

Language Acquisition & Development

COMD 3318 Syllabus

Spring 2023: Monday & Wednesday, 4:05-5:30pm, HPR 253

Instructor

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Email

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Office Location

HPR 108

Office Hours

Monday 10:30-1:30

or by appointment

Course Overview

Why should you want to study language acquisition and development? Simply put, language is the vehicle through which we interact with the world around us. In this course, we'll explore answers to these questions, and many more:

What is the purpose of human language? What is its relationship to communication? How do children learn language? What happens when these processes go wrong? What is the relationship between language and thought? How do researchers study language development? How does language contribute to success in a modern, industrialized society? Is learning two languages at once harder than learning one?

I love this course, and I'm excited to introduce you to this expansive, incredible field.

Required Text

Language Development, 5th Edition by Erika Hoff, Wadsworth. (available as an e-book or hard copy). Please make sure you're getting the **5th edition!**

Course Materials

- UT Tyler Canvas
 - All of your assignments and tests will be hosted within Canvas

Resources

- asha.org/students
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

Prerequisites

A desire to learn about the field of language development, a good attitude, and pictures of your pets or kids (if applicable).

Why are you here?

Course Learning Objectives

The purpose of this course is to introduce students to the field of language development, including basic and applied research. Students will learn about the major theoretical approaches that researchers take when examining language development, as well as central questions they ask. This class will cover the biological bases of language development, the critical period hypothesis, neural correlates of language processing, and genetics of language development. We will discuss the typical trajectory of language acquisition and development in children, including the perceptual, social, and cognitive abilities of infants and young children which enable them to acquire and use language. We will also discuss the basic components of language, including phonology, morphology, syntax, lexical development/semantics, and pragmatics. The last part of the class will cover development during the school years, including language and literacy development. We will also touch on the development of language in special populations, including individuals with a variety of disabilities and impairments.

By the end of this course, you will be able to...

1. Identify the linguistic developmental milestones from infancy through school-aged years
 - a. Describe the *processes* of normal communication and language development, and the major developmental features that are characteristic of various stages of language development.
 - b. Integrate knowledge of the bases of language acquisition and stages of development to assess a language sample characteristic of different stages, and categorize them accurately.
2. Understand the ways in which cognitive, biological, environmental, and social-cultural factors interact with the process of language development
 - a. Give examples of culturally and linguistically diverse language development situations and understand their impacts on language development.
 - b. Explain the relationship between cognition and language development.
3. Describe and explain the major theoretical perspectives of language development.
 - a. Compare and contrast different views of language development
 - b. Understand the implications of differing views on language development
4. Describe methodologies used in the field of child language research
 - a. Review empirical data used to plot language development in children
 - b. Integrate knowledge of theoretical perspectives to understand the framework that guides specific research studies, and then compare, discuss, and critically assess the research findings.
5. Communicate related issues to a broader audience, such as parents and teachers to promote academic achievement
 - a. Make a connection between the topics we discuss in the classroom and the community at large
 - b. Demonstrate a broader understanding of the process of language development.

ASHA Standards for Knowledge Outcomes

If you are hoping to become a speech-language pathologist or SLP-assistant, you will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

1. Standard IV-B: [the student] must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.
2. Standard IV-C: [the student] must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g. gestures, signs, body language), and literacy in speaking, listening, reading, and writing.
3. Standard IV-D: for each of the areas specified in standard IV-C, [the student] must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including the consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
4. Standard IV-F: [the student] must have demonstrated knowledge of the processes used in research and of the integration of research principles into evidence-based practice. Implementation: [the student] must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.
5. Standard V-A: [the student] must have demonstrated skills in oral and written or other forms of communications sufficient for entry into professional practice.

How This Course Works

Before class

- **Complete the reading** for the topic covered in that class. The topics and chapters are listed in the course calendar!
- Prepare any questions you may have- we'll spend the first 5 minutes of class answering them.

