COURSE OUTLINE

**Instructor:** Dr. Martin Fujiki  
**Office hours:** office 130 TLRB, F 10-11, other times by appointment (call: 378-5994)

**Text:** Jean Berko Gleason, *The Development of Language, 5th Ed.*  
Additional materials will be available through the internet.

**Course Goals:**  
To introduce various theoretical views of speech and language acquisition.

To present major components of speech and language development.

To review the development of language components.

To examine methods of studying and assessing speech and language development.

To establish a working knowledge of normal developmental processes to serve as a basis for developing an expertise in the treatment of speech and language disorders.

**Requirements:**  
1. Assigned readings (as listed in the syllabus).

2. Two tests (midterm & final). The material on each exam will be taken from lecture material (about 75%) and on assigned readings (about 25%). The midterm will be administered on Oct. 11th and 12th. The final will be given on Dec. 15, (date listed in the class schedule, however, it may be taken all day rather than the hours specified) and may be comprehensive (anything that appears to need further review from the midterm may appear on the final). Tests will be administered at the testing center. If you are ill and need to take a test late you will be required to provide written documentation from a physician. If you need to take a test early you should see me well before the day of the exam.

3. Language Sample Project. This assignment involves eliciting a language sample from a child. You should find a child under the age of five and spend 20 minutes with the child. As you interact you should pay special attention to the child and the adult interactional strategies we discuss in class. You should then write up a description of your interaction. You should tape record this interaction, and transcribe 30 child utterances. Hand in the tape recording with your write up. The write up should be two to three pages long. You will be graded on the following information (each section is worth 5 pts, with the exception of the transcription which is worth 30 pts.): Please turn in your write up and tape in an envelope to prevent them
from being separated and lost. Also, please set your tape recording to the beginning of the sample.

1. Description of the child--this should include name, age, siblings, family situation, etc.
2. Description of materials--what type of items you used to get the child to talk to you. These might include various toys, picture books, etc. In some situations you might not use materials but involve the child in an activity. If so you should describe the activity. Be sure to include a rationale for your materials and/or your activities. Why did you use what you used?
3. Description of the interaction--describe your use of the interaction principles and the discussed in class. Specific examples of actual conversation should be used as you do this.
4. Reliability of transcription—you will lose one point per transcription disagreement (between your transcription and the TA who listens to your tape).
5. Insights--discuss your insights into the process. Keep in mind that simply reporting that the interactional principles worked or that you enjoyed talking with the child will not earn full credit.

The written sections need not to be long, but should be long enough to present the information required (2 to 3 pages should be adequate).

4. "Spot" quizzes. These quizzes will be given randomly throughout the semester. They will not be announced. They may consist of one to five questions, and be worth about 10 points each. They will typically be short answer in format. They must be taken during class time on the day given. If you are absent on the day of a spot quiz you will not be allowed to make it up, regardless of how good your excuse is for missing class (the only exception being official university excused absences or illness with a note from your Doctor). You will be allowed to drop one quiz from the final total.

**Grading:**
Grades will be computed on the following basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>exams-midterm</td>
<td>100</td>
</tr>
<tr>
<td>final</td>
<td>100</td>
</tr>
<tr>
<td>project</td>
<td>50</td>
</tr>
<tr>
<td>spot quizzes</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned as follows: 90% or better A, 80% or better B, 70% or better C, etc. However, this scale will be adjusted depending upon class performance. Thus, if there are very few scores of 90% or better, the upper quarter of the class will receive As, the second quarter Bs, the third quarter Cs, and the fourth quarter Ds and Es. However, regardless of score distribution, if you have a mean score above 90% you will receive an A.

**Topics and Reading Assignments**
Introduction  Chapter 1

Defining language and other basics

How we study language

Theories of Language acquisition  Chapter 7

Pragmatic development  Chapter 2, Chapter 6

Midterm--at the testing center (Oct. 11 & 12)

Pragmatic development (continued)

Syntax and morphology  Chapter 5

Semantic development  Chapter 4

Later language development-- literacy  Chapter 10

Second language learning and bilingualism

Final (Dec. 15)

(See reading study guide for specific points to emphasize as well as indications of what you will be tested on.)

Language Sample Project due on Nov. 7th.

In some cases we will not discuss assigned reading material in class. Keep in mind that you will still be responsible for this material on examinations.

Reading List:
If you find some of the material difficult, confusing, or so interesting that you would like to read more, the following sources are suggested for additional reading.


**Honor Code:**
Since coming to BYU in 1990, I have repeatedly been impressed by the honesty and integrity of the great majority of students. That being said, however, on some rare occasions there have been students who have had difficulty with the honor code. My "policy" on some specific honor code violations is as follows. Copying the work of others, word for word, is plagiarism. Because of the limited amount of writing you will do in this course, this will probably not be an issue. However, in all writing, be sure to either put material in quotations with a proper source or to put the information in your own words. It also goes without saying that cheating on an examination or quiz is unacceptable. Plagiarism or cheating on an examination will result in a failing grade in this course.
One Last Thing:
I would like to invite each of you to either stop by my office during my office hours or make an appointment so I can talk to you for a few minutes. This will help me to learn your name and get to know you.