

LANGUAGE DEVELOPMENT

Spring 2010

PSYCH 320

Time: Monday/Wednesday 2:30-3:50

Location: PAS 2083

INSTRUCTOR

Dr. Katherine White

Office: PAS 4014

Email: white@uwaterloo.ca

Office Hours: Wednesdays 10-12

TEACHING ASSISTANTS

Angela Nyhout

Office: PAS 4017

Office Hours: Mondays 1-2:30

Pierina Cheung

Office: PAS 4011

Office Hours: Tuesdays 10-11

COURSE DESCRIPTION

Human language is an incredibly complex system. Yet in the space of a few short years, infants become full members of the language community. How do we acquire a system of such incredible complexity, and in such a short period of time? In this class, we will consider the steps typically developing children take along the path to learning language, including how they learn about sounds, words, higher-level sentence structure, and how to communicate effectively. We will explore factors within the child and his/her environment that make this remarkable feat possible. We will also consider special populations of learners who can provide additional insight into the acquisition process. In addition to presenting important issues in the field of language development, the course aims to introduce students to the variety of methods that have been used to address these issues.

TEXTBOOK

Hoff, E. (2009). *Language Development* (4th edition). Belmont, CA: Wadsworth.

Given the size of the course, the format will be primarily lecture-based. Lectures will cover material from the textbook, as well as from assigned primary source articles. PDFs of these (required) readings will be available on the course website through UW-ACE. Students will be responsible for material covered in these articles.

COURSE WEBSITE

The syllabus, lectures, assigned readings, and assignments will be available on the course website through UW-ACE. Lectures will be posted to course website no later than an hour before class. Announcements will be posted to ACE or communicated over email. Please check both ACE and UW email regularly.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

COURSE REQUIREMENTS

Exams

There will be three non-cumulative in-class tests, as well as an optional final exam during exam period. The optional final can be used in place of the lowest scoring test during the semester. The optional final will be cumulative and longer than the tests during the semester. The tests will be a combination of multiple choice, fill-in-the-blank, and short answer questions. They will cover in-class lectures, as well as textbook and primary source readings, and other supplemental material, such as videos.

Assignments

There will be three homework assignments and one in-class worksheet. The goal of these assignments is to give students more exposure to primary source literature and child language data. Assignments are due at the beginning of class on the assigned date. Late homework assignments will not be accepted, except in the case of personal illness or family emergency (see below). All homework assignments should be typed. Hard copies of assignments are required, as email attachments can be lost in transit.

Grading

<i>Item</i>	<i>% of final grade</i>
Exam 1	25%
Exam 2	25%
Exam 3	25%
Assignments	25%: 3 homework assignments (8% each), 1 in-class worksheet (1%)

UW POLICY ON MISSED ASSIGNMENTS AND TESTS

Standard university policy will be followed in the event that a student misses a test, assignment deadline, or final exam due to serious illness or for domestic reasons. These standard policies can be found in the UW Undergraduate Calendar.

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 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.

If you miss a test for a reason other than serious personal illness or domestic difficulties, you will not be permitted to take a make-up test. Instead you will be required to take the cumulative final exam. Students who choose not to take one of the midterms will also be required to take the final exam.

Accommodation for Students with Disabilities:

Note 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.

COMPLAINTS, ACADEMIC INTEGRITY, ACADEMIC OFFENSES

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 Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and the instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca Ph 519-888-4567 ext 36852

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, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility/html

Academic Integrity Office (UW):

<http://uwaterloo.ca/academicintegrity/>

COURSE SCHEDULE

If you miss a lecture, it is your responsibility to contact a fellow student to determine what you missed.

DATE	TOPIC	TEXTBOOK	ARTICLES
M, 5/3/10	Introduction	Ch 1	
W, 5/5/10	Introduction to speech	Ch 4	
M, 5/10/10	Early speech perception	Ch 4	Werker & Desjardins, 1995
W 5/12/10	Early speech production	Ch 4	
M, 5/17/10	Phonological development and first words	Ch 4	In-class worksheet
W, 5/19/10	Lexical development: Segmentation	Ch 5	Saffran et al, 1996
M, 5/24/10	HOLIDAY: NO CLASS		
W, 5/26/10	Lexical development: Words and concepts	Ch 5	Gleitman & Gleitman, 1992
M, 5/31/10	Lexical development wrap-up Introduction to higher level language structure	Ch 5, Ch 6	ASSIGNMENT 1
W, 6/2/10	TEST 1		
M, 6/7/10	Early grammatical development	Ch 6	Hirsh-Pasek et al., 1996
W, 6/9/10	Nature of grammatical knowledge	Ch 6	Pinker, 1991; Tomasello, 2000
M, 6/14/10	Role of input	Ch 6	Newport et al., 1977
W, 6/16/10	Nature vs. nurture		ASSIGNMENT 2
M, 6/21/10	Communication, pragmatics, discourse	Ch 3	
W, 6/23/10	Communication, pragmatics, discourse	Ch 3	
M, 6/28/10	TEST 2		
W, 6/30/10	Language and biology	Ch 2	
M, 7/5/10	Critical period	Ch 2	Newport, 1990; Senghas & Coppola, 2001
W, 7/7/10	Special populations	Ch 10	Baron-Cohen et al., 1997
M, 7/12/10	Special populations	Ch 10	
W, 7/14/10	Language & thought	Ch 7	
M, 7/19/10	Bilingualism	Ch 8	

