WARNING: IF YOU CANNOT ATTEND CLASS REGULARLY, DO NOT TAKE THIS COURSE!

INSTRUCTOR: Prof. Karin Stromswold  
E-mail: langacquis@gmail.com  
Office hours: TBA  
Location: Busch Psych Building, Room 233

Course Time: Mondays & Thursdays 10:20 -11:40 am  
Course Location: SEC 11  
Skype office hours: by arrangement  
Skype name: langacquis

Sakai site: Language Acquisition Sp15

Learning goals: Language Acquisition explores the cognitive and neural bases of language learning. The underlying question this course seeks to address is: What makes the acquisition of human language special? Despite the seemingly intractable learnability problem posed by language acquisition, why do most children acquire language with ease? What environmental, cognitive, and neural factors can cause children to have difficulty learning language?

TENTATIVE SCHEDULE OF LECTURES

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>Tentative READINGS</th>
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<tbody>
<tr>
<td>Thur 1/22</td>
<td>Intro to language &amp; language development</td>
<td>Hoff ch. 1 (pp 13 – 27), Goodluck ch. 1 (pp 1 – 5)</td>
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<tr>
<td>Mon 1/26</td>
<td>Phonological development</td>
<td>Hoff, pp.143-157; Goodluck, pp.13-24</td>
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<td>Thur 1/29</td>
<td>Phonological development</td>
<td>Hoff, pp. 158-167; Goodluck, pp. 24-29</td>
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<td>Mon 2/2</td>
<td>Phonological development</td>
<td>Hoff, pp. 168 - 179; Goodluck, pp. 29-38, Gómez et al</td>
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<td>Thur 2/5</td>
<td>Lexical development</td>
<td>Hoff, ch. 5</td>
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<tr>
<td>Mon 2/19</td>
<td>Lexical development</td>
<td>Hoff, ch. 5 &amp; pp. 333-40</td>
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<td>Thur 2/12</td>
<td>Lexical development</td>
<td>Hoff, ch. 5 &amp; pp. 333-40</td>
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<td>Mon 2/16</td>
<td>Morphological development</td>
<td>Goodluck ch 3.</td>
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<td>Thur 2/19</td>
<td>Morphological development</td>
<td>Clark (2009), Constructing words, p. 255 - 278</td>
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<tr>
<td>Mon 2/23</td>
<td>Morphological development</td>
<td>Clark (2009), Constructing words, p. 255 - 278</td>
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<td>Hourly 1</td>
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<td>Mon 3/2</td>
<td>Syntactic development</td>
<td>Goodluck ch 4 (p 61-74); Hoff ch. 6 (p 228-249)</td>
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<td>Thur 3/5</td>
<td>Syntactic development</td>
<td>Goodluck ch 4 (p 61-95)</td>
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<td>Mon 3/9</td>
<td>Syntactic development</td>
<td>Goodluck ch. 4 (p 99-107); Hoff ch 6 (p 250-267)</td>
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<td>Thur 3/12</td>
<td>Syntactic development</td>
<td>Goodluck ch. 5 (p 113-127);</td>
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<td>Mon 3/23</td>
<td>Sentence processing</td>
<td>Trueswell et al (1999), Stromswold et al</td>
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<td>Thur 3/26</td>
<td>Language learnability theory</td>
<td>Goodluck ch. 6 (p 140-169), Pinker (1995)</td>
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<td>Mon 3/30</td>
<td>Language &amp; learnability theory</td>
<td>Stromswold, pp 909-13</td>
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<td>Thur 4/2</td>
<td>Pragmatic development</td>
<td>Hoff, ch. 3</td>
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<td>Mon 4/6</td>
<td>Pragmatic development</td>
<td>Hoff, ch. 3, pp. 340-351</td>
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<td>Thur 4/9</td>
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<td>Mon 4/13</td>
<td>Bilingualism</td>
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<td>Thur 4/16</td>
<td>Bilingualism</td>
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<td>Mon 4/20</td>
<td>Neural bases of language development</td>
<td>Kuhl &amp; Rivera-Gaxiola</td>
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<td>Thur 4/23</td>
<td>Atypical language development</td>
<td>Hoff, ch. 10; Stromswold, pp 913-932</td>
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<td>Thur 4/30</td>
<td>Atypical language development</td>
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<td>Mon 5/4</td>
<td>Wrap up</td>
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<td>Wed 5/6</td>
<td>Last day to submit take-home essay</td>
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Required Readings (all available on sakai site)


Note: Additional readings may be assigned throughout the semester.

