

HESP 400 FALL 2016

UNIVERSITY OF MARYLAND, DEPARTMENT OF HEARING & SPEECH SCIENCES SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN

Meeting time: Tues/Thurs, 9:30 – 10:45AM

Instructor: Dr. Yi Ting Huang

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Office hours: Tues/Thurs, 10:45 – 11:30AM (0141A Lefrak)

Location: 2208 Lefrak

Teaching assistant: Julie Knorr

Email: julieknorr34@gmail.com

Office hours: Wed, 12:30-1:15; Fri, 12:30-1:15 (TA room)

Website: The website for this course is on CANVAS (<http://myelms.umd.edu>). All readings, files, and recordings will be posted here. Posted slides will provide an outline for what will be discussed in lecture but are not intended to substitute for coming to class. You will also submit your assignments through the website.

Overview: This course is on the acquisition of language by typically-developing children. Most of what will be covered is based on first language acquisition in English-speaking environments. Language acquisition by children from linguistically diverse backgrounds will also be considered. We will examine how children progress from early perceptual skills and pre-linguistic vocalization to the level at which they produce and understand complex sentences. Focus will be placed on language development occurring in infancy and early school-aged years. We will cover theories and empirical studies about how language develops across the major subsystems (e.g., phonological, morphological, semantic, syntactic, pragmatic). We will also touch upon the relationship between oral language development and emergent literacy. After completing this course, you will be able to:

- Summarize models and theories of language development
- Understand how empirical data support or reject hypotheses about mechanisms supporting development
- Discuss the typical development of phonological, morphological, semantic, syntactic, pragmatic abilities
- Contrast language acquisition in humans versus nonhuman primates
- Contrast language acquisition in monolingual versus bilingual environments
- Contrast language acquisition of typical versus atypical populations
- Discuss the development of reading and literacy

Course text: Clickers are required for this class and are available for purchase at the bookstore. Optional readings are posted under *Files* → *Course readings*. They include chapters from “The Development of Language” by Jean Berko Gleason & Nan Bernstein (2013) and other empirical articles. Also optional are chapters from “Language in Mind: An Introduction to Psycholinguistics” by Julie Sedivy (2014). This textbook is available for purchase at the bookstore.

Grades: Your performance will be assessed in four parts:

- 1 cumulative final exam worth 30% of class grade each *30% total*
- 2 unit exams worth 20% of class grade each *40% total*
- 3 data exercise papers worth 8% of class grade each *24% total*
- 15 participation grades worth 0.4% of class grade each *6% total*

Plus-minus grades will be based on lower cutoffs below. Minor curving upwards may occur at the instructor’s discretion. Please note that while CANVAS gives on-going estimates of grades, the ultimate and definitive guide for how your grade will be calculated is based on the percentages listed on this syllabus.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97.0%	94.0%	90.0%	87.0%	84.0%	80.0%	77.0%	74.0%	70.0%	67.0%	64.0%	60.0%	< 60%

Exams: The exams will consist of short answer, true-false, and multiple choice questions. They will be given at the start of class on the day scheduled. If you arrive late to class, you will have less time to take your exam. Exams will focus on information from the lectures and will not explicitly test the readings. However, students often find these readings to be helpful for understanding the lectures. Exams will assess both knowledge and understanding of key material. They will require both accurate recollection of critical information and flexible application to new situations. During the exam, you will have the option to bring a 3 x 5 index card that can be filled on both sides with whatever content you choose. This card must include your name and will be turned in with your exam. Exam grades will be curved upwards to exclude frequently-missed questions and additional adjustments based on the instructor’s discretion.

Data exercises: You will submit three papers that will be based on experiments relating to topics discussed in class. The data for these experiments will be collected at the start of class on the scheduled date. While participation is not necessary, student often find it helpful for writing the paper. The results from this experiment will be posted two days after data collection, under *Files* → *Data exercise*. Papers will be written using the QALMRI format and will be no longer than four pages, double-spaced, 1-inch margins, 12-pt font. Please use the template provided on the website. You will be graded based on your ability to clearly and succinctly explain each of the QALMRI sections. This includes correctly laying out the alternatives, explaining the logic of the experiment, providing relevant details on the methods, critical analyzing the results, linking findings to the alternatives and course materials, and raising possible critiques and follow-ups. Papers are due by 5PM of the listed date. Late assignments will lose half a letter grade for each day they are late.

Participation grade: Your participation will be assessed through use of a clicker (e.g., RF-LCD, RF, XR models) or a clicker-like device (e.g., iPhone, laptop). It is your responsibility to purchase and set-up your device properly. Information on how to do this is available at <http://clickers.umd.edu>. Each class will feature one or two participation questions modeled after exam questions. These will be posted after class under *Files* → *Clicker questions*. To receive full participation credit, you need to respond for at least 15 out of 25 possible class sessions. The correctness of responses will not be graded.

