created. **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

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It’s fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

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

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in 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

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

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](#).

Turnitin

This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

Grading

Class Notes, Assignments, and Grade Check:

- On Blackboard, under “Coursework” is where all reading materials, lecture slides, quizzes and other content can be found. Everything a student needs to complete the course will be posted in the “Coursework” section of Bb.
- Course materials will be grouped by Unit. There will be 3 Units for the course. Each Unit will have all of the materials you will need for each quiz.
 - Example – “Unit 1/Quiz 1 materials”

- Students can check their grade anytime on blackboard.

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 <i>possible</i> class activities	40 points
TOTAL POSSIBLE	195 points

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

Grading rubric[s]

Assignment guidelines will be posted on Bb as they are assigned and will be posted with the submission link.

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

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 if changes are made.**

- Assignments received after the due date will be marked 25% lower per day of lateness.

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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Academic Integrity

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. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

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.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located 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](tel: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.

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](tel: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.

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. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

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.siu.edu or by calling [618-650-2842](tel:618-650-2842).

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](tel: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 Knowledge Base](#) 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

Course Schedule:

Week	Content	Assignments	Due Dates
Unit 1/Day 1 December 19 Monday	<ul style="list-style-type: none"> Syllabus Review Intro to Language, Speech and Communication 	Read Ch. 1	
Unit 1/Day 2 December 20 Tuesday	<ul style="list-style-type: none"> Components of Communication, Speech and Language 	Discuss/Post Observation Assignment	
Unit 1/Day 3 December 21 Wednesday	<ul style="list-style-type: none"> Anatomy and Physiology of Speech, Language and Hearing 	Read Ch. 10	
Unit 1/Day 4 December 22 Thursday	<ul style="list-style-type: none"> Language Acquisition and Theories 	Read Ch. 2	
Unit 1/Day 5 December 23 Friday END OF UNIT 1	<ul style="list-style-type: none"> Quiz #1 	Discuss/Post Diversity Literacy Activity	Quiz #1 – DUE by Saturday, December 24th, 11:59pm
Unit 2/Day 1 December 26 Monday	<ul style="list-style-type: none"> Early Communication Development – Birth to 2 years 	Read Ch. 4	Language Observation DUE – Friday, December 30th by 11:59pm
Unit 2/Day 2 December 27 Tuesday	<ul style="list-style-type: none"> Preschool Language Development – 3-5yrs 	Read Ch. 6-7	
Unit 2/Day 3 December 28 Wednesday	<ul style="list-style-type: none"> School-Age Language Development 	Read Ch. 6-7	
Unit 2/Day 4 December 29 Thursday	<ul style="list-style-type: none"> Language/Cultural Diversity 	Read Ch. 8	
Unit 2/Day 5 December 30 Friday END OF UNIT 2	<ul style="list-style-type: none"> Quiz 2 		Quiz #2 DUE by Sunday, January 1st, by 11:59pm
Unit 3/Day 1 January 2 Monday	<ul style="list-style-type: none"> Phonology and Articulation Phonemic Awareness (PA) video 	Read Ch. 8, pp. 337-343 Discuss/Post PA activity	Diversity Literacy Activity DUE by Monday, January 2nd, by 11:59pm
Unit 3/Day 2 January 3 Tuesday	<ul style="list-style-type: none"> Voice and Fluency Video from stutteringhelp.org 	Read Ch. 9	Phonemic Awareness Activity DUE by 11:59pm

Week	Content	Assignments	Due Dates
Unit 3/Day 3 January 4 Wednesday	<ul style="list-style-type: none"> Language Development in Special Populations 	Ch. 9	Stuttering Video Reflection DUE by 11:59pm
Unit 3/Day 4 January 5 Thursday	<ul style="list-style-type: none"> Language Development in Special Populations - cont 		
Unit 3/Day 5 January 6 Friday END OF UNIT 3	<ul style="list-style-type: none"> Problems of Hearing Quiz 3 	Ch. 10, pp. 414-419	Quiz 3 - DUE by Sunday, January 8th, by 11:59pm

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.