GRADING

Final grades will be determined by the total number of points earned in the class. Grades will be scaled so that the top-scoring student receives 100 points for the course. For example, if the top scoring student earns 95 points during the course, all students will have an additional 5 points added to their final grade. Course grades will be assigned as follows: A (90-100 points); B+ (85-89 points); B (80-84 points); C+ (75-79 points); C (70-74 points); D (60-69 points); F (<60)

Quizzes: On-line, non-cumulative multiple choice quizzes, worth a total of 20 - 25% of grade
Hourly 1: In-class, closed book, cumulative exam, worth 20 - 25% of grade
Hourly 2: In-class, closed book, cumulative exam, worth 20 - 25% of grade
Take home essay: 20 - 25% of grade
Class participation (e.g., attendance, discussion, in-class assignments): 10 – 20% of grade

Makeup quizzes & exams will not be given without a note from a doctor, dean or other appropriate person.
WEEKLY ONLINE QUIZZES

Content. There will be 10-13 online quizzes
- Non-cumulative: covers material in that week’s lectures and reading assignments
- Test basic understanding of material you need to know to understand subsequent material

Format:
- Between 5 – 10 questions (multiple choice, true/false, matching etc.)
- Untimed (but only available for a 24 hours)
- Open book & notes
  - All work must be done independently!
    - No copying, photographing or recording the questions
    - No collaborations or consultations with anyone else
    - No posting or discussing questions/answers with anyone else
    - Anyone caught GIVING or RECEIVING help on a quiz will get a zero for ALL quiz grades

Mechanics
- Quizzes will be online on Sakai’s tests/quizzes section
- Quizzes will generally be “live” on Sunday from 12 am to 11:55 pm (for exceptions, see Quiz schedule below)
- Quizzes must be taken during the period that the quiz is “live.”
- Location: You may take the quizzes wherever you want. Just make sure you have a GOOD internet connection and are able to see images and hear files.
- Number of quizzes: approximately 12 (plus “dry run” extra credit quiz

Benefits:
- Can monitor progress/understanding of material
- The material in this course builds on itself, just like in a math class, so it is important to keep up
  - Weekly quizzes reduce the temptation to procrastinate until right before the midterm or final
- Spaced learning is more effective than cramming

“Dry Run” Extra Credit quiz
- Time: Friday 1/23 @ 12:00 am – Fri 1/30 @ 11:55 pm
- Value: worth 1 extra credit point
- Material covered: questions about your background, mechanics of the course & quizzes (e.g., exam dates, listening to files, viewing pictures)
- Goals
  - Successfully access the system, take the quiz & save the results
  - Learn what the interface is like
  - Learn if you have technical problems (software/hardware incompatibility, internet issues, etc.)
  - Help me pitch the course at the right left

TAKE-HOME ESSAY (Due at the end of reading period)

You will write a short (5–page double-spaced) paper in which you compare and contrast the acquisition of signed and spoken languages. The basis of your paper should be the class discussion and readings, especially the papers on sign language acquisition by Chen Pichler (2012) and Pyers (2012), but you are free to use other articles or sources.

DO NOT PLAGIARIZE. If you are caught plagiarizing, you will not receive for any of the assignments. Furthermore, depending on the egregiousness of the plagiarism, I reserve the right to lower your final grade and/or notify your dean about the plagiarism.

PLAGIARISM

1. If you copy something that is in print ANYWHERE (books, journals, popular magazines, on-line blogs, mailing lists etc.), you are plagiarizing.
2. Taking someone else’s words and substituting a word here or there is still plagiarism.
3. Paraphrasing someone else’s words but ‘borrowing’ their line of argument and reasoning is plagiarism.
4. Even if you are in a pinch and facing a looming deadline, don’t plagiarize. It’s stealing. Better to hand in something that is yours than to hand in something that you stole.
5. For more guidelines,
   • 20 minute interactive-tutorial on Plagiarism and Academic Integrity: http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html
   • Camden Plagiarism Tutorial: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/
   • Don’t Plagiarize: Document Your Research! : http://www.libraries.rutgers.edu/avoid_plagiarism

LECTURE SLIDES

WARNING: IF YOU CANNOT ATTEND CLASS REGULARLY, DO NOT TAKE THIS COURSE! The exams will stress the material that I present in class, and some material is not in the books. The posted lecture slides are only meant to aid you in taking notes during class. They are not substitutes for attending class.

