COURSE OUTLINE

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


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 form, meaning, and use.

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. 17th and 18th. The final will be given during finals week 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 (if you do not set your tape to the beginning of the sample there will be a 5 point penalty).
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% or higher you will receive no lower than an A-.

**Topics and Reading Assignments**
This is an approximation of what we will cover. We will cover the material in this order. When we cover it will be more variable.

Introduction                              Chapter 1
Defining language and other basics
How we study language                     Chapter 14
The context for early language development Chapter 6
Early pragmatic and semantic development  Chapter 8
Preschool pragmatic and semantic development Chapter 9
Midterm                                   Oct. 17/18
Preschool syntactic development           Chapter 10
School age pragmatic and semantic development Chapter 11
The development of literacy               Chapter 12, pp. 395-407
Theories of Language acquisition          Chapter 2
Second language learning and bilingualism  Chapter 13
Final (during finals week)

**Language Sample Project due on Nov. 8th.**

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.


The administration has asked that we include the following information on sexual harassment and students with disabilities.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your
professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

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.