

PSY 316 Section 1 Fall 2015
Pragmatic Language Development
Mondays & Wednesdays 10:00 – 11:20 a.m.
DWE 3516

Instructor

Daniela O'Neill

Office: PAS 4015

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Office Hour: Wednesdays 1:00-2:00 pm

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Email is the best way to reach me to set up convenient time to meet on course/project related matters or to reach me quickly on matters related to accommodations needed for illness, family emergencies etc.

Teaching Assistant

Dana Bernier

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Office Hour: Wednesday 11:30 am – 12:30 pm

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Course Description

This course is an in-depth introduction to pragmatic language development with a focus on children's conversational and narrative ability. Typical and atypical pragmatic language development will be examined from a longitudinal, social-cognitive, and multi-cultural perspective and with respect to longer-term outcomes such as social competence, friendship, and success in school. Via several in-depth projects, several key topics related to pragmatics in first language acquisition will be explored - all guided by a newly published 2014 book, and related empirical articles, that will provide an overview of current theories, key empirical findings, and questions for new research.

Course Goals and Learning Outcomes

The course will consist of 3 main projects organized around 3 key topics and related assigned readings. All combined, these 3 projects will provide, over the course of the term, a first in-depth exploration of many key topics and developmental acquisitions within children's pragmatic language development. These projects will also consider children's talk in different contexts such as the home, everyday settings outside the home, and school.

The 3 projects will each occupy approximately 4 weeks (7 class sessions) and will include an oral presentation and a final paper due for each at the end. All projects will be completed in group form (group size is max. 3 people). All projects will be discussed and worked on in class. My, and Dana's, impressions of preparation for, and work done or presented in, class will factor into grades for each project via a weekly participation component. These projects and the structure of the course are detailed further below.

The focus of this course will be providing you with a broad overview of the field of developmental pragmatics and an opportunity to explore several key topics in-depth around several applied projects carried out in a group. In addition, the projects aim to offer you the opportunity to consider children's pragmatic language development within the real-life contexts in which it will matter – at home, at school,

with peers. This course also has the goal of developing several professional skills important within and beyond academia: (1) reading and reviewing empirical and theoretical contributions, (2) developing and expressing ideas concisely and clearly in both oral and written form, (3) preparing oral presentations and engaging others in constructive, focused discussion, and (4) critiquing research and ideas in a productive and constructive way with a more applied perspective.

Course Readings

Text: *Pragmatic Development in First Language Acquisition*. (2014) Edited by Danielle Matthews. John Benjamins Publishing Co.

Required Readings on LEARN: For some classes, additional required readings are assigned. These readings will be found on LEARN.

When readings have been assigned for class discussion related to each project, ALL students are expected to have read and reflected on them, and to come to class prepared to discuss them. During group-work classes, it should be evident when I or Dana are speaking with you, that you are familiar with the required readings if relevant to our discussion.

In addition, throughout the course, other recommended readings related to each of the major topics may be provided as a starting point for background research and further focused exploration of each topic. All such readings for this course will be available on LEARN and it is recommended that students review them for relevance to their particular topic. Throughout the course, depending on the discussions encountered, further optional reading materials may be made available on LEARN if they are relevant to the projects being conducted.

Course Materials and Anticipated Costs

In addition to the readings, participation in this course will require the purchase of some number of toys/books/other products aimed at children for possible use in Projects 1, 2 and/or 3. For example, Project 1 will require the purchase of one toy per group. Project 2 will require the purchase of one picture book per group. The estimated cost of these materials is not anticipated to exceed \$50, and if students purchase these as a group, then the costs would be less.

Some public transportation travel costs may be incurred by students to travel to community locations (e.g., bookstore, library, toy store) in order to secure materials for the course.

Because class time will be used by students to work on their projects with their group members, access to the web by one or more group members will be necessary via a mobile device in order to be able to complete work in class. (Please let me know if this presents a problem for your group.)

Purchase of a poster board will be required by groups for the presentations for Project 2 and Project 3 if this presentation mode is chosen.

