ED PSYCH 330, LANGUAGE DEVELOPMENT
COURSE OUTLINE
Dr. Fujiki

Office hours: office 130 TLRB, T and Th 10:00-11:00, other times by appointment (call: 378-5994)

Text: Gleason, J.B. (Ed.) The Development of Language, 3rd Ed.

Course Goals:

To introduce various theoretical views of speech and language acquisition.
To introduce the student to major components of speech and language development (form/content/use).
To discuss the integration of language components.
To introduce the student to 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 in the future.

Requirements:

1. Assigned readings (as listed in the syllabus).

2. Language sampling assignment. This assignment will be explained in greater detail in class. Grading will be based on your ability to elicit and transcribe a language sample.

3. Two tests (midterm & final). The majority of the material on each exam will be taken from lecture material (75%). However, you will also be tested on assigned readings (25%). The final will be given during the regularly scheduled time (see more detailed information below), 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, on the days noted in the syllabus. If you are ill and need to take a test late you will be required to provide written documentation from a physician.

4. "Spot" quizzes. These quizzes will be given throughout the course of the class. They may consist of one to ten questions, and be worth from 5 to 10 points. 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). 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>
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<tbody>
<tr>
<td>exams-midterm</td>
<td>100</td>
</tr>
<tr>
<td>final</td>
<td>100</td>
</tr>
<tr>
<td>language sample</td>
<td>100</td>
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<tr>
<td>spot quizzes</td>
<td>100</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>400</strong></td>
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Grades will be assigned as follows: 90% or better A, 80% or better B, etc. However, I reserve the right to adjust this scale as is appropriate.

Syllabus and Reading Assignments

Introduction Chapter 1

Defining language

The nature of language

How we study language (elicitation)

Theories of language acquisition Chapter 6

Syntactic development Chapter 5

Midterm--Oct. 25th at the testing center (8 am to 6 pm)

Semantic development Chapter 4

Pragmatic development Brinton & Fujiki, chapter 1 (on reserve)

Later language development-literacy Chapter 10

Second language learning (if we have time)

Final Exam--Dec. 15 at the testing center (7:15 am to 6 pm)

Class will be canceled on Thursday, Nov. 17 and Tuesday, Nov. 22, for the American Speech-Language-Hearing Association Meeting.
If you find the information in the lectures to be confusing, incomplete, or so interesting that you would like to learn more about the topic, the following text books will be excellent references.


Clark, H. & Clark, E. *Psychology and language.*

Owens, R.E. *Language development*, 2nd ed.

James, S. *Language development.*

**LANGUAGE SAMPLING ASSIGNMENT**

The language sample is the primary method used to study language development in typically developing children and is also used by speech language pathologists to assess children with language impairment. Thus, one of the course requirements is to elicit an actual sample from a "real" child. We will be discussing how to do this in depth later in the class during the elicitation section, however, the following will provide you with some general guidelines.

1. You can use any speaking child between the ages of 18 months and 7 years. It is suggested that you use a linguistically typical child for this project, however, in special cases children with language impairment may also be used. Younger children will be more difficult to work with, but the data they produce will be easier to interpret. Older children will be easier to work with, but the data they produce will be more difficult to interpret.

2. Tape record the entire sample. The language sample must be at least 20 minutes long.

Transcribe the language sample. You should hand in a minimum of 100 child utterances. If the child doesn’t talk much, turn in what you were able to obtain in a 20 minute period. If your child is talkative, you may elicit many utterances in 20 minutes. You may stop transcribing after you have transcribed 200 CHILD utterances.

Materials should be appropriate to the age of the child. Books are good for older children, toys elicit more spontaneous language from younger children.
Your interaction should be child directed. Don't outtalk the child. If you do, you will want to kick yourself later when you have to transcribe all your utterances. It is natural to use some questions with children, but do not overuse yes/no questions or WH questions. Do not badger a child with questions.

Turn in a transcript, the tape you used, and a description of the materials you utilized. You should add some rationale for why you did what you did, as well as anything else you think your instructor should know about your sample. Set the tape so that it begins at the point where your transcription begins. This will make it much easier to grade and the teaching assistant who checks the accuracy of your sample will be highly appreciative. There will be a **5 point penalty** for samples not turned in with this done.

You will need to obtain permission from a parent or guardian to sample a child. An informed consent form will be handed out in class. Have the parent or guardian sign this form and hand it in with your sample. Guard your child's anonymity. Identifying information should not appear on your transcript. Use an initial for names. Do not play your tape, share your transcript, or discuss your child with anyone other than your instructor. Offer parents a copy of your typed transcript.

Grade for this part of the assignment will be 100 points, and will be based on the following:

- **65 points.** The accuracy of your transcription. For every error you make in a randomly selected section of utterances (about 100 utterances), you will lose 1 pt.

- **15 points.** The elicitation of the sample. These points will be based on the naturalness of the interaction between examiner and child, as well as your description of what worked best and what you would do differently next time.

- **20 points.** Description. This will include your description of the child (age, etc.) and setting (materials, etc.).

Keep in mind if you do not include all of the required sections you will lose points (e.g., if you do not describe your child and setting you will lose 20 points).

The sample is due **Nov. 1.** Late samples will be penalized 5 points per day.