



Université d'Ottawa | University of Ottawa

École de psychologie | School of Psychology
136 Jean-Jacques Lussier, Vanier 3002, Ottawa, ON K1N 6N5
☎ 613-562-5801 📠 613-562-5147

PSY 3136 - Section B – Winter 2013 LANGUAGE DEVELOPMENT

Professor: Dr. Chris Fennell
E-mail: fennell@uottawa.ca
Office hour: Wednesday 11:00-12:00
Office location: VNR 6016 (take elevator at Nicholas entrance to 6th floor, no stairwell access)

Teaching Assistant: Tamara Hudon
Office hours: By appointment
E-mail: thudo041@uottawa.ca

Class time: Wednesday 1:00 to 2:30 and Friday 11:30 to 1:00 (Note that the last “Friday” class will be on Tuesday, April 9.)
Class location: FSS 1030
Text: Language Development (4th Ed.) by Erika Hoff

PURPOSE AND APPROACH OF COURSE

This course is designed to give students a comprehensive understanding of language development, primarily in the early years of life as this is when the bulk of language learning occurs. Topics covered in the course include the areas of phonology, semantics, pragmatics, and grammar. We will cover these areas from biological, cognitive and social perspectives. We will also look at language development in special populations, such as bilinguals and hearing impaired individuals. These topics will be taught via lectures, film clips, the textbook, and articles. Lectures will cover relevant textbook material, as well as ancillary material not found in the textbook, such as recent research on a topic or debates on relevant research. All lectures will be given using MS PowerPoint. These will be available on the web, usually before the lecture. It is important to note that the web-posted lectures will be outlines, not full lectures. So, you will need to attend class to understand the posted lecture, as I will be expanding greatly on the topics. You will be expected to have done the readings prior to each lecture. Film clips will be integrated into some lectures so that students may see research in action, or to illustrate material. The textbook will be students' primary source of reading material for the course. Finally, some articles will be provided to further elucidate research in key areas of language development.

EVALUATION

Each student will be responsible for:

- (1) One research paper based on an article provided by the professor.
- (2) Discussion question and response.
- (3) Peer review of discussion questions.
- (4) Mid-term.
- (5) Final exam.
- (6) Attending and participating in the classes.

***** **NOTE:** Missing an assignment or examination without a valid excuse (e.g., doctor, counsellor, etc.) will result in a score of 0. As per official university policy, the latest that an excuse may be submitted is 5 working days after the assignment or examination date.

25% Research paper due Mar. 22 (8 pages maximum, double-spaced, 12-point font)

- There will be four articles on language development provided to you on the course website. You may pick one of the articles and write a research paper about the content of that article. The paper will consist of your ability to clearly present the research in the article and your critical thinking about that research. Spend two pages maximum summarizing the article concisely, focusing on the hypotheses, design (methods) and results. Spend three pages maximum discussing two other research articles that relate to the research article given in class. You will have to go out and find these other articles. The only rules are that they must have been published in the last 5 years and need to be in a peer-reviewed academic journal. Spend three pages maximum discussing your criticism of the theory, design and methods (including results) of the articles. This should involve ways to improve the study, suggestions for future research, things the authors did correctly, and any other positive or negative criticism of the research. Feel free to compare and contrast the articles. At the end of the paper, please provide the references for your articles. Use APA referencing. The TA will mark this assignment.
- You have the option of doing your paper on your own, or in a group (maximum 4 students per group). If you choose to hand in a paper with multiple authors, all students will receive the same mark with absolutely **NO** exceptions.
- **Papers handed in after 1 pm on Mar. 22 will not be accepted. Papers will only be accepted as hard copies; they cannot be submitted online. Put your name and student number on the assignment. They will be checked for plagiarism and any evidence of such will result in a mark of 0 and disciplinary action by the university.**

30% Mid-term on Wednesday, Feb. 27th

- **Multiple Choice and Short Answer.**
- **80 minute exam.**
- The mid-term will cover all text, lectures, articles, and film clips presented between January 9th and February 15th.

30% Final Exam (to be scheduled by the University)

- **Multiple Choice and Short Answer.**
- **120 minute exam.**
- The final exam will cover all text, lectures, articles, and film clips presented between March 1st and April 9th.

15% Critical thinking and class participation.

- The rubric in the Appendix of this syllabus outlines how this section will be marked.
- The discussion questions and responses relate to four articles on language development that are assigned readings throughout the semester (see class schedule for dates). You will select two articles: one from before the mid-term (Reading 1 or 2) and one after (Reading 3 or 4). You will be assigned one of those selected articles for submitting a

discussion question and one for the responding to a discussion question.

- Discussion questions will be peer reviewed, moderated by the professor. The TA will mark discussion answers.
- **Assignments handed in after the relevant deadline will not be accepted. These assignments will be submitted online. They will be checked for plagiarism and any evidence of such will result in a mark of 0 and disciplinary action by the university.**