Class Structure and Attendance

This course has no midterms or final exam. Your grade will be determined by performance on three main group projects. In addition, a portion of your grade will also come from your demonstrated "class preparation and participation" (see Evaluation section below for more details on the breakdown). Each of these projects will be described in much more detail in class on the first day of the project. However, a brief overview of the structure of the class and each of the projects is presented here. Note below that

having access to the internet via a laptop/tablet/phone will be essential for work done in class.

Attendance and participation in class is very important in this course and attendance will be taken at every class. Any undocumented absences from class (e.g., illness without doctor’s note), or absences without a compelling reason, will result in penalty of 5% for each class, taken off your final course grade up to the maximum percentage of your course grade allotted to participation. Note however that each student will be granted 1 absence without penalty as long as a reason is provided to me.

Evaluation, Required Course Assignments, and Grade Breakdown

For all Projects 1 to 3, in all but rare circumstances, all group members will receive the same final grade out of 100 for a project. For all projects, the final grade will include consideration of (1) background work done in and out of class and during in-class working sessions; (2) the oral presentation and (3) the final written paper. While the grade will be largely determined by the quality of the final paper, my and Dana’s notes regarding class discussion, the progress of groups during in-class working sessions, and your oral presentations will also be taken into account. Your group grade also depends on how your group’s work compares to the projects of other groups. *As is evident though, a large portion of your grade for every Project will be dependent on the final written paper which should reflect all of the remaining parts in writing that is clear, succinct and very carefully proofed and edited. Grammatical errors, lack of clarity, redundancy, poor logical structure, spelling errors and the like will all result in significantly lower grades.* **The grade for each Project Paper out of 100 points** will be calculated into your final grade according to the percentage weights as shown below.

Assignment	Weighting	Final Due Date for Paper 4 PM to Project’s dropbox on LEARN
Project 1	25%	Friday Oct. 16
Project 2	25%	Friday Nov. 13
Project 3	30%	Monday Dec. 7
		A hardcopy version of paper (identical to dropbox version) must be in my mailbox in PAS 3021a by 4:30 pm on these dates.
Class Preparation and Contributions	20%	N/A
Total	100%	

Different grades may be assigned **within groups** in unusual circumstances where a group member has contributed substantially less to a project than other group members. This would occur only in circumstances where there are a number of indications of this, such as repeated absences from class or outside-of-class work sessions, observations by me during class, concerns communicated to me by the group, and/or a group’s unequal description and weighting of the contributions of its members (see page 7 for more details on the latter).

Late penalty: -2% per day up to a maximum of 10 days and then a grade of 0 will be assigned.

In-Class Participation

Students are expected to actively contribute individually to class discussions, student presentations, and discussion with me and/or Dana when working in class in their groups each week. I have allocated a 20%

portion of your grade to in-class participation (approximately 5% per project x 3 = 15% + 5% overall). By definition, you need to attend the seminar in order to participate in the discussion.

Three Main Projects

Each project will cover approximately 8 class sessions over 4 weeks (roughly, one per month). The table below outlines in more detail how class time will be utilized. Outside of class time, projects may involve the need to go to a community location to locate materials (e.g., toy store, bookstore accessible by public transit). **A final paper (maximum 1500 words) will be due by at 4 p.m. into the Project’s dropbox on LEARN as per the schedule in the Table above and a hardcopy will be due by 4:30 pm on the same day in my mailbox in the Psychology Mailroom PAS 3021a.**

