COURSE OUTLINE

**Instructor:** Dr. Martin Fujiki  
**Office hours:** office 130 TLRB, T and Th 10-11, 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.  
To discuss the integration of language components.  
To introduce the student to methods of studying and assessing speech and language development, focusing specifically on pragmatics and semantics.  
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. Two tests (midterm & final). The material on each exam will be taken from lecture material (75%) and on assigned readings (25%). The midterm will be administered on Oct. 23rd and 24th. The final will be given December 14th, (as is scheduled) 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 adult operating principles that we will discuss in class, as well as the child strategies used. You should then write up a description of your interaction. You should tape record this interaction, and 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.): 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.

Description of the child--this should include name, age, siblings, family situation, etc.
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 then 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?
Description of the interaction principles--describe your use of the interaction principles and the child use of strategies, as will be discussed in class. Specific examples of actual conversation should be used as you do this.
Insights--discuss your insights into what you did. Keep in mind that simply reporting some variation of the fact that the operating principles worked or that your enjoyed talking with the child will not earn full credit.

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 about 10 points each. 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>
</tr>
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<tbody>
<tr>
<td>exams-midterm</td>
<td>100</td>
</tr>
<tr>
<td>final</td>
<td>100</td>
</tr>
<tr>
<td>project</td>
<td>20</td>
</tr>
<tr>
<td>spot quizzes</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>270</strong></td>
</tr>
</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 above 90% you will get an A.

Topics and Reading Assignments

Introduction                                      Chapter 1
Defining language and other basics
How we study language, a brief introduction
Theories of language acquisition Chapter 7
Pragmatic development Chapters 2 & 6

Midterm--Oct. 23-24 at the testing center

Semantic development Chapter 4, and Chapter 5 (pp 161-164)
Later language development-literacy Chapters 10 & 11
Second language learning and bilingualism
Analysis of language production

**Language Sample Project due on Nov. 19th**

**Final Exam--Dec. 14 at the testing center** (all day)

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

Class will be canceled on Thursday, Nov. 21, for the American Speech-Language-Hearing Association Meeting.

**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. However, that being said, 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 goes without saying that any type of 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:**
Because of the size of the class it will be very difficult to get to know you on an individual basis unless you make some effort to help me. Thus, I would like to invite 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 get to know you and hopefully won't be too painful for you.