

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 assessment assignment. This assignment will be explained in greater detail in class.
3. 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 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 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:

exams-midterm	100	
final	100	
language sample	100	
spot quizzes	50	Total: 350

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 7
Pragmatic development	Chapter 2
Midterm--Oct. 23, 24 at the testing center	
Semantic development	Chapter 4
Syntactic development	Chapter 5
Later language development-literacy	Chapter 10
Second language learning	
Sociolinguistics (if we have time)	Chapter 6
Final Exam--Dec. 15 at the testing center (7:15 am to 6 pm)	

Additional readings may be given after class begins.

Class will be canceled on Thursday, Dec. 7th, for the American Speech-Language-Hearing Association Meeting.

LANGUAGE SAMPLING ASSIGNMENT

The language sample is one of the primary means of studying language development. It is also one of the best ways to study the language system of a child with language impairment. Thus, one of the course requirements is to elicit a language 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 6 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. It is a good idea to take your sample early enough to allow you to take a second sample if your equipment is not working. Faulty equipment will not be considered as a valid excuse for a late sample.
3. Please number all utterances. 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 150 CHILD utterances.
4. Materials should be appropriate to the age of the child. Books are good for older children, toys elicit more spontaneous language from younger children.
5. 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.

What to hand in: Turn in a transcript, the tape you used, a description of the child (age, gender, etc.), a description of the materials you utilized to elicit your language sample (including a rationale for why you selected these materials), and your conclusions about the child's language development (see below for more detail).

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 with tapes that are not set correctly.

Hand in all of your materials in a large envelope (materials will not be accepted if they are not put together in this way). This will make it much easier to keep things from getting lost. All materials will be returned to you.

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.

The assignment will be worth 100 points, and grading will be based on the following:

60 points. Transcription reliability. For every error you make in a randomly selected section of utterances (about 100 utterances, although this will be adjusted somewhat for the amount of language the child produces), you will lose 1 pt. You should include notes on context, gestures and other nonverbal actions produced by yourself and the child, and pauses longer than two seconds. You should also include a key for any transcription conventions that you use (symbols indicating overlapping speech, etc.). You will lose points for not marking long pauses, etc. If the sample does not make sense without notes on nonverbal behaviors or context you may lose points for not including this information.

10 points. The elicitation of the language data. These points will be awarded based on the naturalness of the interaction between examiner and child. For example, if your sample consists of a series of adult questions and child answers you will lose points. If the sample consists of you talking and the child producing single word answers you will lose points.

20 points. Description. Please include the following:

- a description of the child (age, place in family, etc.)
- a description of the setting in which the sample was elicited (include what you did to make the setting optimal for eliciting language)
- a description of the materials used (include a rationale for why you selected the materials used)

10 points. What conclusions can you make about this child's language system? Support your answer with evidence from your sample. Thus, if you conclude the four-year-old you sampled is developing normally, you should point out specific behaviors from the language sample that support this. Refer to utterances in which this evidence occurs by number.

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 10 points).

Also, remember that you are responsible for the quality of your tape. If the tape is of such poor quality that the teaching assistant cannot make out what is being said you will lose all the transcription points.

The sample is due **Nov. 2**. Late samples will be penalized 5 points per day.