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Office hours: Mon & Fri – 11 to 2; Tues & Thurs – 10 to 11; Wed – 12 to 2

Required Text:

Berko Gleason, J., & Bernstein Ratner, N. (2009). *The Development of Language* (7th ed.). New York: Pearson.

Course Description: Introduces students to the nature of language development in infancy and childhood. Examines cognitive, developmental, environmental, and physiological influences on language skills. Theories of language development, and their influences on research and our understanding of children, will be discussed. Topics include perception of sounds, acquisition of grammar, first and second language learning, and developmental language disorders. The relationship between language skills and overall development (social, cognitive, and biological) will also be explored. Group discussion format with textbook, exams, and a short term paper. Prerequisites: Psyc 121 and 226.

Course Objectives: Upon completion of the course, students should:

- ❖ have a general understanding of language development in children
- ❖ understand how knowledge of specific language skills is related to development in general
- ❖ have improved personal development in several areas
 - enhanced understanding of how people's thinking and understanding is influenced by a variety of forces
 - increased knowledge about variations in skills, and how "different" and "inferior" are not synonyms
 - improved critical thinking and communication skills

Thoughts:

- ❖ As your instructor, it is *my* responsibility to present learning opportunities through the course syllabus, lectures, class discussions, assignments, and in-class and out-of-class exercises.
 - It is **your** responsibility to do the learning by completing the readings, by attending class, and by participating in class discussions and exercises.
 - I cannot do the learning for you – all I can do is to try to guide you toward that information.
- ❖ As your instructor, it is my responsibility to respect your abilities to learn.
 - All of you are capable of reading, and of taking in information from the textbook. Therefore, merely rehashing the text would be an insult to your abilities.
 - My job, therefore, is to explore the topics that the text mentions in other ways. To extend what you learned from the book to other related ideas.
- ❖ There is a reason behind exams. The reason is not to give you a grade. It is to give you a means of measuring how well you are achieving the primary goal of any course – *mastery of the course content and skills*.
 - If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

COURSE REQUIREMENTS

Semester Exams: Three semester exams will cover lecture, discussion, and reading material. The third exam will be a comprehensive final exam. The first two exams will be worth 20% each and the final worth 25% of your grade.

Term Paper: Each student must choose one topic from the course to explore in greater detail. You will be required to write one 8-10 page paper using **APA formatting for all citations**. The paper is due at the beginning of class on Monday, April 18th, and will be worth 25% of the final grade.

For this paper, you will need to go beyond what was covered in the textbook and class and find a minimum of **eight** academic references for this paper. Five of the eight references must be **primary sources**: this means primarily academic journal articles. The defining characteristic of a **primary source** is that it is the first time in which the data is presented and analyzed. Therefore, all of your primary sources will contain a methods and results section – if they do not, they are not a primary source. If you would like to use something other than an academic journal article as one of your primary sources, I **strongly** recommend asking me first to verify that the reference qualifies.

There are several ways that you can lose points from your grade on the paper. **PLEASE** do not lose unnecessary points by failing to meet the requirements of the paper. Each missing reference (that is, less than eight sources) will result in a 10% deduction on your grade for the paper. Failure to use APA formatting results in a 25% reduction in your grade. If you do not know APA formatting yet, you can find the manuals at the library or online, or you can always ask me for assistance. Also, failure to properly document any help received on the paper will result in a 25% deduction on the paper. Finally, late papers receive a deduction of 5% **per day** that they are late. Yes – it **is** possible to get a negative grade on the paper, should you receive all of these deductions. I repeat – **PLEASE do not lose unnecessary points by failing to meet the requirements of the paper.**

Authorized aid on papers: Acknowledge as a footnote *all* aid and outside assistance you obtain in preparing written assignments. You may freely obtain help from the **Writing Center** (located in the Excel Center in front of the Library). You may ask **other students** to read your paper and make *verbal* suggestions for improvement, **but they may not provide any written help**. Provide a footnote to the title of your paper acknowledging any aid received. You may (and should routinely) run your word-processor's "Spelling and Grammar" check without footnote acknowledgement.

Reaction papers: In addition to the term paper, you will need to write three reaction papers that address three of the four posted language development articles (aka posted to blackboard). Each reaction paper should be 2-3 pages in length (double-spaced). It should *briefly* describe the essence of the issue and then should include your thoughts on what that means (or why the issue is important, or why this issue impacts language development, or ...). This can include how you see that topic fitting with chapters that we've read in the class, how you see it fitting with concepts you've learned in other classes, or questions that you have about the topic in general. It can include questions about the validity of the findings reported in the article, or ideas about how this article makes you

question concepts that you had learned in the past (whether in classes or in "normal" life). **You do not need any additional references for the reaction papers.** (You are welcome to use them, but they will not influence your grade.)

