

General Information:

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:	

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:

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 field.
6. To relate normal language development to disorders and abnormalities.

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 the product of your own 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).

Course Policies:

1. 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.
2. Assignments must be turned in at the beginning of class on the due date. Late assignments will receive a reduction of 5 points for each day late including the assignment class date as day one. A physician's excuse or documentation of an emergency is required for a late assignment to be accepted without penalty.
3. 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).
4. Regular attendance is expected and encouraged.
5. Students are expected to complete the reading assignments prior to class and be able to participate in class discussions.
6. If you are unable to come to regular office hours, you are encouraged to schedule an individual appointment.
7. 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.
8. 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.

Grading and Assessment:

1. There will be three exams during the semester including the final exam. The first two exams will be 100 points each, while the final exam will be 150 points with 50 points for modified versions of questions appeared in the first two exams. 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. Make-up exams will be given only when a written medical excuse is provided to the Instructor.
2. Five homework assignments will be administered throughout the semester. These assignments are designed to help you integrate the readings and class lectures. Specific instructions for each assignment will be provided. Each assignment will be worth 50 points.
3. 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, if your grade is A with three absences, a B+ will be reported. If your grade is A with four absences, a B will be reported, and so on and so forth.
4. Your final grade is based on a percentage of points that you accumulate throughout the semester from your three exams and four homework assignments.
5. A review of the grading of exams and assignments may change the grades either positively or negatively.
6. Extra Credit Opportunity [10 points]: Meet with me in my office at least once during the semester (i.e., before April 26, 2007) to present one of the articles in the reading list or similar ones. Check with me first to see if the article is already taken by another student.

Your final grades will be calculated according to the following scale:

POINTS	GRADE
540--600	A
522--539	B+
480--521	B
462--479	C+
420--461	C
360--419	D
below 360	F

Tentative Schedule of Topics

Week 1: Jan 9 & Jan 11. The development of language: An overview [Berko Gleason 1]

- Introduction to the CHILDES Project <http://childes.psy.cmu.edu/>
Also: <http://www.cyber.sccs.chukyo-u.ac.jp/JCHAT/clan/index.html#clanpro>
- Covington, Michael A.; He, Congzhou; Brown, Cati; Naci, Lorina; McClain, Jonathan T.; Fjordbak, Bess Sirmon; Semple, James; Brown, John (2005) [Schizophrenia and the structure of language: the linguist's view](#). *Schizophrenia Research* 77(1):85-98, 2005.

Week 2: Jan 16 & 18. Communication Development in Infancy [Berko Gleason 2]

- “Language Development” video segment
[<http://www.learner.org/resources/series138.html>]
- Christina F. Papaeliou and Colwyn Trevarthen (2006). [Prelinguistic pitch patterns expressing ‘communication’ and ‘apprehension’](#). *Journal of Child Language*, 33(1), 163-178.

Week 3: Jan 23 & Jan 25. Phonological Development [Berko Gleason 3]

- Nippold, Marilyn A. (2002). [Stuttering and Phonology: Is There an Interaction?](#) *American Journal of Speech-Language Pathology*, 11(2), 99-110.

Week 4: Jan 30 & Feb 1. Semantic Development [Berko Gleason 4]

- Tamiko Ogura, Philip S. Dale, Yukie Yamashita, Toshiki Murase and Aki Mahieu (2006). [The use of nouns and verbs by Japanese children and their caregivers in book-reading and toy-playing contexts](#). *Journal of Child Language*, 33(1), 1-29.
- Michael R. Perkins, Sushie Dobbinson, Jill Boucher, Simone Bol, and Paul Bloom (2006). [Lexical Knowledge and Lexical Use in Autism](#). *Journal of Autism and Developmental Disorders*, 36:795–805.
- Andrea McDuffie, Paul Yoder, and Wendy Stone (2006). Fast-mapping in young children with autism spectrum disorders. *First Language*, 26, 421-438.