During class

- The first 5 minutes of class will be devoted to answering questions. Bring your questions!
- Attend every class! We'll have in-class activities that count for 5% of your grade. These will help prepare you for the written portion of your exams, and for your homework assignments.
- Participate during lectures. This will help you be more proactive in your learning, and it'll keep you awake!

After class

- Check to see if you have a homework assignment due in the next class.
- Ask your peers if you need help or want to share notes.
- **Ask me if you need help!!**
- Review your notes from today's lecture to help reinforce your learning. It will mean less effort later when preparing to study for your tests, because you will have already begun the knowledge consolidation process.

Tips for Success

Reading Tips

- I recommend going to the “summary” section at the end of the chapter FIRST to get an idea of what's coming.
 - You won't know what it all means, but it will help you focus on the most important details when you go back.
- After you're done with the chapter, you can go back to the summary. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- Try the review questions at the end of each chapter to check your understanding. The questions might look familiar to you when it comes time to do your homework and take your exams....

Course Tips

- Print out the course schedule and put it at the front of your binder or notebook.
- Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to. Canvas also gives you reminders on your to-do list!
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.
- **DON'T MISS CLASS!** The in-class activities are going to ensure you're successful with all of your assignments and prepared for your tests.

Extra Credit Opportunity – blog post (50 points) (due by the final exam date)

Your audience is parents of school-aged children and adolescents. Their goals are to help their child or teen succeed in school. Your job is to inform them about a topic they should know more about!

Research topics important for academic success. Think for example, topics like grammar, numeracy, spatial skills... there are a million ideas. Choose one topic and write a post (something that would take no more than 5 minutes to read, so don't write too much!)

Your post should inform parents about

- 1) What the topic or skill is
- 2) Why it is important to their child's success and why parents should care!
- 3) How parents can help their child get better at that skill
 - a. Give at least 2 concrete examples of activities they can do with their child!

Please let me know you intend to complete this assignment. I will help you by reading drafts of your post and helping you adjust until it's worthy of the bonus 50-points. Please don't expect to turn in a half-hearted paragraph and get full credit.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

| Week | Course calendar & content guide | | Notes |
|--------|---------------------------------|---|--|
| 1 M | 1/9 | <u>In Class</u> Introductions, Chapter 1: Theories of Language Development - ✓ Syllabus Quiz <u>Homework</u> (due 1/11) Intro post on canvas (discussion board post, 10 points) | |
| W | 1/11 | <u>In Class</u> Continuing Chapter 1: Theories of Language Development <u>Homework</u> (due 1/18) Learning outcomes activity (discussion board post, 10 points) | Form groups for Homework 1 (due 1/25), begin article search and interpretation |
| 2 M | 1/16 | NO CLASS- MARTIN LUTHOR KING JR DAY | |
| W | 1/18 | <u>In class</u> Continuing Chapter 1: Theories of Language Development <u>Homework</u> (due 1/23) Make progress on Homework 1 | |
| 3 M | 1/23 | <u>In class</u> Chapter 2: The Biological Bases of Language Development <u>Homework</u> (due 1/25) Homework 1: Journal Article Assessment (60 points) | REMINDER: census date. |
| W | 1/25 | <u>In class</u> Continuing Chapter 2: The Biological Bases of Language Development <u>Homework</u> (due 1/30) Homework 2: Critical Period Hypothesis brief essay (30 points) | |
| 4 M | 1/30 | <u>In class</u> Continuing Chapter 2: The Biological Bases of Language Development <u>Homework</u> (due 2/1) Homework 3: Neuroimaging assignment (30 points) | |

