

CMSD (LING) 4500/6500
Study of Language Development
 Spring Semester 2003

Instructor: Yolanda D. Keller-Bell, Ph.D.	Office Hours: Mondays & Wednesdays 2:30 –4:00 p.m.; other times by appointment
Class Hours: Tues. & Thurs., 3:30-4:45	Office Location: 569 Aderhold
Location: Boyd Graduate Studies 328	Phone: 542-3006
Course Prerequisite: Depart. permission	Email Address: ykellerb@coe.uga.edu
Graduate Assist. : Bess Fjordbak	GA Office Hours:
GA Email:	GA Office Location: 510 Aderhold

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 the influence 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.

Textbook and Instructional Materials:

- Owens, R. (2001). Language Development: An Introduction. Allyn and Bacon. (Available at University Bookstore)
- Course Packet: Available at Pro copies, 360 Baxter Street, 546-1440

Grading and Assessment Procedures:

Percentages of Final Grade	
Class Activities	10%
Homework Assignments	15%
Exam 1	25%
Exam 2	25%
Cumulative Final Exam	25%

Final Course Grading Scale	
A	90% or higher
B	80%-89.9%
C	70%-79.9%
D	60%-69.9%
F	<60%

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

Exams

These tests are designed to examine your ability to integrate information from lectures, readings, class activities, and videos. The exams will consist of multiple choice, fill-in the blank, true/false, or essay questions. 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 four (4) homework assignments/papers are required and information from them will be tested. Writing ability will also be assessed where appropriate. See homework guidelines for further details. 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 a homework assignment is due: Do not put your homework under office doors (mine or the GA's) or in mailboxes. 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. However, you are still ultimately responsible for ensuring your homework assignments are submitted on time.

Class activities

You will participate in 3-6 in-class summary activities during the semester. These activities are randomly assigned and designed to help you integrate the readings and class lectures. They may involve small group discussion, analyzing short segments of language transcripts, etc.. These will be graded only as satisfactory or unsatisfactory. If an activity is missed, the average score of the remaining projects will be taken.

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 2 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. Late homework will not be accepted. It must be turned in at the beginning of class on the due date.
3. 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.
4. Students are expected to complete the reading assignments prior to class and be able to participate in class discussions.
5. 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 don't wait until the end of the semester.
6. 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.
7. Keep a copy of all homework assignments. I will keep the copy turned in to me.
8. Grades CANNOT be given over the phone. They will be posted on WebCT.
9. Do not use sexist language on any assignments or language.
10. Final grades are nonnegotiable. Please note that I do not round decimal percentages up to the next highest grade.

Course Schedule

	DATES	LECTURE TOPIC	READING ASSIGNMENT
Week 1	January 9	Course Preview	
Week 2	January 14	Overview of Language	Chapter 1
	January 16	Theories of Language Development	Course Pack: Bohannon & Bonvillian (2001) Theoretical Approaches to Lang. Acquisition Pg. 254-275
Week 3	January 21	Theories of Language Development, cont'd	Course Pack: Bohannon & Bonvillian (2001) Theoretical Approaches to Lang. Acquisition Pg. 275-314; "The Civilizing of Genie" by Maya Pines
	January 23	Biological Bases for Communication	Homework 1 Due Chapter 3 pg. 70-72; Chapter 4 pg. 109-121
Week 4	January 28	Biological Bases for Communication, cont'd	Chapter 3 pg. 70-72; Chapter 4 pg. 109-121
	January 30	Speech Perception	Chapter 3 pg. 72-90, Chapter 5 151-154

	DATES	LECTURE TOPIC	READING ASSIGNMENT
Week 5	February 4	Phonological Development	Chapter 3 72-90; Chapter 10 340-345
	February 6	Phonological Development cont'd / Review	
Week 6	February 11	Exam 1	
	February 13	Bases of Early Language	Chapter 5 pg. 136-147; Chapter 6 pg. 157-168
Week 7	February 18	Bases of Early Language, cont'd	Chapter 6 pg. 168-195
	February 20	Language Learning Processes	Chapter 7 pg. 197-215
Week 8	February 25	Language Learning Processes, cont'd	Chapter 7 pg. 215-235
	February 27	First Words	Homework 2 Due Chapter 8 pg. 237-260
Week 9	March 4	Combining Words	Chapter 8 pg. 261-273
	March 6	Preschool Pragmatic, Narrative & Semantic Development	Chapter 9 pg. 275-303
Week 10	March 11	Stages of Morphologic Development	Chapter 10 pg. 305-318
	March 13	Language Sample Analysis	Course Pack: Retherford (2000) Chapter. 3 Syntactic Analysis
Week 11	March 18 & 20	Spring Break	
Week 12	March 25	Language Sample Analysis	
	March 27	Syntactic Development	Chapter 10 318-347; Homework 3 Due
Week 13	April 1	Review	
	April 3	Exam 2	
Week 14	April 8	School Age Pragmatic Development	Chapter 11 pg. 349-370
	April 10	School Age Semantic & Metalinguistic Development	Chapter 11 pg. 370-379; Chapter 12 393-394
Week 15	April 15	Reading, Writing, & Language	Chapter 12 395-407;
	April 17	Language Differences	Chapter 13 409-426
Week 16	April 22	Language Differences, cont'd	Pg. 426-437
	April 24	Language Disorders	Homework 4 Due
Week 17	April 29	Review for Final	
Final Exam	May 5	Final Exam 12-3pm	

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