Week 5: Feb 6 & Feb 8. Morphological Development [Berko Gleason 5]

- Berko, J. (1958). [The child's learning of English morphology](#). *Word*, 14, 150-177.
- Peggy F. Jacobson and Richard G. Schwartz. (2005). [English past tense use in bilingual children with language impairment](#). *American Journal of Speech-Language Pathology*, 14, 313–323.

Week 6: Feb 13 & Feb 15. Syntactic Development

[Berko Gleason 5]

Week 7:

- **Feb 20: Exam 01**
- Feb 22. Development of Complex Syntax [Thordardottir, Chapman & Wagner 2002]
- Elin T. Thordardottir, Robin S. Chapman, and Laura Wagner. (2002). [Complex sentence production by adolescents with Down Syndrome](#). *Applied Psycholinguistics*, 23, 163-183.
- Alessandra Sansavini, Annalisa Guarini, Rosina Alessandroni, Giacomo Faldella, Giuliana Giovanelli, and Gianpaolo Salvioli. (2006). [Early relations between lexical and grammatical development in very immature Italian preterms](#). *Journal of Child Language*, 33, 199–216.

Week 8: Feb 27 & Mar 1. Pragmatic Development

[Berko Gleason 6]

- Richard Ely and Jean Berko Gleason. (2006). [I'm sorry I said that: apologies in young children's discourse](#). *Journal of Child Language*, 33(3), 599-620.
- Amy Kyratzis and Guo Jiangsheng. (2001). [Preschool Girls' and Boys' Verbal Conflict Strategies in the United States and China](#). *Research on Language and Social Interaction*, 34(1), 45–74.
- Leinonen, Eeva; Kerbel, Debra. (1999). [Relevance theory and pragmatic impairment](#). *International Journal of Language & Communication Disorders*, 34 (4), 367-390.

Week 9: Mar 6 & Mar 8. Language and Literacy in the School Years. [Berko Gleason 10]

- Marilyn A. Nippold. (2000). [Language development during the adolescent years: Aspects of pragmatics, syntax, and semantics](#). *Topics in Language Disorders*, 20(2), 15-28.
- Beatrice Benelli, Carmen Belacchi, Gianluca Gini, and Daniela Lucangelij. (2006). ['To define means to say what you know about things': the development of definitional skills as metalinguistic acquisition](#). *Journal of Child Language*, 33, 71–97.

Spring Break: Mar 12 – Mar 16 NO CLASS

Week 10: Mar 20 & Mar 22. 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]
- www.learner.org/channel/workshops/readingk2/session2/index.html
- **Mar 22: Exam 2**

Week 11: Mar 27 & Mar 29. Development in the Adult Years

[Berko Gleason 11]

- Burke, D.M., Shafto, M. A. (2004). [Aging and language production](#). *Current Directions in Psychological Science*, 13, 21-24.
- [Burke, D.M. \(1999\). Language production and aging. In S. Kemper and R. Kliegl \(Eds.\), Constraints on language: Aging, grammar and memory \(pp. 3-28\). Boston: Kluwer Academic Publishers.](#)

Week 12:

- [Apr 3. Individual Differences](#)

[Berko Gleason – 8]

- Yuriko Oshima-Takane; Elizabeth Goodz; Jeffrey L. Derevensky. (1996). [Birth Order Effects on Early Language Development: Do Secondborn Children Learn from Overheard Speech?](#) *Child Development*, 67 (2), 621-634.
- 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 5. [Language Change and Language Acquisition](#) [Slobin, in press]
- Slobin, Dan Isaac (in press). [From ontogenesis to phylogenesis: What can child language tell us about language evolution?](#) In J. Langer, S. T. Parker, & C. Milbrath (Eds.), *Biology and Knowledge revisited: From neurogenesis to psychogenesis.* Mahwah, NJ: Lawrence Erlbaum Associates.

Week 13: Apr 17 & Apr 19. Atypical Language Development [Berko Gleason 9]

- 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.

Week 15: Apr 24 & Apr 26. Theories of Language Development & Wrap Up [Berko Gleason 7]

FINAL EXAMINATION – Thu, May 3, 2006 8:00 - 11:00 am