I will try to post the lecture slides before the lectures. I recommend you look over the slides before lecture and bring a copy of them to class to take notes on. Three caveats about the slides

1. The lecture slides are only meant to aid you in taking notes during class, and to remind you of what was covered in class. They are not substitutes for attending class.

2) Because I post the slides BEFORE the lectures, they are subject to change. I recommend that you check the sakai site periodically to make sure you have the most up-to-date version.

3) Despite my best efforts, sometimes the slides will contain typos. If you think you have found a serious typo (one that affects meaning), send email to langacq@gmail.com

UNGRADED EXERCISES

Periodically, I may give you exercises to do at home. These exercises are designed to help you learn the material and/or extend your knowledge. You will not be asked to do hand them in and they do not count towards your grade. Answers will not be posted. Rather, if you have trouble with an exercise, you should ask me to go over it in class or you can get help during my office hours.

In general, you should do exercises after the corresponding lecture. For example, you should do the Speech Perception exercise after the Speech Perception lecture. Sometimes, we will go over the exercises in the beginning of the next class. Sometimes we will do so because a number of students had trouble completing the exercise, and sometimes we will do so because the exercise involves students generating their own examples of phenomena.

WARNING ABOUT USING COMMERCIAL SITES (e.g., StudyBlue etc.)

1. All of the materials on this course’s sakai site are copyrighted (e.g., syllabus, lecture notes, lecture slides, study guides, tests, readings, etc.)
   o They are exclusively for students enrolled in the course
   o You may download sakai resources and edit them as you wish for the purposes of preparing for this course.
   o You may not give or sell the material to anyone who is not enrolled in the course
   o Specifically, you may not publish or post any of the material on another non-commercial or commercial site (e.g., StudyBlue etc.). Doing so is illegal.

2. What appears on StudyBlue is often inaccurate, out-of-date etc.

STUDY GUIDE FOR LANGUAGE ACQUISITION
12 hints for doing well in this class:

1) Come to every class and take good notes. If you do miss a class, get the notes from a classmate. I stress different topics in my lectures than those stressed in the readings. The material I stress in lecture tends to appear on exams.

2) Spend 10 minutes immediately after each lecture going over your lecture notes, reconstructing the lecture and making sure you understand the "key concepts" for the day.

3) Spend the 10 minutes before each lecture going over the lecture notes and "key concepts" from the previous class.

4) At least skim the assigned lecture notes and readings before each class.

5) When you go back and reread the chapters and articles, use the lecture notes to guide your reading.

6) If you are having trouble with one of the readings for a topic, talk to me about supplementary readings.

7) If you don't understand something said in the lectures or in the readings, let me know. Ask a question in class or come to my office hours. Chances are if you are confused, others are too.

8) Use your lecture notes and the "key concepts" to review for exams

9) Do not try to cram. The material in this course builds on itself, just like in a math or physics course and the exams are cumulative. If you don't learn the material in the beginning of the course, you are going to be lost.

10) Use the chat room! Chances are if you have a question, someone can answer it.

11) Form a study group and quiz each other on key concepts. Study groups can be physical or virtual.

12) Create a group study document

13) Even though the quizzes are open book, the quizzes are timed, so make sure you have done the readings and reviewed your notes and the slides BEFORE taking a quiz.

Some Related Websites

INTRODUCTION TO LANGUAGE AND LANGUAGE ACQUISITION

http://www.yourdictionary.com/library/ling001.html
Humorous piece on language acquisition

http://childes.psy.cmu.edu

http://www.yourdictionary.com/library/index.html#baldi
Tongue in-cheek language essays

http://www.geocities.com/CollegePark/3920/index.html
An overview of the field and brief descriptions of its subdisciplines.

http://www.mc.maricopa.edu/academic/cult_sci/anthro/Language/what1.html
An introduction to the patterning of sounds, words, and phrases. Includes exercises and sound clips.

http://www.zompist.com/langfaq.html
Linguistics FAQ

PHONOLOGY

http://news.bbc.co.uk/1/hi/sci/tech/721554.stm
Role of babbling in language acquisition

Decoding baby babble

http://www.easytofindchildcare.com/Sounds/babybabble.wav
Example of baby babbling: what type of babbling is this?
http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/contents.html
Lots of video and audio clips of sounds around the world

http://www2.arts.gla.ac.uk/IPA/ipa.html
Includes the full IPA chart and audio files, as well as information on the organization.

