ePsy 630 Theories of Child Language Acquisition
Winter 1996

Professor: Ron Channell PhD, 128 TLRB, 378-6457 (office), 225-1526 (home).
Office Hours: 8:30-10:45 T. & Th., or by appointment (call my extension and leave (your) name, number, and message), or drop by.

Textbooks

Course Overview
This graduate course is to study theories of the processes children use to learn their first languages.

We will go through the Pinker text quickly and then through the Ingram text carefully. Complete each day's assigned reading before class to be ready to present and discuss it. In class, I will mainly ask questions.

Class Participation
These are some pragmatic details that probably hold true for most professors and most classes but, at the risk of being less-than-subtle or redundant, I'll mention them here. I expect attendance and class participation. If you can't attend this class you should not be enrolled for it. Hire a babysitter for your children; don't bring them to class. Watching the class from the observation hall does not count as attending the class because you can't participate. Borrowing notes is a nuisance to other students and is no substitute for your own encoding and discussion of class material. Eating and drinking in class is okay except for noisy or odiferous things such as Corn Nuts or Fritos. Sleeping in class or privately conversing with a friend is totally gauche.

Exams
We will have a midterm exam and a final; the final will be comprehensive and count twice as much as the midterm. The exams will be "closed book/ closed note." Exams will consist of essay questions. Unless you give me written evidence of serious illness, death, etc., late exams are subject to -15% per day penalty.
The grading of essay questions is always somewhat subjective. Here's how I
do it: I first read all answers to a particular question. I usually then re-read the
answers, laying them out spatially on a table from best to worst, left to right,
based on my assessment of its correctness, completeness, and clarity. Then I
decide how good (on a scale of 0 up to 4) the best answer is and, on the same
scale, how poor the worst answer is. After assigning these answers their
amounts, I return spatially to the best answer diminish the point ratings given
to answers as I move from left to right.

**Honor Code**

I expect you to adhere to the Honor Code. Too many qualified people are not
admitted to BYU because of enrollment ceilings to allow a space to be wasted on
someone who isn't keeping their commitment to obey the Code. Remember that
the code applies to your behavior both on- and off-campus. Contents of exams
are confidential and you must not share them until the exam has been passed
back and is thus public information. This would include giving hints as to which
areas to study or not study as well as reciting or paraphrasing specific questions
from the exam.

**Semester Grading**

Semester grades will be based $\geq 80\%$ on the exams and $\leq 20\%$ on class
participation (which includes class attendance & preparation, involvement in
discussion, and any exercises I assign). No exam scores will be dropped. The
grading scale used is: 95-100% A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-
77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, 59% &
below E. No extra credit is possible.