COURSE OUTLINE

Instructor: Dr. Martin Fujiki (martin_fujiki@byu.edu)
Office hours: office 130 TLRB, F 9-10:00, other times by appointment (call: 422-5994)
Teaching Assistants: Rachel Burton, Lauren Hart, and Irene Perez

power point slides for each lecture, available on blackboard

Overview:
The mission of BYU is to provide an education that is (1) spiritually strengthening, (2) intellectually enlarging, (3) character building leading to (4) lifelong learning and service. In harmony with this mission, the conceptual framework (CF) of the David O. McKay School of Education emphasizes that student training stress (1) the moral dimensions of teaching, (2) academic excellence, (3) meaningful collaboration with parents and other professionals, and (4) the development of social competence. Within this broad university and college context, the basic goal focuses on academic excellence--to provide you with information about language development. How this information will be meaningful to you will vary depending on your career or life path, be it speech language pathologist, audiologist, early intervention specialist, educator, linguist, church worker, and/or parent. Integrated in all that we will do, however, is the importance of the moral dimension of teaching. The importance of meaningful collaboration and interacting in a socially competent manner will be increasingly important as we progress from this course into the next course in the sequence, ComD 350, Language Disorders in Children. It will be important to keep these general ideas in mind as we focus on specific topics and issues.

Course Topics:
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.
Factors influencing language acquisition.
The development of pragmatics, semantics, syntax, and morphology

Course Objectives:
*Here is what you should learn from this course.* This section is organized with respect to speech language pathology accreditation standards. There is a fair amount of overlap, however, for those of you who are in fields within the disciplines of education and applied linguistics. The accreditation standards (KASA standards) that each objective meets is provided in parentheses. Also provided is an indication of how the objective lines up with the CF of the school. As noted, CF 2, academic excellent, is strongly highlighted.
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, CF 2).

The student will be able to define the major components of language (syntax, semantic, phonology, morphology, & pragmatics) (KASA standard III-B, CF 2).

The student will demonstrate knowledge of the major theories of language development (social interactionist, linguistic, emergentism) (standard III-B, CF 2).

The student will demonstrate knowledge of how the social and cognitive aspects of communication influence language development (standard III-B, III-D, CF 2 & 4).

The student will demonstrate knowledge of how cultural factors influence first and second language development (Standard III-C, III-D, CF 1, 2, 3, & 4).

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, CF 2).

The student will demonstrate knowledge of the development of literacy (standard III-C, III-D, CF 2).

The student will demonstrate knowledge of how caretakers facilitate expressive and receptive language development (standard III-D, CF 2).

The student will demonstrate knowledge of basic tasks used to assess language (spontaneous language sampling, elicited imitation, sentence completion, judgment tasks). (standard III-D, CF 2).

The student will demonstrate the ability to elicit a language sample from a child and perform basic analyses of the sample (standard III-D, CF 2).

**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. 29th, 30th, and 31st. The final will be given during finals week. 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. If you have to take a test late without prearranged permission (which will be allowed only in extreme circumstances) you may be penalized 10% per day late.

3. "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 will consist of short answer questions or writing assignments, and will be worth 10 points each. **Quizzes 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. **You must take the quiz that is offered in the section in which you are enrolled.**

These quizzes are designed to motivate you to study course material after each class period as well as to highlight important information. They are 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 a teaching assistant for additional help.

If you do not do well on a quiz, you may earn up to 2 points (added to your score, to total up to 10 points on a quiz) by writing a typed, one page paper on the quiz topic. You may do this for every quiz. Your paper must make it clear that you understand the concept that the quiz focused on (more on this will be presented in class). You will only have one chance to turn in a correction. Your paper must be turned in no later than 2 sessions after the quiz is returned. If you attend the review session after the quiz the TA will review the quiz and explain why you lost points.

4. Article summary (15 pts.). You should read and summarize a journal article pertaining to language development from the reference list in the textbook. Most are available in the library and many may be accessed on-line. Your summary should be about 1 single spaced, type written page long. You should also include the abstract from the article (not as part of your summary). Summaries will be scored based on the following guidelines. 5 pts. summary accuracy, 5 pts. style (grammar, writing clarity, etc.), and 5 pts. for relating the article back to what we have talked about in class. You can turn the summary in at any time, but it is due Nov. 8. Your summary and abstract may be turned in electronically to the TAs (specifc will be given in class).

Remember, we all have the same goal: *for you to learn this material so that you can effectively work with children, both typically developing and those with language impairment.* If you are having trouble, we are available to help you, but you have to be proactive enough to seek help.

**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>midterm</td>
<td>100</td>
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<tr>
<td>final</td>
<td>100</td>
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<tr>
<td>spot quizzes</td>
<td>100</td>
</tr>
<tr>
<td>article summaries</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>315</strong></td>
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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. Regardless of score distribution, if you have a mean score of 90% or higher you will receive at least an A-.
**Topics and Reading Assignments**

We will cover the material in the following order. When we cover particular topics will be more variable, but you should be able to estimate this from what is being discussed in class. It is important that you read the text as we cover the material or the organization may not make sense. There is no study guide for chapter 1 because the class lectures will cover most of the material in that chapter. There are study guides for all other readings which case be accessed from blackboard.

<table>
<thead>
<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Defining language and other basics</td>
<td>Chapter 1</td>
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<tr>
<td>How we study language</td>
<td>Chapter 14</td>
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<tr>
<td>The context for early language development</td>
<td>Chapter 3 (pp. 74-81)</td>
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<tr>
<td>models of linguistic processing, theory of mind</td>
<td>Chapter 5, 6</td>
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<tr>
<td>Early pragmatic and semantic development</td>
<td>Chapter 7</td>
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<td>Preschool pragmatic and semantic development</td>
<td>Chapter 8</td>
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<tr>
<td>Midterm (Oct. 29-30-31)</td>
<td>in the testing center</td>
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<tr>
<td>Preschool syntactic development</td>
<td>Chapter 9</td>
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<tr>
<td>School age pragmatic and semantic development</td>
<td>Chapter 10</td>
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<tr>
<td>The development of literacy</td>
<td>Chapter 11</td>
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<tr>
<td>Theories of Language acquisition</td>
<td>Chapter 2</td>
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<tr>
<td>Second language learning and bilingualism</td>
<td>Chapter 13</td>
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Final (you may take the final any time during finals week)

**Dates to remember:**

- Oct. 29-31 Midterm
- Nov. 8 Article summary due
- Nov. 20 Friday class instruction.

In many cases we will not discuss assigned reading material in class. Keep in mind that you will still be responsible for this material on examinations.
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 posted on blackboard 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.