

**LIGN 171 Syllabus:
Child Language Acquisition
Spring Quarter, 2014**

Time: TTh 11:00-12:20

Location: Warren Lecture Hall, Room 2111

INSTRUCTOR: Amy Lieberman, Ph.D.

Email: alieberman@ucsd.edu

Office: AP&M Room 4402B

Office hours: Thursday 2:00-3:30pm, and by appointment

TAs: Eric Meinhardt: emeinhardt@ucsd.edu

Savi Namboodiripad: snambood@ucsd.edu Office hours: Tuesday 1:30-3:00

Alex Stiller: ajstille@ling.ucsd.edu Office hours: Wednesday 11:00-12:00

TA OFFICE HOURS ARE HELD IN AP&M ROOM 3351E

COURSE OBJECTIVES:

Language is a remarkable feat of human development, yet children typically acquire language with seemingly little effort. This course provides an overview of language acquisition in children from birth through the preschool years. We will learn about the milestones and content of what children acquire, beginning with the communicative skills that develop in infancy and then following the development of phonological, lexical, morphological, syntactic, and narrative skills acquired in young childhood. Although the focus is on typical development, we will also explore language acquisition in children with communicative disorders, sign language acquisition, and bilingual acquisition. Culture and cognition play important roles in language development and we will discuss these influences as well. Throughout the course, we will learn about methodological approaches used to study language acquisition, from early diary studies to recent technical innovations. Finally, we will explore the major theoretical approaches that have been proposed to account for language acquisition. By the end of the course, students will have achieved a broad understanding of the content, stages, and processes of child language acquisition, the paradigms used to study it, and the major theories that try to explain it.

REQUIRED READING:

1) Text: Hoff, E. (2013). *Language Development*, 5th Edition. Wadsworth, Cengage Learning.

- This text can be purchased at the bookstore or other textbook retailers
- Text can also be purchased online at significant discounts (e.g. available for rent on Amazon)
- Copies on reserve at Geisel Library and at the Language Lab

2) Research readings available on TED

WEBSITE:

All information for this course will be administered via TED. Check the site regularly for announcements, updated syllabus, homework assignments and other class resources.

COURSE GRADE REQUIREMENTS:

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| 1. Research article responses | 15% (3 x 5%) |
| 2. Child language sample | 25% |
| 3. Midterm exam (Week 6) | 25% |
| 4. Final exam | 35% |

Research article responses: You will be responsible for three (3) short papers based on original research articles that we are reading for class. For each paper, you will have a choice of 2-3 articles on which to write your response. There are four listed due dates; you only need to turn in three papers. The response paper will include a summary of the article, an description of the methods used and the major findings, and a critical evaluation of the study. **Response papers are due before class (11:00am) on the due date.**

Child language sample (group project): One of the best ways to grasp how children learn language is to practice collecting and analyzing a sample of real spontaneous child language. You will collect a child language sample and analyze it in detail at multiple levels of linguistic ability (e.g. phonology, vocabulary, syntax, etc.).

Midterm exam: The mid-term exam will cover information from the first half of the class, and will include objective and short answer questions.

Final exam: The final exam will be cumulative and will cover information from lectures, guest speakers, and all readings. **The final exam will be given on June 10th, 2014, 11:30am-2:30pm.**

POLICY ON LATE ASSIGNMENTS

Assignments must be turned in on the original due date. Your grade will be reduced by 10% for each day late. Assignments will typically not be granted extensions.

The Final must be taken on the date and time listed.

Medical and family emergencies that arise will be granted extensions at the Instructor's discretion. You must obtain documentation for medical emergencies.

ACADEMIC INTEGRITY

Each student is responsible for knowing and abiding by the UCSD Policy on Integrity of Scholarship, available online here:

<http://senate.ucsd.edu/manual/appendices/appendix2.pdf>. Cheating will not be tolerated. Students violating this policy will be reported to the appropriate dean for administrative action in addition to receiving a "0" for that exam or assignment.

Schedule: This is a *tentative* schedule. Check TED regularly for updates.

WEEK	DATES	TOPICS	READINGS	ASSIGNMENTS
Week 1	4/1	Introduction		
	4/3	Major theories, history, early studies	Hoff , Ch. 1	
Week 2	4/8	Parent-child communication; joint attention	Hoff , Ch. 3 (pp. 73-84) Article : Tomasello & Farrar, 1984	
	4/10	Child-directed speech; gesture	Hoff , Ch. 3 (pp. 97-108) Article : Cooper & Aslin 1990	
Week 3	4/15	Speech perception	Hoff , Ch. 3 (pp. 84-89) Article : Werker & Tees, 1984	
	4/17	Phonological development	Hoff , Ch. 4	Reading response 1 due
Week 4	4/22	First words	Hoff , Ch. 5	
	4/24	vocabulary learning, semantic development	Article : Fernald et al., 1998 Article : Graf Estes et al., 2007	
Week 5	4/29	Morphology and early syntax	Hoff , Ch. 6 Article : Yuan & Fisher, 2009	
	5/1	Complex syntax, pragmatics	Hoff , Ch. 7 (pp. 205-226)	Reading response 2 due
Week 6	5/6	MIDTERM		
	5/8	workshop on analyzing language samples		

WEEK	DATES	TOPICS		ASSIGNMENTS
Week 7	5/13	Brain development/Critical period	Hoff , Ch. 2 Article: Mayberry et al. 2002	
	5/15	Culture and language development	Hoff , Ch. 8 (pp. 239-243) Article: Schneidman & Goldin-Meadow, 2012	
Week 8	5/20	Bilingual language development	Hoff , Ch. 9	
	5/22	Sign language development	Article: Senghas & Coppola, 2001	Reading response 3 due
Week 9	5/27	Guest lecture, Dr. Erica Ellis: Atypical language acquisition/SLI	Hoff , Ch. 11 Article: Reilly et al., 2004	
	5/29	Guest lecture, Dr. David Barner: Language and cognition	Hoff , Ch. 8 (pp. 243-259)	
Week 10	6/3	Early literacy development	Hoff , Ch. 10 (pp. 314-327)	Child language analysis final report due
	6/5	New approaches to studying language development		Reading response 4 due
FINAL	6/10	FINAL EXAM 11:30-2:30		