



Sciences du Langage
Orthophonie

ENGLISH COURSE SYLLABUS

COURSE Code: **LAV1026.1**

Course Module: **LANGUAGE ACQUISITION & DEVELOPMENT**

Dr Pézon Inza COULIBALY (Adjunct Professor)
University of Bondoukou, Côte d'Ivoire

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Office Hours: by appointment

Course Format: Seminar

Duration: 18 hours

Reference Books:

- 1) Noam Chomsky (2006), **Language and Mind**, 3rd edition, Cambridge University Press.
- 2) Matthew Saxton (2017), **Child Language Acquisition and Development**, 2nd Edition, first published in 2010, SAGE Publications Ltd.
- 3) Mississippi Department of Education (2004), **Handbook for Speech-Language Pathologists in Mississippi Schools**, available on: <http://www.mde.k12.ms.us>.
- 4) Prafull Dhondopant Kulkarni (2022), **Introduction to Speech and Language Therapy: A New Intervention in school**, e-book Edition 2022, Society Publishing, Canada. ISBN: 978-1-77469-220-2 (e-book), p. 6.
- 5) John Eastwood (1999), **Oxford Practice Grammar with answers**, 2nd edition, Oxford University Press.
- 6) Helen Naylor & Raymond Murphy (2007), **Essential Grammar in Use Supplementary Exercises With Answers**, 2nd edition, Cambridge University Press, ISBN 978-0-521-675420.

Course description

This English course module is directed towards Speech & Language Therapy (fr. Orthophonie) first year (Licence 1) students at Bondoukou University.

The course draws a presentation related to “language acquisition and development” so as to help students apprehend the concepts of acquisition and development of language—that is the raw material in their domain. Then will follow language activities to practice English in Speech & Language Therapy.

Learning Objectives

At the conclusion of this course, students should:

- 1) apprehend the concepts of *Acquisition*, *Development* and *learning* in language study then will follow the identification of:
 - a) the different steps in *Language development process* and
 - b) the characteristics of Language Acquisition and Learning
- 2) demonstrate competence to *perform English language* in Speech & Language Therapy following important activities related to communicate in English:
 - a) By developing skills : i) in reading/listening-comprehension Tasks and
ii) Writing Tasks
 - b) By evaluating problem solving situations for Speech Therapy purposes.

Core Assessment

- 1) Individual written assignments and/or Group assignments (Workshops)
- 2) Individual written project and/or Team written Project

Grading Plan

First Evaluation: Individual written assignment
Second Evaluation: Workshop (Group assignment)
Final Exam: Individual written assignment

Course Module Cumulative Grade Calculation

- 1) First Evaluation (20%)
- 2) Second Evaluation (20%) and
- 3) Final Exam (60%)

Example: First Evaluation = **10/20** x 20% ↔ 200
Second Evaluation= **12/20** x 20% ↔ 240
Final Exam = **15/20** x 60% ↔ 900

Total= 1340/100
Average Mark/20= 13. 40/20

Grading Scale

- 1) First Evaluation + Second Evaluation: **40%**
- 2) Final Exam: **60%**

Letter Grades	Letter Grade Values
A	4/4 Excellent
B	3/4 Good
C	2/4 Satisfactory
D	1/4 Poor
F	0/4 Failing

The grade associates to the Average Mark/20= 13. 40/20 is **Grade C** (Satisfactory)

Conduct Rules in Classroom

Mutual respect between Professor and Students is the core principle in my classroom philosophy. Classroom environment should be *friendly* and *enjoyable* to enhance *attractive learning conditions*. Students and Professor should enjoy a *cooperative* and *collaborative* relationship based on *mutually beneficial information and knowledge exchange*.

This learning paradigm is remarkably an opportunity offered to students for framing, developing and stating freely their *own opinions* in a *friendly and agreeable learning atmosphere*.

As a mentor, coach, and facilitator, I am constantly *stimulating*, *challenging* and *appreciating* the *achievement of my students*. Playing this role, I am proud and fortunate to be able to contribute to my students' academic and professional growth.

Policy of Submission of Course Materials

All Students are required to attend all the course sessions effectively to contribute to class.

All written assignments also must be done using the analytical, integrative, problem-solving and critical thinking skills and be submitted on due date and time. Work submitted past due date and time will be rejected.