Review sessions: Prior to each unit exam, we will hold an in-class review session. This session will be led by your questions. A study guide for the unit will also be provided. Both the review session and study guide are meant to be helpful resources but are not intended to provide an exhaustive catalogue of what you are expected to know.

Policy information: Course-related policy can be reviewed here (<http://www.ugst.umd.edu/courserelatedpolicies.html>). These are standard policies developed by the Office of Undergraduate Studies. Topics include academic integrity, student conduct, sexual misconduct, discrimination, accessibility, attendance, absences, missed assignments, student rights regarding undergraduate courses, official UMD communications, midterm grades, complaints about final exams, copyright and intellectual property, final exams, course evaluations, and campus resources for students. Please ask if you have questions about these or other policies.

SYLLABUS OF MEETING DATES, TOPICS, AND READINGS (SUBJECT TO CHANGE)

Readings/assignments are due next to the listed date

1. **August 30:** **Introduction**
Read syllabus and QALRMI handout
2. **September 01:** **Animal communication**
Read Sedivy – Chapter 2 (pp. 9 – 37)
3. **September 06:** **Theoretical accounts**
Read Gleason & Ratner – Chapter 1 (pp. 18 – 25), Chapter 7 (pp. 190 – 204)
4. **September 08:** **Critical periods**
Collect Data Exercise 1 – Object permanence
Read Gleason & Ratner – Chapter 9 (pp. 272 – 275)
Read Newport (1990) – Cognitive Science
5. **September 13:** **Language creation**
Read Sedivy – Chapter 2 (pp. 37 – 53)
Read Senghas, Kita, & Ozyurek (2004) – Science
6. **September 15:** **Infant cognitive underpinnings**
Read Gleason & Ratner – Chapter 7 (pp. 204 – 209)
7. **September 20** **Infant communicative underpinnings**
Read Sedivy – Chapter 11 (pp. 423 – 435)
8. **September 22:** **Unit 1 review session**
Data Exercise 1 due on ELMS by 5PM
Bring your questions to class!
9. **September 27:** **UNIT 1 EXAM**
Bring your 3 x 5 card (with your name on it)!
10. **September 29:** **Speech perception 1**
Read Sedivy – Chapter 4 (pp. 121 - 135)
11. **October 04:** **Speech perception 2**
Read Werker & Tees (1984) – Infant Behavior and Development
12. **October 06:** **Speech perception 3**
Collect Data Exercise 2 – Categorical perception
13. **October 11:** **Speech production**
Read Gleason & Ratner – Chapter 3 (pp. 52 – 73)
14. **October 13:** **Word learning 1**
Read Sedivy – Chapter 5 (pp. 145 – 168)
15. **October 18:** **Word learning 2**
Read Sedivy – Chapter 5 (pp. 168 – 170)
Read Snedeker, Geren, & Shafto (2007) – Psychological Science

- 16. October 20: Morphology**
Data Exercise 2 due on ELMS at 5PM
Read Gleason & Ratner – Chapter 5 (pp. 134 – 139)
- 17. October 25: Syntax**
Read Gleason & Ratner – Chapter 5 (pp. 120 – 132, 148 – 150)
- 18. October 27: Unit 2 review session**
Bring your questions to class!
- 19. November 01: UNIT 2 EXAM**
Bring your 3 x 5 card (with your name on it)!
- 20. November 03: NO CLASS**
Dr. Huang at a conference
- 21. November 08: Pragmatics and communicative competence**
Read Gleason & Ratner – Chapter 4 (pp. 108 – 109), Chapter 6
- 22. November 10: Bilingualism**
Collect Data Exercise 3 – Gricean Inferences
Read Gleason & Ratner – Chapter 10 (pp. 329 – 331), Chapter 8 (pp. 254 – 255)
- 23. November 15: Individual differences**
Read Gleason & Ratner – Chapter 4 (pp. 103 – 106), Chapter 8 (pp. 241 – 254)
Read Hurtado, Marchman, & Fernald (2008) – Developmental Science
- 24. November 17: Online language comprehension**
Read Gleason & Ratner – Chapter 5 (pp. 150 – 153)
- 25. November 22: Atypical development 1**
Read Gleason & Ratner – Chapter 9 (pp. 266 – 267, 276 – 282)
- 26. November 24: NO CLASS**
Thanksgiving Day
- 27. November 29: Atypical development 2**
Data Exercise 3 due on ELMS at 5PM
Read Gleason & Ratner – Chapter 9 (pp. 292 – 303)
- 28. December 01: Atypical development 3**
Read Gleason & Ratner – Chapter 9 (pp. 282 – 291)
- 29. December 06: Reading and writing**
Read Sedivy – Chapter 7 (pp. 265 – 274)
- 30. December 08: Unit 3 review**
Bring your questions to class!
- 31. December 15: FINAL EXAM**
Thursday @ 8:00-10:00am
Bring your 3 x 5 card (with your name on it)!