

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2006**

**EDUC 315-4
INDIVIDUAL AND DEVELOPMENTAL DIFFERENCES IN
LANGUAGE ACQUISITION
(E01.00)**

DR. MAUREEN HOSKYN

Office: EDB 9541 (Office Hours Friday 2:30-5:30)

Phone: 291-5808

Tuesday 16:30-19:20 in EDB 7600

PREREQUISITE: EDUC 220 or PSYC 250.

Description of the Course: A review of theories of language acquisition and their relationship to child communication disorders. Topics include: theories of language acquisition; individual and developmental differences in language acquisition; language structure and use in children with diverse disabilities, autism spectrum disorder, sensory disabilities and emotional and behavioral disabilities, interdisciplinary approaches to early intervention in the home, school and community.

Required Texts:

1 a) Gleason, J. B. (2005). The development of language. (6th Edition) Boston: Allyn and Bacon.

Publisher: Allyn & Bacon

Copyright: 2005

Format: Cloth; 528 pp

ISBN10: 0205394140

ISBN13: 9780205394142

OR 1b) Alternate version of Gleason text (The development of language: 6th edition): SafariX Etextbook (less expensive, web-based version)

Publisher: Allyn & Bacon

Copyright: 2005

Format: On-line Supplement; 528 pp

ISBN10: 0205461263

ISBN13: 9780205461264

And

2) S. Jay Kuder, (2003). Teaching Students with language and communication difficulties 2nd edition).

Publisher: Allyn & Bacon

Copyright: 2003

Format: Cloth; 352 pp

ISBN10: 0205343309

ISBN13: 9780205343300

Learning Outcomes:

By the end of this semester:

- a.) You will be able to analyze language form, content and use of children at different ages performing communicative acts;
- b.) You will be able to identify that characteristics of spoken language that may be problematic for children to succeed in academic tasks;
- c.) You will be able to interpret intervention strategies, based on your analysis of children's language.

Course Requirements

Part A

Assignments 35%

Part B

Midterm exam 25 %

Final exam 25 %

Part C

Class Preparation 15%

Students are expected to prepare for class and to attend all sessions. A grade will be assigned to each student, based on the quality and depth of constructive feedback they have provided to their peers on their presentations.

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