Class of Each Project	What Class Time Will Be Used For	Required Readings?
1 st class (starting Sept. 16 th)	The topic of the project will be introduced by me and relevant background information will be given. We will discuss issues covered in the required readings as a class. The objectives of the project will be explained and provided in more detail in a handout to be discussed in class.	Yes. See table with schedule of required readings.
2 nd & 3 rd classes	We will discuss further issues covered in the required readings as a class. In addition, the goal of this class will be to refine your topic, find relevant research, and make progress towards the final outcome of the material covered in your project. Dana and I will visit with everyone during this time to learn of your progress on your project, provide further direction, advice, comments as needed. I may suggest readings that I think will be beneficial to your project.	Yes. See table with schedule of required readings.
4 th and 5 th classes	We will discuss further issues covered in the required readings as a class. In addition, the goal of these class working sessions will be to turn to consider in more depth the content, points, and background information you want to include. By the 5 th class, time will also be used to work out what you want to present in your briefer oral/poster presentation for the 6 th or 7 th class and to consider the organization and writing up of your project in more detail. As in previous classes, Dana and I will visit with everyone during these classes to hear about your progress, provide further direction, advice, comments as needed.	Yes. See table with schedule of required readings.
6 th and 7 th classes	During these 2 classes, the final projects will be presented orally as a group (random lottery will determine if your group presents in the 1 st or 2 nd time slot unless everyone’s preferences can be accommodated easily. The order will reverse for later projects). For Projects 1 this will be presentation in front of the class and the time allotted for each group will be a maximum of 10 minutes. See syllabus below for more information. This is a final opportunity for everyone to present their material in front of the class. For Project 2, groups will be presenting their project in Poster format. More details to follow in class and on LEARN.	No.
4 PM on due date as per schedule on p. 3	The final version of your project’s paper must be deposited into the Project’s dropbox on LEARN . A hardcopy must also be deposited in my mailbox in PAS3021a by 4:30 p.m. (after this the mailroom is often locked) as per the schedule on p. 3. Maximum length is 1500 words (see further details below). Note the important extra information to be included given that these are group projects, as described on p. 7.	N/A

Topics Addressed in the Three Main Projects

Project 1: Joint attention, early word learning, and conversation: The role of toy features

Project 2: Narrative picture books: How they can foster and reveal aspects of children's pragmatic language development

Project 3: Figurative language use: Creating a activity to teach children about figurative language based on the Ontario curriculum expectations

FULL CLASS SCHEDULE – FALL 2014		
Introduction	Sept. 14	No readings. We will cover the syllabus and the structure of the course and the nature of the class projects and evaluation in the course in detail
	Sept. 16	Lecture & Discussion: What is pragmatic language development? See Required Readings. Opportunity during class time to form groups for project.
Project 1	Sept. 21	Introductory lecture and class discussion of scheduled Required Readings for Project 1. Handout and Discussion of Project 1. See Required Readings
	Sept. 23, 28, 30, Oct. 5	Further class discussion of scheduled Required Readings & in-class group working sessions. See Required Readings
	Oct. 7, 14	Oral presentation of projects. Final paper due to Dropbox at 4 PM on Friday Oct. 16 and hardcopy by 4:30 p.m. to my PAS Mailbox.
Project 2	Oct. 19	Introductory lecture and class discussion of scheduled Required Readings for Project 2. Handout and Discussion of Project 2. See Required Readings
	Oct. 21, 26, 28, Nov. 2	Further class discussion of scheduled Required Readings & in-class group working session. See Required Readings
	Nov. 4, 9	Oral poster presentation of projects. Final paper due by email at 4 PM on Friday Nov. 13 and hardcopy by 4:30 p.m. to my PAS Mailbox.
Project 3	Nov. 16	Introductory lecture and class discussion of scheduled Required Readings for Project 3. Handout and Discussion of Project 3. See Required Readings
	Nov. 18, 23, 25	Further class discussion of scheduled Required Readings & in-class group working session. See Required Readings
	Nov. 30 & Dec. 2	Oral presentation of projects. Final paper due by email at 4 PM on Monday Dec. 7 and hardcopy by 4:30 p.m. to my PAS Mailbox.

Note: Saturday (!) Nov. 21 has been designated the make-up day for classes this term not meeting on Thanksgiving Monday. This make-up day will NOT be used and our class will not meet on this day.

A Note About Oral Presentations

Presenters: In this class, for Project 1 and 3, all information is to be presented verbally to the class from your notes *without external visuals*. (i.e., powerpoint is not an option). This is done expressly to give students the opportunity to develop their oral communication skills when external aids are not available, as is very often the case in situations outside a classroom and university setting (e.g., think of networking and conference settings where you need to “think on your feet”). Indeed, even when presenting talks using powerpoint, the best, and most audience-engaging talks often feature only accompanying pictures, key graphics and very little to no text. Being able to do the latter however, means being able to convey your message orally in a very simple and clear fashion. Powerpoint slides filled with textual information detract from this goal and make gaining this skill much more difficult. Consulting powerpoint slides during a talk also can break your connection with your audience. This class will provide you with opportunity

however to get better at getting your message across without any external aids, which is a powerful skill to have. The only exception to this is images that you may wish to show the class of your toys/books/other relevant props, and these would be forwarded to Dana at least one day before your presentation to be uploaded to LEARN and shown in class during your presentation. For Project 2, groups will present their work in an oral poster format. For Project 3, groups will have a choice.

