



Department of Communication Sciences and Disorders
The University of Georgia

CMSD (LING) 4500/6500
Study of Language Development

Spring 2005

TUES. & THURS. 9:30-10:45 AM

G-5 Aderhold

[Course Description](#) | [Course Objectives](#) | [Course Materials](#) | [Grading](#)
[Special Accommodations](#) | [Academic Honesty](#) | [Course Policies](#) | [Course Schedule](#)

Instructor: Yolanda D. Keller-Bell, Ph.D.

Office Location: 565 Aderhold

Phone: 542-3006

Graduate Assist. : Donna Brooks

Course Prerequisite: Permission of Department

Office Hours: Thursday 3:00-4:30pm,
and other times by appointment

Email Address: ykellerb@coe.uga.edu

GA Email: donnasbrooks@yahoo.com

Course Description:

The goals of this course are to introduce the components of language and consider their developmental trajectories; to consider the varied and critical roles of language in human development; to understand the impact of culture, different languages, child factors and the environment on development; and to be introduced to the theoretical perspectives driving research and thinking in this area of inquiry.

Course Objectives:

The specific course objectives of this course are to:

1. foster the further development of critical thinking and writing skills;
2. be able to analyze, synthesize, and evaluate information in order to draw conclusions from direct empirical data and reason through discrepancies presented by different data sets focused on the same area of inquiry;
3. consider the role of language in human development that extends far beyond its obvious role in communication;
4. become familiar with the various components of language and the basic terminology used to discuss them;

5. learn the developmental sequences in English of the various components of language (phonology, syntax, morphology, semantics, and pragmatics);
6. be able to analyze and evaluate theories of language development, understand empirical evidence refuting or supporting them, and understand how research is conducted and what is focused upon in that research;
7. become aware of how profoundly cultural and linguistic differences can influence all dimensions of language development and communicative processes;
8. understand both endogenous (biological, neurological, cognitive, and psychological) and exogenous (cultural, socioeconomic, and familial) factors that influence language development.

Course Materials:

Required:

1. Owens, R. (2004, 6th edition). *Language Development: An Introduction*. Boston: Allyn and Bacon. (Available at University Bookstore)
2. Additional readings and handouts placed on WebCT, in the library or in OIT.

Supplemental:

1. Internet and e-mail access (preferably a UGA account)
2. Justice, L. & Ezell, H. (2002). *The Syntax Handbook*. Eau Claire, WI: Thinking Publications or similar reference for grammar.

Grading and Assessment:

Your grade for this course will be based on the following assignments:

Exams (February 3, March 10, April 12, May 5)

There are four exams designed to examine your ability to integrate information from lectures, readings, class activities, and videos. The format will consist of objective (i.e., multiple choice) and subjective (i.e., short-answer, essay, case studies) questions. The final exam is cumulative. I will retain the exams, but you are encouraged to come to my/TA's office hours and review your exams. Each exam is worth 20% of your grade.

Missing exams will receive a zero. Make-up exams will not be permitted without appropriate written documentation of illness or family emergency. Vacation plans are not considered an emergency. It is the student's responsibility to contact me within 24 hours of the exam to schedule a make-up exam session. The make-up session must occur within 5 school days following the original exam session; otherwise, the score recorded for the exam will be a zero. In addition, the student should expect that the make-up exam might differ in nature from the original exam.

Homework Assignments

All homework assignments/papers are required and information from them will be tested. Homework assignments comprise 15% of your final grade. Writing ability will also be assessed where appropriate. Homework assignments are due at the beginning of class on their due date

(not after class starts). Late homework will not be accepted. If you will not be in class on the day an assignment is due: Do not put your homework under office doors (the GA's or mine). This is for your protection; items are easily lost in this manner. You can give it to a friend to turn in for you at the beginning of class time or place it in my mailbox in the main office before class. However, you are still ultimately responsible for ensuring your homework assignments are submitted on time.

The following are general guidelines for homework assignments. Read the instructions for each homework assignment thoroughly.