Course Topic/Dates/Assignments

Date	Content
Session-1 Duration: 02 H Date: 14/05/2024 Place: Time: 8h-10h	<p style="text-align: center;">Course Presentation (group 1 & 2) LANGUAGE ACQUISITION & DEVELOPMENT</p> <ul style="list-style-type: none"> • Apprehension of the concepts related to language development <ul style="list-style-type: none"> - The concept of <i>Development</i> - The concept of <i>Acquisition</i> - The concept of learning • Developmental steps in Language development process <ul style="list-style-type: none"> - Developmental steps in Language Acquisition process - Developmental steps in Language Learning process - Characteristics of Language Acquisition and Learning <p>References: 1) Noam Chomsky (2006), <i>Language and Mind</i>, 3rd edition, Cambridge University Press 2) Edith L. Bavin and Letitia Naigles (2015), <i>The Cambridge Handbook of Child Language</i>, Second Edition The Cambridge</p> <p style="text-align: center;">(See Power point Presentation)</p> <p>Application test (See Power point Presentation or PDF format)</p>
Session-2 Duration: 02 H Date: 14/05/2024 Place: Time: 10h-12h	<p style="text-align: center;">Course Presentation (group 1 & 2) [cont.] LANGUAGE ACQUISITION & DEVELOPMENT</p> <p>Reviewing Concepts related to Language Acquisition <i>Development</i></p> <p style="text-align: center;">(See Power point Presentation)</p> <p>Application test (See Power point Presentation or PDF format)</p>
Session-3 Duration: 02 H Date: 15/05/2024 Place: Time: 14h-16h	<p>First evaluation: Individual Written Evaluation (20% in grading) [02 Hour]</p>
Session-4 Duration: 02 H Date: 27/05/2024 Place: Time: 8h-10h	<p style="text-align: center;">WORKSHOP n0 1 (05 Learners per group) Theme studied n0 1: Developmental Language Disorder (PDF format)</p>
Session-5 Duration: 02 H Date: 27/05/2024 Time: 10h-12h	<p style="text-align: center;">WORKSHOP n0 2 (05 Learners per group) Theme studied n0 2: Communication Disorder and Communication Difference (PDF format)</p>
Session-6 Duration: 02 H Date: 27/05/2024	<p style="text-align: center;">WORKSHOP n0 3 (05 Learners per group) Theme studied n0 3: Articulation Therapy (PDF format)</p>

Place: Time: 14 h – 16h	
Session-7 Duration: 02 H Date: 28/05/2024 Place: Time: 14 h – 16h	Second evaluation : Individual Written Evaluation (20% in grading) [02 Hour]
Session-8 Duration: 02 H Date: To be provided Place: Time: To be provided	Final exam (60% in grading) [02 Hour]
$\sum_{session 1}^{Session 11} \text{Duration} = 16 \text{ HOURS}$	

Academic Honesty

As a learning community, the University upholds the highest standards of academic integrity in all its academic activities, by faculty, staff, administrators and students. Academic integrity involves much more than respecting intellectual property rights. It lies at the heart of learning, creativity, and the core values of the University. Those who learn, teach, write, publish, present, or exhibit creative works are advised to familiarize themselves with the requirements of academic integrity and make every effort to avoid possible offenses against it, knowingly or unknowingly

Plagiarism

Plagiarism is the appropriation of another person's ideas, interpretation, words (even a few), data, statements, illustration or creative work and their presentation as one's own. An offense against plagiarism constitutes a serious academic misconduct. Although offenses against academic integrity can manifest themselves in various ways, the most common forms of offenses are plagiarism and cheating. Plagiarism goes beyond the copying of an entire article. It may include, but is not limited to: copying a section of an article or a chapter from a book, reproduction of an art work, illustration, cartoon, photograph and the like and passing them off as one's own. Copying from the Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.

Plagiarism also includes borrowing ideas and phrases from, or paraphrasing, someone else's work, published or unpublished, without acknowledging and documenting the source. Acknowledging and documenting the source of an idea or phrase, at the point where it is utilized, is necessary even when the idea or phrase is taken from a speech or conversation with another person.

Professor's bio/bibliography

Currently an Adjunct English Professor at Bondoukou University of Côte d'Ivoire, Dr COULIBALY had taught Marketing Management respectively at "RUSTA Université" and at American University of Côte d'Ivoire (AUCI) during the 2022-2023 academic year. He had also

taught technical English at “Rusta University” during 2022-2023 and Business English at “Université Internationale des Sciences Appliquées et de Technologies” during the academic year 2021-2022. Dr COULIBALY has worked as manager of Otherlang Platform -an online [Technical] English certification at the “Compagnie Académique de Formation” in Abidjan in 2022. He also worked as an on-the-Job observer at VFS Global- Abidjan in 2018, and as a Technical Officer at the “Commission Electorale Independante” (CEI) for organising and supervising elections in Côte d’Ivoire in 2015.

Born Pézon Inza COULIBALY in Korhogo, Côte d’Ivoire, Dr COULIBALY received in 2005 his Bachelor's in Business Administration from the “Institut National Polytechnique Félix Houphouët-Boigny” in Yamoussoukro (Côte d’Ivoire) after three (03) years in business studies from 2000 to 2003. He went on to earn a Master's in English linguistics at the Félix Houphouët-Boigny University in Abidjan (Côte d’Ivoire), followed by a Doctorate degree in English linguistics at that very institution in 2022.

Dr COULIBALY has taught English and Business English at various private secondary schools in Abidjan, Côte d’Ivoire, including the “Institut Soma Samaké” in Adjamé in 2015, 2017 and 2022; the “Collège Petit Champion” in Abobo in 2019 and 2020.

Dr COULIBALY has conducted linguistic studies mainly directed towards language and development. Thus he has investigated Senar language commonly known as Senufo for its use as teaching language. His work focused on equipping Senar with metalinguistic terminologies for teaching/learning purposes in the formal education system of Côte d’Ivoire.

Dr COULIBALY has published seven (07) peer review articles in scientific journals and Conference proceedings. He has presented his work at national and International conferences. His research interests are in Linguistics and terminology, terminology and translation studies, Linguistics and Didactics, Language for Specific Purposes (LSP), Language and Sustainable development.