Theories of Child Language Acquisition
Winter 1997

Professor: Ron Channell PhD, 128 TLRB, 378-6457 (office), 225-1526 (home).
Office Hours: 8:30-9:30 T. & 1:15-2:15 T.Th., or by appointment (call my extension
and leave (your) name, number, and message), or drop by.

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

Textbook
Ingram, David (1989). First language acquisition: Method, description, and
explanation. Cambridge: Cambridge University Press.

Class Participation
Complete each day's assigned reading before class to be ready to present and
discuss it. In class, I will mainly ask questions. There 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. Exams will probably be closed book & note, and
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.