SUGGESTED COURSE TIMELINE

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|-----------|---------|--|
| Wednesday | Jan. 9 | <ul style="list-style-type: none">• Introduction and overview of course. |
| Friday | Jan. 11 | <ul style="list-style-type: none">• Studying Language Development: Background• Assigned reading: pp. 3-17 in Chapter 1 |
| Wednesday | Jan. 16 | <ul style="list-style-type: none">• Issues, Theories and Methods• Assigned reading: pp. 17-36 in Chapter 1• Submit choices for articles. |
| Friday | Jan. 18 | <ul style="list-style-type: none">• Physical nature of language• Assigned reading: pp. 43-60 in Chapter 2 |
| Wednesday | Jan. 23 | <ul style="list-style-type: none">• Biological bases• Assigned reading: pp. 40-43; 67-87 in Chapter 2• Discussion questions for Reading #1 due. |
| Friday | Jan. 25 | <ul style="list-style-type: none">• Critical Period• Assigned reading: pp. 61-67 in Chapter 2• Peer review for Reading #1 due. |
| Wednesday | Jan. 30 | <ul style="list-style-type: none">• Phonetic development• Assigned reading: pp. 135-162 in Chapter 4• Discussion responses for Reading #1 due. |
| Friday | Feb. 1 | <ul style="list-style-type: none">• Phonological Development• Assigned reading: pp. 162-180 in Chapter 4 |
| Wednesday | Feb. 6 | <ul style="list-style-type: none">• Early Lexical Development• Assigned reading: pp. 183-204 in Chapter 5• Discussion questions for Reading #2 due. |
| Friday | Feb. 8 | <ul style="list-style-type: none">• Lexical Development: Processes and Organization• Assigned reading: pp. 204-219 in Chapter 5• Peer review for Reading #2 due. |

- Wednesday Feb. 13
- Grammar Development
 - Assigned reading: pp. 221-244 in Chapter 6
 - Discussion responses for Reading #2 due.
- Friday Feb. 15
- Grammar Development: Comprehension and Issues
 - Assigned reading: pp. 244-268 in Chapter 6
- Wednesday Feb. 27
- **Mid-term**
- Friday Mar. 1
- Communicative Development
 - Assigned reading: pp. 89-104 in Chapter 3
- Wednesday Mar. 6
- Discourse Development
 - Assigned reading: pp. 104-120 in Chapter 3
 - Discussion questions for Reading #3 due.
- Friday Mar. 8
- Sociolinguistic Development
 - Assigned reading: pp. 120-132 in Chapter 3
 - Peer review for Reading #3 due.
- Wednesday Mar. 13
- Language, Culture & Cognition
 - Assigned reading: Chapter 7
 - Discussion responses for Reading #3 due.
- Friday Mar. 15
- Later Language Development
 - Assigned reading: pp. 329-351 in Chapter 9
- Wednesday Mar. 20
- Literacy
 - Assigned reading: pp. 354-370 in Chapter 9
- Friday Mar. 22
- Special Populations: Physically impaired
 - Assigned reading: pp. 373-385 in Chapter 10
 - **Research paper due.**
- Wednesday Mar. 27
- Special Populations: Mentally impaired
 - Assigned reading: pp. 385-408 in Chapter 10
 - Discussion questions for Reading #4 due.
- Friday Mar. 29
- No class.
- Wednesday Apr. 3
- Bilingualism: BFLA and BSLA
 - Assigned reading: pp. 297-314 in Chapter 8
 - Peer review for Reading #4 due.

- Friday Apr. 5
- Bilingualism: Psycholinguistics and Education
 - Assigned reading: pp. 314-325 in Chapter 8
 - Discussion responses for Reading #4 due.

Tuesday Apr. 9 • Exam Review

Notification: The deadline date to drop a course in this semester is Mar. 15, 2013.

BEWARE OF ACADEMIC FRAUD

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation.

Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's and Faculty's websites at the following address:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

http://www.socialsciences.uottawa.ca/eng/ugrad_academic_fraud.asp

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized.

Here are some examples of the academic sanctions which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and 30 credits;
- suspension or expulsion from the faculty.

Most of the students found guilty of fraud were given an "F" for the course and had between three and 12 credits added to their program requirements

APPENDIX

Task	Objective	Length	Deadline	Marks
Formulate Discussion Question	Showcase your original thinking on the topic and encourage discussion (i.e., cannot be a simple yes/no or easy-to-answer question).	Maximum 100 words. <i>Only one question allowed.</i>	See schedule.	1: Yes/no or simple question, no discussion possible, unoriginal. 2: Adequate question, little discussion possible, but unoriginal. 3: Great question, discussion possible, original. Bonus Mark: Selected for discussion.
Formulate Response to One Selected Discussion Question	Showcase your original thinking again. Bring in ideas from the text, lectures, or outside the class.	Maximum 500 words.	See schedule.	1: Poor response, no critical thinking, no cohesion. 2: Adequate response, some critical thinking present, unclear. 3: Good response, critical thinking present, but not very original. 4: Great response, critical thinking present, original. 5: Excellent response, fully formed and supported ideas, clear.
Peer Review	Rate submitted discussion questions.	Maximum 150 words per article.	See schedule.	1 point per article. Maximum of 3 points.
Discussion	Encourage relevant discussions about course material. Questions, comments, and critiques are welcome.	No limit.	The final exam.	Half point per meaningful contribution in class or over e-mail. Half point per meaningful online contribution on course website. Full point per meaningful contribution in one-on-one meeting. Maximum of 4 points: 2 points prior to the midterm and 2 points after the midterm.

Reading #1: Werker, J. F., Yeung, H. H., & Yoshida, K. A. (2012). How do infants become experts in native speech perception? *Current Directions in Psychological Science*, 21, 221-226.

Reading #2: MacKenzie, H., Curtin, S. & Graham, S. A. (2012). Class matters: 12-month-olds' word-object associations privilege content over function words. *Developmental Science*, 15, 753-761.

Reading #3: Shneidman, L. A. & Goldin-Meadow, S. (2012). Language input and acquisition in a Mayan village: how important is directed speech? *Developmental Science*, 15, 659-673.

Reading #4: Engel de Abreu, P. M. J., Cruz-Santos, A., Tourinho, C. J., Martin, R., & Bialystok, E. (2012). Bilingualism enriches the poor: Enhanced cognitive control in low-income minority children. *Psychological Science*