

| | | | |
|--------------------|--------------------------------|----------------------|---|
| Instructor: | Liang Chen, Ph.D | Office: | 542 Aderhold Hall |
| Class time: | Tues. & Thurs. 9:30 – 10:45 AM | Location: | G5 Aderhold Hall |
| Contact: | (706) 542-4566 chen@uga.edu | Office hours: | Tues & Thurs: 1:30-2:30 PM or by appointment |

TEXTBOOKS:

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

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

- A. To acquire an appreciation for the amazing task that almost every child is able to accomplish in acquiring their first language.
- B. 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.
- C. To learn some of the methods used in studying language development and to become acquainted with the types of results these methods have uncovered.
- D. To explore basic child language data and conduct basic analyses of this data.
- E. To become familiar with the major theories of language development and some of the major debates in field.
- F. To relate normal language development to disorders and abnormalities.

CLASS POLICIES:

- A. Prerequisite: Permission of the Department
- B. Code of conduct/Academic Honesty: All academic work must meet the standards included in **A Culture of Honesty**. All students are responsible for informing themselves of those standards before performing any academic work. 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 the product of your own work and yours alone. For more information, visit this website: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm
- C. Students with Special Needs: If you need accommodations or have special needs for classroom success, please let me know **within the first week of classes** and provide me with documentation of the type of accommodations you need so I can plan accordingly and make appropriate arrangements. If you do not know what accommodations you need, please make an appointment with me to determine what the next step should be.
- D. WebCT – This will be used to post lecture outlines/notes, quizzes, and grades.
- E. ListServ: 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. Please make sure I have your correct e-mail address (preferably a UGA MyID account) by the end of the first week of class.

- F. Attendance: Regular attendance is expected and required for success in the class.
- G. Participation: This includes active listening, asking questions, and taking notes, and 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.

GRADING AND ASSESSMENT:

- A. There will be four exams each with 100 points. The test items in each exam will take the form of multiple-choice questions. See the following schedule for exact dates. Exams must be taken on these dates. ***There will be automatic point deductions for tests taken at other times.*** See me before the date of the test to minimize these reductions. Make-up exams will be given only in cases of extreme illness or emergency. In case of illness, tangible documentation will be required (e.g., health center note, memo from doctor). If there is an emergency, documentation will also be required in this situation. In either case, you must contact me within 48 hours of missing the exam. In addition, the student should expect that the make-up exam might differ in nature from the original exam.
- B. There will be three homework assignments (20 points each). These assignments are designed to help you integrate the readings and class lectures. Specific instructions for each assignment will be provided.
- C. There will be several popup quizzes (40 points). No make-ups for quizzes.
- D. A review of the grading of exams and assignments may change the grades either positively or negatively.

YOUR GRADE FOR THIS COURSE WILL BE BASED ON:

| | |
|---------------------|-------------------|
| Exams | 400 points |
| Homework Assignment | 60 points |
| Quizzes | 40 points |
| TOTAL | 500 POINTS |

YOUR FINAL GRADES WILL BE CALCULATED ACCORDING TO THE FOLLOWING SCALE:

| POINTS | GRADE |
|---------------|--------------|
| 450--500 | A |
| 400--449 | B |
| 350--399 | C |
| 300--349 | D |
| below 300 | F |

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.

TENTATIVE SCHEDULE OF TOPICS

| <i>Date</i> | <i>Topic</i> | <i>Readings</i> |
|-------------|---|---|
| T –Jan 10 | Introduction & Overview | |
| R – Jan 12 | The Questions of What, Why, and How | Berko Gleason - 1 |
| T – Jan 17 | Communication Development in Infancy | Berko Gleason - 2 |
| R – Jan 19 | Phonological Development | Berko Gleason - 3 |
| T – Jan 24 | Lexical & Semantic Development | Berko Gleason - 4 |
| R – Jan 26 | Lexical & Semantic Development | Berko Gleason - 4 |
| T – Jan 31 | Exam 01 | |
| R – Feb 2 | Morphological Development | Berko Gleason - 5 |
| T – Feb 7 | Syntactic Development | Berko Gleason - 5 |
| R – Feb 9 | Syntactic Attainments | Nippold (1998, pp.157- 175) |
| T – Feb 14 | Language Sample Analysis | |
| R – Feb 16 | Pragmatic Development | Berko Gleason - 6 |
| T – Feb 21 | Conversation and Narration | Nippold (1998, pp.177- 189) |
| R – Feb 23 | Narrative Analysis | Reily , Bates, & Marchman (1998) |
| T – Feb 28 | Exam 02 | |
| R – Mar 2 | Language and Literacy | Berko Gleason - 10 |
| T – Mar 7 | Language and Literacy | Berko Gleason - 10 |
| R – Mar 9 | Spring Break | |
| T – Mar 14 | Spring Break | |
| R – Mar 16 | Developments in the Adult Years | Berko Gleason - 11 |
| T – Mar 21 | Developments in the Adult Years | Berko Gleason - 11 |
| R – Mar 23 | Second Language Acquisition in Children | Genesee, Paradis, & Crago (2004, pp. 115-153) |
| T – Mar 28 | Exam 03 | |
| R – Mar 30 | Individual Differences | Berko Gleason - 8 |
| T – Apr 4 | Individual Differences | Berko Gleason - 8 |
| R – Apr 6 | The Role of Nonprimary Languages & Dialects | Oller (2005, pp. 235-263) |
| T – Apr 11 | The Role of Nonprimary Languages & Dialects | Screen & Anderson (1994, pp. 65-80) |
| R – Apr 13 | Atypical Language Development | Berko Gleason - 9 |
| T – Apr 18 | Atypical Language Development | Berko Gleason - 9 |
| R – Apr 20 | Theories of Language Development | Berko Gleason - 7 |
| T – Apr 25 | Theories of Language Development | Berko Gleason - 7 |
| R – Apr 27 | Wrap-up | |

FINAL EXAMINATION – Thu, May 4, 2006 8:00 - 11:00 am