Audience members: As audience members, I will also be expecting that you contribute in a thoughtful fashion with critical *and supportive* feedback that is relevant, helpful and substantive (i.e., Not just “I like your idea,” but why you like the idea.; Not just “This seems problematic,” but why you think it may be problematic.) Valuable feedback is not just about criticism but about sharing helpful and supportive feedback as an audience member as well.

Written Papers: Formatting Details

Unfortunately my eyesight is not very good. As a result, I will grade your papers in hardcopy form. Some of the following accommodations greatly affect the ease with which I can read your papers. Others make it easier for me to have space to provide comments while grading them. Please adhere to them carefully. Penalties will apply to late submissions of Project papers unless a request for accommodation has been requested and granted. **As you will be working in groups, please note the 3 extra pieces of information that need to be included with each project paper as described below.**

- At the **top of page 1, centered**, provide:
 - the **Project number and title** of the project
 - your **name/names** of all group members in alphabetical order
 - There is no need to include a cover page.
- **Use a sans serif font like Helvetica or Arial of at least 11 points**
- **Use one-and-half or double line spacing**
- **Minimum .75 inch or 2 cm margins on left and right side**
- **Do NOT print out 2-sided. Please print 1-sided.**
- Place the page numbers in the **bottom header**, right justified
- Include the **word count** at the end of the paper (e.g., Word count: 1449)
- Maximum length is **1500 words** for Projects 1, 2 and 3 unless otherwise stated in class and posted on LEARN (Word count does not include title, names of students, section titles within the paper, references, appendices or tables and figures.)

Referencing for Papers in this Class

In evaluating your written projects, it is helpful if Dana and I can easily assess how broadly you have incorporated material from the course text and readings, and other research you have done. To enable this, there is a specific required format for Referencing in this course as outlined below.

- Within your paper, to reduce word count, use **NUMBERS [1], [2] for COURSE REQUIRED READING** references that will be provided in full detail in the References section. Use **LETTERS [A], [B] for references beyond required readings**.
- In your Reference list, please list Numbered references first, followed by Letter references.
- Make sure your references follow APA format.
- For text chapters, reference the **specific chapter** of the text (not the whole book).
- Include a **page number for ALL references** (not just quoted material as usual). The exception would be material from a source without page numbers (e.g., website).
- **Don't forget!** At the end of each Lettered reference pertaining to non-required readings, please put the name of the group member responsible for it. (Numbered references are the responsibility of the entire group.)

Information to be Included with Written Final Projects Due to Group Nature

1. Groups must include on a separate page at the end of their project paper a brief description of how each member contributed to project as a whole. As part of this description it would be helpful if there is an explicit statement as to whether all group members participated equally. If the latter is not the case, groups may want to signal a difference using a percentage breakdown that will be taken into account in grading by Dana and me (e.g., 35% Person A/35% Person B/30% Person C) It will be assumed that the copied members on the emailed version have been part of the discussion of these described contributions, have each seen this page, and are in agreement with its content. Copied members will also be presumed to have signed the Group Assignment Checklist (see page 9).
2. A hardcopy of the Group Assignment Checklist with all signatures is to be appended to the **hardcopy version** of your Project paper turned in to my mailbox in the Psychology mailroom.
3. As noted on the Group Assignment Checklist, in the written paper, **each reference** beyond the course's *Required Readings* must be accompanied by the name of the person citing and/or providing the reference or source of the material. It is the responsibility of that person to ensure that the material in the manuscript relevant to this reference is free of violations of academic integrity. Required readings will be assumed to be the responsibility of all members of the group.

