

Metadata

Title	CMSD3120 Language Development
Author	Liang Chen
Organisation	Communication Sciences and Special Education University of Georgia

Disclaimer:

The course syllabus, schedule and readings may be subject to change according to the needs of the students and the pace of the course. Necessary deviations will be announced by the instructor in class or via class listserv.

General Information:

Instructor:

Liang Chen, Ph.D.
Communication Sciences and Special Education
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Graduate Assistant: Katie Frame Coleman kfrmclmn@uga.edu

Class Time and Location:

Time: Tues. & Thurs. 9:30 – 10:45 AM
Location: G5 Aderhold Hall

Office Hours:

Office hours will be held on Wednesday from 10 AM to 12 PM, and Tuesday from 1 PM to 3 PM. If you are unable to come to regular office hours, you are encouraged to schedule an individual appointment with me or my graduate assistant.

Course Description:

In this course, we explore language development from infancy to adulthood. We will examine the steps, milestones, sequences, processes, and difficulties that people may go through in acquiring their native language (primarily English). Cultural, gender, socioeconomic, cognitive, and prelinguistic influences on language development will also be considered.

Textbook:

Gleason, Jean Berko. (2005). [The Development of Language](#). 6th Edition. Boston: Pearson Education, Inc.

Course Objectives:

1. To acquire an appreciation for the amazing task that almost every child is able to accomplish in acquiring their first language.
2. To gain a detailed knowledge of language development including the major milestones in the development of speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills.

3. To learn some of the methods used in studying language development and to become acquainted with the types of results these methods have uncovered.
4. To explore basic child language data and conduct basic analyses of this data.
5. To become familiar with the major theories of language development and some of the major debates in the field.
6. To relate normal language development to disorders and abnormalities.

Course Requirements & Policies:

1. Students are required to complete one group assignment (10 points) and three individual assignments (15 points each). Assignments must be completed and turned in on the due date. Late assignments will receive a reduction of 2 points for each day late, where the due date counts as day one. Unless otherwise stated, all assignments should be typed, double-spaced, in 12 pt font, and no more than 1 inch margins. Place your name and the page number in the upper right hand corner of each page (as a header). Specific instructions for each assignment are provided in the Appendix.
2. Students are required to complete three exams during the semester including the final exam. Each exam will be worth 15 points. Exams are multiple choices. See the following schedule for exact dates. Exams must be taken on these dates. There will be an automatic point deduction of 10% (1.5 points) for tests taken at other times. Make-up exams will be given only when a written medical excuse is provided to the instructor.
3. Regular attendance is expected and encouraged. Attendance will be randomly checked during the semester. Two absences (excused or un-excused) are permissible. Each absence beyond two will result in a lower final letter grade. For example, an A will be lowered to an A- upon the third absence, to a B+ upon the fourth, etc..
4. Students are expected to complete the reading assignments prior to class. Active participation (e.g., active listening, asking questions, and taking notes) is strongly encouraged. In this spirit, please turn off all cell phones, pagers and other noisy devices that may interrupt the learning experience for yourself and those around you.
5. There will be a listserv for this class (CMSD3120@listserv.uga.edu) on which I will post any announcements, clarifications, relevant questions and discussions that need to be shared with the entire class.

Academic Honesty:

All academic work must meet the standards included in *A Culture of Honesty*. The Student Honor Code of the University of Georgia states “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” In general, for this course, this means that you are encouraged to talk with your colleagues, but anything you turn in to me for course credit should be your work and yours alone. For more information, visit this website: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Special Accommodations:

It is the policy of The University of Georgia to make reasonable accommodations for qualified students with disabilities. I am committed to ensuring that individuals who have special concerns are included in this course and will make all reasonable accommodations. If you need accommodations or have special needs for classroom success, please let me know within the first two weeks of classes and provide me with documentation of the type of accommodations you need so I can plan accordingly and make appropriate arrangements. For information on

documentation requirements, contact the Learning Disability Center (542-0734) or Disabilities Services (542-8719).

Grading and Assessment:

Your final grade is based on a percentage of points that you accumulate throughout the semester from your three exams and four assignments.