- Put both your name and homework assignment number in a very large font (Last name first) on an otherwise blank cover page. Place your name on all subsequent pages. See example below.
- Type all homework assignments, double-spaced, with at least 12 point font, and margins are 1 to 1_ inches. Make sure there is enough ink in the printer to insure legible type and staple the assignment.
- Follow the minimum and maximum page numbers specified for each assignment (unless the assignment asks you to complete answer sheets).

Sample Cover Sheet:

Keller-Bell, Yolanda

CMSD 4500

Homework 1: Title of the Assignment

Class Activities/Labs (Randomly Assigned):

You will participate in several in-class summary activities/labs during the semester. These activities are randomly assigned and designed to help you integrate the readings and class lectures. They may involve small group work or working independently. Each activity is worth 5 points. The lowest lab grade will be dropped. Make-ups will not be permitted without appropriate written documentation of illness, family emergency, etc... Class activities comprise 5% of your course grade.

| Assignments | |
|-------------------------|-------------|
| Exam 1 | 20 % |
| Exam 2 | 20 % |
| Exam 3 | 20 % |
| Exam 4 | 20 % |
| Homework Assignments | 15 % |
| Class Activities/Labs | 5% |
| Total Percentage | 100% |

Your final grade is based on the total percentage of points earned for the course according to the following scale:

| Final Grade | |
|---|---|
| 90-100 | A |
| 80-89.999 | B |
| 79-79.999 | B <i>**IF you get an 80 or better on 3 of the 4 exams</i> |
| 70-79.999 | C |
| 60-69.999 | D |
| Below 60 | F |
| <i>Final grades are non-negotiable.</i> | |

*** Please note that I do not round decimal percentages up to the next highest grade.*

Special Accommodations:

It is the policy of The University of Georgia to make reasonable accommodations for qualified students with disabilities. If you are a student with a disability and need to request accommodations to complete your course requirements, please make an appointment with me as soon as possible to discuss your request, preferably within the first 3 weeks of class. For information on documentation requirements, contact the Learning Disability Center (542-0734) or Disabilities Services (542-8719). I am interested in ensuring that individuals who have special concerns are included in this course and will make all reasonable accommodations that are needed.

Academic Honesty:

All academic work must meet the standards contained in 'A Culture of Honesty.' All students are responsible for informing themselves about those standards before performing any academic work. "Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense" (From the website on academic honesty: www.uga.edu/ovpi/academic_honesty/hon_prom.htm).

Course Policies:

1. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
2. Information is frequently provided in class that supplements the information included in the required readings. In the event that you miss class, you are responsible for the material that is covered during that class period.

3. Students are expected to complete the reading assignments prior to class and be able to participate in class discussions.
4. Any student experiencing difficulty at any point during the semester is responsible for contacting me immediately to arrange a time to meet to discuss the problems the student is having. Please do not wait until the end of the semester.
5. If you are unable to come to regular office hours, you are encouraged to schedule an individual appointment. Communication is enhanced by face-to-face interaction and email exchanges are not always an adequate substitute for such meetings.
6. Grades will not be given over the phone or email, but they will be posted on WebCT.
7. All assignments should include appropriate citations for any referenced material, even if it is from the Web. Direct quotations should be placed in quotation marks with page numbers. Follow the guidelines of the latest edition of the *Publication Manual of the American Psychological Association*, unless otherwise stated.
8. I will try to provide lecture outlines before class. ***These outlines are broad and topical in nature and do not contain all of the material, graphics, etc. presented in class.*** The outlines should serve as a supplement to your own notes from other course materials. Their purpose is to help you organize information, not to replace individual note-taking during class.