http://www.umanitoba.ca/linguistics/russell/138/notes.htm
Notes from a phonetics course at the University of Manitoba, including phonetic transcriptions of English, vocal tract anatomy, properties of consonants and vowels, and acoustic phonetics, among other things.

http://www.ling.yale.edu/Ling120/index.html
The homepage for a course at Yale. Includes lecture materials and audio-video clips.

http://www.phon.ucl.ac.uk/project/siphtra.htm
These interactive tutorials from University College London are part of a project called System for Interactive Phonetics Training and Assessment. They include voicing, plosives (i.e., stops), and other topics.

http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/chapter10/percpetial.html
Categorical speech perception demonstrations

http://www.psy.cmu.edu/~lholt/php/gallery_context.php
More speech perception demos

LEXICON

http://www.sci.sdsu.edu/cdi
The MacArthur Communicative Development Inventories. These are parent report forms to assess the development of language and communication in children. Included are lexical norms for English vocabulary acquisition showing when particular words and expressions are acquired.

http://thisisnotthat.com/humor/language.html#conundrum
Linguistic conundrums

http://memory.psych.upenn.edu/wordpoools.php
Links to on-line lexicons & dictionaries that provide frequency information, imagability ratings, orthographic regularities, free association norms etc. about words.

MRC psycholinguistic interactive lexical database. This database includes age of acquisition ratings

MORPHOLOGY

http://www2.hawaii.edu/~bender/paradox.html
Morphological paradoxes

http://www.yourdictionary.com/library/ling005.html
This short essay from Robert Beard’s files illustrating what morphology is begins with "Jabberwocky," compares lexemes and morphemes, and makes a stop at Tagalog reduplication along the way.

http://www.ruf.rice.edu/~kemmer/Words/morphemes.html
A definition and illustration of the concept of a morpheme using examples from English.

http://www.quinion.com/words/articles/unpaired.htm
Unpaired words or why people aren’t couth, kempt or ruly

SYNTAX
http://www.yourdictionary.com/library/ling004.html
A lighthearted introduction to syntax from Robert Beard’s files.

http://www.yourdictionary.com/library/ling003.html
A lighthearted introduction to syntax from Robert Beard’s files.

http://babelfish.altavista.com/translate.dyn
This engine translates entire paragraphs back and forth between English, French, German, Italian, Portuguese, and Spanish.

SECOND LANGUAGE ACQUISITION AND BILINGUALISM
http://www.hw.ac.uk/langWWW/icslaiictsl.htm

NEUROLINGUISTICS
Anatomy of the Brain. An outline with illustrations for students. Includes concise sections on Broca’s area and Wernicke’s area.

http://www.stroke.cwc.net/niweb/faq.htm - 14 different parts of the brain do
What Do Different Parts of the Brain Do? Question 12 in a series of frequently asked questions written for stroke victims and their families features a clear, color-coded, numbered diagram of the left hemisphere, with an explanation. Scroll down to read question 13 concerning speech problems.

Aphasia
http://www.asha.org/speech/disabilities/Aphasia_info.cfm
http://fuzzy.iau.dtu.dk/aphasia.nsf
http://www.asha.org/speech/disabilities/index.cfm
http://www.med.harvard.edu/AANLIB/home.html
http://www.aphasia.org/aphasiawebbypeople.php

LANGUAGE ACQUISITION IN SPECIAL CIRCUMSTANCES

Growing up different: http://www.pbs.org/saf/1205/video/watchonline.htm

http://www.asha.org/speech/disabilities/index.cfm

Linguistic isolates ("wild children"):
http://www.pbs.org/wgbh/nova/transcripts/2112gchild.html
Nova #2112G: Secret of the Wild Child. The broadcast transcript of a Nova program on Genie. Includes interview material with Susan Curtiss and others involved in caring for Genie and studying her development.

Deafness :
http://www.pbs.org/wnet/soundandfury/
http://www.bbc.co.uk/science/horizon/silenttran.shtml

Deafplanet:

Cochlear implant demonstrations: http://www.utdallas.edu/~loizou/cimplants/cdemos.htm

Down Syndrome: http://www.nas.com/downsyn/

Williams Syndrome: http://www.williams-syndrome.org/facts.htm
Autism:  http://www.autism-society.org/