Weight	Description	Points	Due
Group Assignments = 10%	Students will form groups of 4 or 5, and present one of the topics to be discussed in the course. Details are available in the appendix.	10 points	
Individual Assignments #1-3 = 45%	Three assignments to be completed individually by each student. Details are available in the appendix.	45 points (3 assignments @15 points each)	
Exams #1-3 = 45%	Three exams will be administered throughout the semester to allow students to demonstrate their knowledge of issues and concepts related to language development.	45 points (3 exams @ 15 points each)	
Total = 100%		100 points	

Your final grade will be based on the total points you accumulate throughout the semester from your participation, reflections, discussions, and the final project. Total points earned will be scaled to a Plus/Minus Grading System (<http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html>):

A = 94.0000 – 100	C+ = 77.000 – 79.999
A- = 90.000 – 93.999	C = 73.000 – 76.999
B+ = 87.000 – 89.999	C- = 70.000 – 72.999
B = 83.000 – 86.999	D = 60.000 – 69.999
B- = 80.000 – 82.999	F = Below 60.000

Tentative Schedule of Topics

- Week 1: Jan 8 & Jan 10. The development of language: An overview [Berko Gleason 1]
- Child Language Video and Transcripts: <http://www.ed.uiuc.edu/courses/edpsy313/mtpa/mtpa.html>
 - Introduction to the CHILDES Project <http://childes.psy.cmu.edu/>
Also: <http://www.cyber.sist.chukyo-u.ac.jp/JCHAT/clan/index.html>
- Week 2: Jan 15 & 17. Theories of Language Development [Berko Gleason 7]
- Week 3: Jan 22 & Jan 24. Communication Development in Infancy [Berko Gleason 2]
- “Language Development” video segment:
http://www.learner.org/vod/vod_window.html?pid=1530
- Week 4: Jan 29 & Jan 31. Phonological Development [Berko Gleason 3]

Week 5: Feb 5 & Feb 7. Semantic Development [Berko Gleason 4]

Week 6:

- **Feb 12: Exam 01**
- Feb 14. Morphological Development [Berko Gleason 5]
- Berko, J. (1958). [The child's learning of English morphology](#). *Word*, 14, 150-177.

Week 7:

- Feb 19: Syntactic Development [Berko Gleason 5]
- Feb 21. Development of Complex Syntax
Jackson, Sandra C. & Roberts, Joanne E. (2001). [Complex syntax production of African American preschoolers](#). *Journal of Speech, Language, and Hearing Research*, 44, 1083-1096.

Week 8: Feb 26 & Feb 28. Pragmatic Development [Berko Gleason 6]

- The [MacArthur-Bates Communication Development Inventories](#) (CDI)

Week 9: Mar 4 & Mar 6. Language and Literacy in the School Years. [Berko Gleason 10]

Spring Break: Mar 10 – Mar 14 NO CLASS

Week 10: Mar 18 & Mar 20. Development in the Adult Years [Berko Gleason 11]

Week 11:

- **Mar 25: Exam02**
- Mar 27: Individual Differences [Berko Gleason – 8]

Week 12: Apr 1 & Apr 3. Second Language Acquisition in Children [Genesee, et al., 2004]

- Genesee, F., Paradis, J. & Crago, M. B. (2004). Second language acquisition in children. In F. Genesee, J. Paradis, and M. B. Crago (Eds.). [Dual language development and disorders: A handbook on bilingualism and second language learning](#) (pp. 117-153). Baltimore, MD: Paul H. Brookes Publishing Co.. [password: cmsd4500]

Week 13:

- Apr 8: Individual Differences in Second Language Acquisition
- Madeline E. Ehrmana, Betty Lou Leaver, Rebecca L. Oxford (2005). [A brief overview of individual differences in second language learning](#). *System*, 31, 313–330.
- Apr 10. Supporting English language learners:
http://www.learner.org/vod/vod_window.html?pid=1880
<http://www.learner.org/channel/workshops/readingk2/session2/byw2.html>

Week 14: Apr 15 & Apr 17. Atypical Language Development [Berko Gleason 9]

Week 15: Apr 22 & Apr 24. Narrative Development & Wrap Up

- Judy Reilly, Molly Losh, Ursula Bellugi, and Beverly Wulfeck. (2004). ["Frog, where are you?" Narratives in children with specific language impairment, early focal brain injury, and Williams syndrome](#). *Brain and Language*, 88, 229-247.

FINAL EXAMINATION – Tuesday, May 6, 2008 8:00 - 11:00 am