Tips for Success:

I am frequently asked, “What is the best way to study for this class/exam?” My answer varies because each student has his or her own learning style. In the past, I have found that successful learners usually:

- are active, participatory learners
- take notes during class
- read the text and frequently review lecture notes
- supplement lecture notes with information from the text and other materials
- compare and review materials with a classmate
- create graphs, charts, and their own study questions

For more information, see the following websites:

- Division of Academic Enhancement: www.uga.edu/dae
- Study Skills for College Students: <http://www.arches.uga.edu/~snjones/index.htm>
- WebCT: <https://webct.uga.edu/www/student.html>

For Writing Resources:

The UGA Writing Center--- <http://www.english.uga.edu/writingcenter/writing/index.html>
 The University of Wisconsin-Madison Writing Center--- <http://www.wisc.edu/writing>
 Scientific Writing--- <http://leahi.kcc.hawaii.edu/pub/intersect/WCCTypes.html>
 APA style--- <http://www.apastyle.org>

Classmates:

Name: _____

Phone Number: _____

Email: _____

Name: _____

Phone Number: _____

Email: _____

Course Schedule
Unit I: FOUNDATIONS OF LANGUAGE

| | DATES | TOPIC | READING ASSIGNMENT |
|--------|-------------------|---|---|
| Week 1 | January 11 | Course Preview | |
| | January 13 | Overview of Language | Chapter 1 |
| Week 2 | January 18 | Theories of Language Development | Bohannon & Bonvillian: Theoretical Approaches to Lang. Acquisition |
| | January 20 | Theories of Language Development con't | Bohannon & Bonvillian: Theoretical Approaches to Lang. Acquisition "The Civilizing of Genie" by Maya Pines |
| Week 3 | January 25 | Child Development and Neurolinguistics | Chapters 3 and 4 |
| | January 27 | Neurolinguistics con't Language Processing | Chapter 4 |
| Week 4 | February 1 | Memory /Review | |
| | February 3 | Exam 1 | |

Unit 2: INFANT AND TODDLER LANGUAGE DEVELOPMENT

| | | | |
|--------|-------------|-----------------------------------|---|
| Week 5 | February 8 | Memory/Speech Perception | Chapter 3 pg. 72-90, Chapter 5 151-154 |
| | February 10 | Phonological Development | Chapter 3 72-90; Chapter 10 340-345 |
| Week 6 | February 15 | Bases of Early Language | Chapter 5 pg. 136-151; Chapter 6 pg. 157-168 |
| | February 17 | Bases of Early Language con't | Chapter 6 |
| Week 7 | February 22 | Language Learning Processes | Chapter 7 |
| | February 24 | Language Learning Processes con't | Chapter 7 |
| Week 8 | March 1 | First Words | Chapter 8 |
| | March 3 | Combining Words | Chapter 8 |

| | | | |
|----------------|--------------------------|------------------------------|-----------------|
| Week 9 | March 8 | Combining Words con't/Review | |
| | March 10 | Exam 2 | |
| Week 10 | March 15 & 17 | Spring Break | No Class |

Unit 3: PRESCHOOL LANGUAGE DEVELOPMENT

| | DATES | TOPIC | READING ASSIGNMENT |
|---------|-----------------|---|--|
| Week 11 | March 22 | Stages of Morphologic Development | Chapter 10 |
| | March 24 | Language Sample Analysis I | Retherford (2000) Syntactic Analysis; Chapter 14 |
| Week 12 | March 29 | Language Sample Analysis con't | Retherford (2000) Syntactic Analysis; Chapter 14 |
| | March 31 | Syntactic Development | Chapter 10 |
| Week 13 | April 5 | Preschool Pragmatic, Narrative & Semantic Development | Chapter 9 |
| | April 7 | Preschool Pragmatic... con't/ Review | |
| Week 14 | April 12 | Exam 3 | |

Unit 4: SCHOOL-AGE LANGUAGE DEVELOPMENT

| | | | |
|-------------------|------------------------|---|-------------------------------------|
| | April 14 | School Age Pragmatic, Semantic & Metalinguistic Development | Chapter 11; Chapter 12 p.393-394 |
| Week 15 | April 19 | Reading, Writing, & Language | Chapter 12 |
| | April 21 | Reading, Writing, & Language con't Language Differences | Chapter 12 and Chapter 13 |
| Week 16 | April 26 | Language Differences con't | |
| | April 28 | Wrap-up/Review for Final | |
| Final Exam | Thursday, May 5 | Final Exam 8 AM- 12 PM | |