I grade each reaction paper on a scale from 0 to 5. A 5 indicates an excellent reflection on the topic at hand. A 3 reflects bare summarization of the article provided, but no real interpretation of that information based on **your own personal** thoughts, experiences, previous knowledge, etc. Each reaction paper will be worth 3.33% of your final grade (total = 10%).

Grade Calculation:

Exam #1 (20%) + Exam #2 (20%) + Final Exam (25%)
+ Paper (25%) + Reaction Papers (10%) = **Course Grade**

Course Grades:

93-100	A	90-92.9	A-	87-89.9	B+	83 - 86	B	80-82.9	B-
77-79.9	C+	73-76.9	C	70-72.9	C-	67-69.9	D+	60-66.9	D

WITHDRAWAL POLICIES A course may be dropped without a designated grade during the first two weeks of a term of the regular academic year. From the third to the eleventh weeks, a grade of "W" is assigned. After the eleventh week, a grade of "F" is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or received a grade of "F". Withdrawal from a course after the deadline requires petition to and approval of the Admissions and Standards Committee and/or the Vice President of Academic Affairs.

Last day to drop without a grade for Fall 2010 is Friday, January 14th.

Last day to drop and receive a "W" for Fall 2010 is Thursday, April 1st.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES It is the policy of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Written notification to faculty from the Office of Counseling and Health Education is required for any academic accommodations. If you are eligible to receive and accommodation and would like to request it for this course, please discuss it with me and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about services for students with disabilities or procedures for requesting services, you may contact the Office of Counseling and Health Education at 488-2663.

University of Evansville ACADEMIC HONOR CODE

"I understand that any work which I submit for course credit will imply that I have adhered to the Academic Honor Code: I will neither give nor receive unauthorized aid nor will I tolerate an environment which condones the use of unauthorized aid."

Failure to adhere to this code will result in receiving an "F" for the course.

Tentative Course Calendar: Changes in this schedule may be necessary and you will be notified if such a situation should arise.

Date	Topic	Chapter
1/10	Introduction to Language Development	n/a
1/12	The development of language: an overview and a preview	Ch 1
1/14	The development of language (con't)	Ch 1
1/17	MARTIN LUTHER KING JR HOLIDAY = NO CLASS	
1/19	Communication development in infancy	Ch 2
1/21	Communication development in infancy (con't)	Ch 2
1/24	Phonological development: learning sounds and sound patterns	Ch 3
1/26	Phonological development (con't)	Ch 3
1/28	Phonological development (con't)	Ch 3
1/31	Semantic development: learning the meanings of words	Ch 4
2/2	Semantic development (con't)	Ch 4
2/4	Semantic development (con't)	Ch 4
2/7	Exam #1	
2/9	Putting words together: morphology and syntax in the preschool years	Ch 5
2/11	Putting words together (con't)	Ch 5
2/14	Putting words together (con't)	Ch 5
2/16	Putting words together (con't)	Ch 5
2/18	Language in social contexts: communicative competence in the preschool years	Ch 6
2/21	Language in social contexts (con't)	Ch 6
2/23	Language in social contexts (con't)	Ch 6
2/25	Theoretical approaches to language acquisition	Ch 7
2/28	Theoretical approaches to language acquisition	Ch 7
3/2	Theoretical approaches to language acquisition	Ch 7
3/4	Theoretical approaches to language acquisition	Ch 7
3/7 - 3/11	SPRING BREAK!!	

3/14	Individual differences: implications for the study of language acquisition	Ch 8
3/16	Individual differences (con't)	Ch 8
3/18	Individual differences (con't)	Ch 8
3/21	Exam #2	
3/23	<i>Genie: Secrets of a Wild Child</i>	
3/25	<i>Genie: Secrets of a Wild Child (con't)</i>	
3/28	Atypical language development	Ch 9
3/30	Atypical language development (con't)	Ch 9
4/1	Atypical language development (con't)	Ch 9
4/4	Atypical language development (con't)	Ch 9
4/6	Atypical language development (con't)	Ch 9
4/8	Language and literacy in the school years	Ch 10
4/11	Language and literacy in the school years (con't)	Ch 10
4/13	Language and literacy in the school years (con't)	Ch 10
4/15	Developments in the adult years	Ch 11
4/18	Developments in the adult years (con't) • Paper due at the beginning of class	Ch 11
4/20	Developments in the adult years (con't)	Ch 11
4/22	GOOD FRIDAY = NO CLASS	
4/25	Review for final – catch up on anything where I fell behind, ...	
4/27	READING STUDY DAY	
5/3	12:30 pm: FINAL EXAM	