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|---------|------|--|------------------------------------|
| W | 2/1 | <u>In class</u> -✓Test 1: Theories of Language Development and The Biological Bases of Language Development | |
| 5 M | 2/6 | <u>In class</u> Chapter 3: Foundations of Language Development in Domain-General Skills and Communicative Experience | |
| W | 2/8 | <u>In class</u> Continuing Chapter 3: Foundations of Language Development in Domain-General Skills and Communicative Experience <u>Homework</u> (due 2/13) Homework 4: Guest lecture activity (50 points) | |
| 6 M | 2/13 | <u>In class</u> Continuing Chapter 3: Foundations of Language Development in Domain-General Skills and Communicative Experience | |
| W | 2/15 | <u>In class</u> Chapter 4: Phonological Development <u>Homework</u> (due 2/20) Homework 6: Mom and Dad (30 points) | |
| 7 M | 2/20 | <u>In class</u> -✓Test 2: Foundations of Language Development & Phonological Development | |
| W | 2/22 | <u>In class</u> Chapter 5: Lexical Development <u>Homework</u> (due 2/27) Homework 5: Video Response Questions to Pat Kuhl video (50 points) | |
| 8 M | 2/27 | <u>In class</u> Continuing Chapter 5: Lexical Development <u>Homework</u> (due 3/1) Homework 7: Real Words and Fake Words (50 points) | |
| W | 3/1 | <u>In class</u> Chapter 6: Syntax & Morphology <u>Homework</u> (due 3/6) Homework 8: Children's Early Language (30 points) | |
| 9 M | 3/6 | <u>In class</u> Continuing Chapter 6: Syntax & Morphology | |
| W | 3/8 | <u>In class</u> -✓Test 3: Lexical Development, Syntax & Morphology | |
| 10 M | 3/13 | NO CLASS- SPRING BREAK | Have fun! Stay safe! Drink water!! |
| W | 3/15 | NO CLASS- SPRING BREAK! | |

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|---------|------|---|--|
| 11 M | 3/20 | <u>In class</u> Chapter 7: Communicative Development | Welcome back! |
| W | 3/22 | <u>In class</u> Continuing Chapter 7: Communicative Development <u>Homework</u> (due 3/27) Homework 9: Narratives (30 points) | |
| 12 M | 3/27 | <u>In class</u> Chapter 8: Language, Culture, & Cognition in Development <u>Homework</u> (due 3/29) Homework 10: Language and Thought (40 points) | |
| W | 3/29 | <u>In class</u> Continuing Chapter 8: Language, Culture, & Cognition in Development <u>Homework</u> (due 4/3) Homework 11: Bilingualism homework (30 points) | |
| 13 M | 4/3 | <u>In class</u> Chapter 9: Childhood Bilingualism | |
| W | 4/5 | <u>In class</u> -✓Test 4: Language, Culture & Cognition; Bilingualism | |
| 14 M | 4/10 | <u>In class</u> Chapter 10: Language in the School Years | |
| W | 4/12 | <u>In class</u> Continuing Chapter 10: Language in the School Years <u>Homework</u> (due 4/17) Homework 12: The Reading Wars (50 points) | |
| 15 M | 4/17 | <u>In class</u> Continuing Chapter 10: Language in the School Years | |
| W | 4/19 | <u>In class</u> Chapter 11: Language Development in Special Populations | |
| 16 M | 4/24 | <u>In class</u> Flex Day- we'll use this day to catch up if we get off schedule | |
| W | 4/26 | <u>In class</u> -✓Test 5 FINAL EXAM (Test 5): Language in the School Years & Special Populations | Thank you for all of your hard work this semester! |

Policies and Procedures

Course Grading

| | |
|--|-----|
| In-Class Activities | 5% |
| Homework assignments (12 total, 500 points possible) | 45% |
| Tests (5 total, 500 points possible) | 50% |

Note: You can check in with your grade progress any time on the canvas grades section.

Grades Assigned

A = 90-100 **B = 80-89** **C = 70-79** **D = 60-69** **F = <60**

Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work one day late, you can still qualify for 60% of the original points.

Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class.

Attendance

I encourage you to attend every class. Our class will be heavily discussion based. If you miss class, you will miss valuable learning opportunities that will not be available otherwise. In-class activities will count for 5% of your grade, so you can only earn the 5% by attending class. Our in-class discussions and activities will also prepare you for the essay portions of your exams.

If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class tests, you will need to use a computer with internet access.

You are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

Additional Information

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. **UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. **Student Standards of Academic Conduct** 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

2. The UT Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire

Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>