Instructor: Dr. Martin Fujiki
Office hours: office 130 TLRB, F 10-11, other times by appointment (call: 422-5994)


Course Goals:

The goal of this course is for you to learn the following information to provide a basis for the assessment of and intervention with language impairment:

- Theoretical views of how children develop language.
- Major components of language.
- Social, cognitive, and biological influences on language development.
- Cultural influences on language development.
- Methods of studying and assessing speech and language development.
- The development of pragmatics, semantics, syntax, and morphology.

Course Objectives:
The student will demonstrate knowledge of the major components of language (syntax, semantic, phonology, morphology, & pragmatics) (KASA standard III-B).

The student will demonstrate knowledge of what communication is, what language is, and how the two are related and how the two differ. (standard III-B).

The student will demonstrate knowledge of the major theories of language development (social interactionist, linguistic) (standard III-B).

The student will demonstrate knowledge of how the social and cognitive aspects of communication influence language development (standard III-B, III-D).

The student will demonstrate knowledge of how cultural factors influence first and second language development (Standard III-C, III-D).
The student will demonstrate knowledge of the developmental sequence of pragmatic, semantic, syntactic, and morphologic language behaviors in production and comprehension modalities (standard III-C, III-D).

The student will demonstrate knowledge of the development of literacy (standard III-C, III-D).

The student will demonstrate knowledge of how caretakers facilitate expressive and receptive language development (standard III-D).

The student will demonstrate knowledge of basic tasks used to assess language (spontaneous language sampling, elicited imitation, sentence completion, judgment tasks). (standard III-D).

The student will demonstrate the ability to elicit a language sample from a child and perform basic analyses of the sample (standard III-D).

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 from assigned readings (about 25%). The midterm will be administered on Oct. 15th and 16th. The final will be given during finals week and may be comprehensive (topics that appear 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. Tests taken late without permission will be penalized 10% per day late.

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. You should tape record this interaction, and transcribe 30 child utterances. Hand in the tape recording with your write up. You should calculate one analysis measure based on these 30 utterances – (frequency of occurrence or percentage of usage in obligatory context for one syntactic, semantic, or pragmatic form). The write up should be one or two pages long. 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). You will be graded on the following information:

1. Description of the child (5)—this should include age, gender, and elicitation context (where you took the sample), and materials used.

2. Analysis (10)—calculation of your analysis. You can decide what to analyze. Keep in mind, however, that you will lose points if your analysis is judged to be inappropriate (e.g., analysis of subject relative clause complex sentences in an 18 month old child).

3. Reliability of transcription (35)—you will lose one point per transcription disagreement (between your transcription and the TA who listens to your tape).
4. "Spot" quizzes. There will be 11 quizzes given randomly throughout the semester (this works out to about 1 a week). They will not be announced. They may consist of short answer questions or writing assignments, and will be worth 10 points each. They must be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up, no matter how good your excuse is for missing class (the only exceptions being official university excused absences or illness with a note from your physician). You will be allowed to drop one quiz from the final total.

These quizzes are designed to motivate you to study course material after each class period. They are also a good gauge of how well you understand the material and, ultimately, how well you are doing in the class. If you are not doing well on the quizzes it is your responsibility to contact me or the teaching assistant for additional help.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>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>
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<tr>
<td><strong>Total: 350</strong></td>
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</tbody>
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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 of 90% or higher you will receive no lower than an A-.

**Topics and Reading Assignments**

We will cover the material in this order. When we cover it will be more variable, but you should be able to estimate this from the topics being discussed in class. **It is critical that you read the text as we cover the material or the organization may not make sense.**

<table>
<thead>
<tr>
<th>Component</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Defining language and other basics</td>
<td></td>
</tr>
<tr>
<td>How we study language</td>
<td>14</td>
</tr>
<tr>
<td>The context for early language development</td>
<td>6</td>
</tr>
<tr>
<td>Early pragmatic and semantic development</td>
<td>8</td>
</tr>
<tr>
<td>Preschool pragmatic and semantic development</td>
<td>9</td>
</tr>
<tr>
<td>Midterm</td>
<td>Oct. 15/16 in the testing center</td>
</tr>
</tbody>
</table>
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

Final (you may take the final any time during finals week)

Dates to remember:

Language Sample Project due on Nov. 6

Class will be cancelled on Nov. 13 for the ASHA convention

Nov. 25 Friday class instruction

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 (see reading overview at the end of the handout packet for more detail.)

Reading List:
If you find some of the material difficult, confusing, or so interesting that you would like to read more, the sources in the reference list in the study guide 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. In all writing (but specifically in class writing assignments), 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**.