Use of LEARN

Via LEARN for this course, you will find the syllabus and any further required and recommended readings beyond those in the text for the course. I will use LEARN to post relevant information related to the course, including handouts, further links related to course material that may be of interest, updates about grading progress and so on. **However, to reach me, please do not use LEARN but instead email me at doneill@uwaterloo.ca.**

FULL CLASS SCHEDULE OF ASSIGNED READINGS FROM TEXT READINGS. Additional Material in LEARN will be discussed in lecture.		
Introduction	Sept. 14	No readings. We will cover the syllabus and the structure of the course and the nature of the class projects and evaluation in the course in detail
	Sept. 16	Ch. 1. Introduction
Project 1	Sept. 21	Ch. 2. The communicative infant from 0-18 months: The social-cognitive foundations of pragmatic development.
	Sept. 23	Ch. 2. Continued Ch. 18 (p. 317-320). Crosslinguistic and crosscultural approaches to pragmatic development.
	Sept. 28	Ch. 5. Conversation Analysis and pragmatic development.
	Sept. 30	Ch. 4. Turn-taking. Ch. 3. Section 3. The emergence of speech act repertoires
	Oct. 5	Ch. 9. Word learning.
	Oct. 7 & 14	Oral Presentations for Project 1
Project 2	Oct. 19	Ch. 7. Two pragmatic principles in language use and acquisition.
	Oct. 21	Ch. 8. Learning conventions and conventionality through conversation.
	Oct. 26	Reading on LEARN: Snow & Uccelli (2009). Academic Language Ch. 17. (Focus on studies in English) Children's understanding of linguistic expressions of certainty and evidentiality.
	Oct. 28	Ch. 16. Narrative development across cultural contexts: Finding the pragmatic in parent-child reminiscing.
	Nov. 2	Ch. 10. The production and comprehension of referring expressions. Ch. 18 (p. 321-323). Crosslinguistic and crosscultural approaches to pragmatic development.
	Nov. 4 & 9	Poster presentations for Project 2
Project 3	Nov. 11	TBA
	Nov. 16	Reading on LEARN: The Ontario Curriculum Gr. 1 -8 Language. Focus on Intro (p. 1-30) and Grade 7 and 8 curriculum.
	Nov. 18	Ch. 14. "The elevator's buttocks": Metaphorical abilities in children.
	Nov. 23	Ch. 15. Irony production and comprehension.
	Nov. 25	Ch. 13. The pragmatic development of humor.
	Nov. 30 & Dec. 2	Oral/Poster presentations for Project 3

There are no readings assigned on presentation classes (Oct. 7 & 14; Nov. 4 & 9; Nov. 30 & Dec. 2). No class on Oct. 12 Thanksgiving Monday.

Group Assignment Disclosure Checklist – MUST be appended to hardcopy of EACH project.

Completion of this form for coursework completed and submitted as a group is now recommended by the Associate Dean of Arts, Undergraduate Studies. Each member of the group must read this form, print their name and sign this form. This form must then be appended to the hardcopy version of each Project paper submitted for this course. Note that this is in addition to the hardcopy sheet described on p. 7 detailing the contributions of each group member to the project.

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper reference list in APA format has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. **Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity.** Group discussions regarding the importance of academic integrity have taken place.
5. **Each student has identified any individual contributions to the work submitted beyond the assigned readings*** such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. All members of the group are jointly responsible if violations of academic integrity concern material in required and assigned course readings.

* In the final written paper, this should be done by noting, in the final list of References at the end of the paper, who contributed any reference material that was *not part of the required readings for the course*. This can be noted by placing the name of the student who provided the reference in brackets at the end of any such reference. It is the responsibility of that student to ensure that the material in the paper relevant to this reference is free of violations of academic integrity.

Course: PSY 316-01 2015

Assignment: Project # _____

Date: _____ 2015

Name (print) of Group Members	Signatures
1.	
2.	
3.	
4.	
5.	

The Fine Print: Statements and Links Included on all Course Outlines in Arts and Psychology:

The Official Version of the Course Outline: If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Requests for accommodation for course requirements: Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline or midterm test, the instructor will either: waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Accommodations for Students with Disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage): We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies Dr. Richard Eibach is available for consultation and to mediate a resolution between the student and instructor. Contact information for Dr. Eibach is as follows: reibach@uwaterloo.ca Email: Phone: 519-888-4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity [<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts): <https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/> Page 3 of 8

Psychology document retention/storage policy: Graded papers as well as unclaimed graded assignments and essays for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.