W, 7/21/10	Later language and literacy	Ch 9	ASSIGNMENT 3
M, 7/26/10	TEST 3		
W, 7/28/10	NO CLASS		

Research Experiences Group (REG) Participation in Psychology Research: Guidelines for Psychology, Psych 320, Spring 2010

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Since experiential learning is highly valued in the Department of Psychology, student participants may earn a "bonus" grade of up to 4% in this course through research experience i.e., your course work will make up 100% of your final mark and research experience can add up to 4%. However, your maximum grade, combining coursework and REG credits, cannot exceed 100%. You can bank your REG credits to be used if/as needed to bring your final grade up to 100%. For example, if you get 98% in your course and you earn more than 2 REG credits, only 2 will be applied to your grade. The other credits cannot be applied to your grade; however, you will have nevertheless gained useful research experience.

Research experience can be obtained in two ways. First, you may participate in Lab and Online studies conducted by students and faculty in the Department of Psychology. Participation is worth 0.5 participation credits (percentage points) for each 30 minutes of participation. Researchers will record student's participation and the REG Coordinator will advise the course instructor of the total credits earned by each student at the end of the term. Second, if you do not wish to participate in research, you may choose an alternative approach to earning the same number of credits; this is explained below in "Alternative to participating in research."

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which sh/he participated.

How to sign up for studies:

Once you are registered in this course, you will get an account on Sona (our web-based Study Sign-Up system) at <http://uwaterloo.sona-systems.com> and you will receive an email with your UserID and Password. IF YOU DO NOT RECEIVE this email, please report this to regadmin@uwaterloo.ca immediately. You may nevertheless log on to your Sona account and start signing up for studies as described below.

- 1) Log On to Sona: User ID is your Quest ID (eg. j2smith)
Password is your Student ID (eg 2001234)
- 2) Human Subjects/Privacy Policy: Please Read/Acknowledge
- 3) Prescreen Questionnaire: Please take 10 minutes to provide this demographics information. There is no credit for this and you may decline if you wish however completing it will increase your eligibility for studies.
- 4) Sign-up for Online Surveys and/or Lab studies:
 - a. Go to “Studies” page to view the list of available studies.
 - b. Click on the Titles of studies that are eligible for this course.
 - c. Read the Study Information page.
 - d. For Online studies: Click on “View Timeslots” and/or “Participate”.
 - e. For Lab studies: Click on “View Timeslots” to set up lab appointments.
- 5) Feedback and Credits: Upon completion of the study you will receive feedback about the study hypothesis, design and predictions. Within 48 hours you will be granted the credit. Credits will be converted to grades and added to your final grade at the end of the term.

Mass Testing Survey (for 1.0 participation credit):

You should do this Online study FIRST ... before doing any other Online studies. Researchers often select participants based on their responses to the measures in this survey. Completing it increases your eligibility for other studies. Note that you can only do this survey if you have completed the Prescreen questionnaire. Doing both Prescreen Questionnaire and Mass Testing Survey helps you (by providing more qualifying studies) and it helps researchers (by directing them to eligible participants). The Mass Testing Survey will be available until Monday June 14 at which time it will go offline, so please try to complete it before that date.

Study Restrictions and Important Dates:

- i) The first day to start participating in studies is Monday May 3.
- ii) The study must be eligible for a credit in this course (as noted in the Eligibility Requirements column on your Studies page).
- iii) **Only 2 of your credits for this course** can be for **Online** studies.
- iv) You should try to spread your participation out over the term i.e., if you wait until late in the term there may not be enough studies available for you.
- v) Mass Testing Survey closes Monday June 14.
- vi) Online limit override begins Monday June 14 (see note below).
- vii) The last day to participate for **credit** is Wednesday July 28.
- viii) The last day to participate for **remuneration/pay** is Friday August 13.

Online credit limit and override for students in multiple REG courses:

The Sona system automatically prohibits participants from signing up for more than 2.0 (TWO) online credits *per person*. If you are in MORE THAN ONE REG course this term the REG Coordinator will override this limit in order for you to sign up for up to 2.0 (TWO) extra online credits *per course* starting *Monday June 14*. At that time, details will be posted on the FAQ page of your Sona account, item 4 and an email notice will be sent to you.

Denial of access to studies: Completing studies that you have signed up for!

It is very important that you complete the studies that you have signed up for. For Lab studies this means showing up for the scheduled appointment. For Online studies this means completing the survey before the deadline that is posted in the timeslot. Please note that a study sign-up is a firm commitment to the researcher running the study so if you cannot keep the lab appointment or complete the survey before the deadline, please cancel the Sign-Up or contact the researcher in advance. Failure to attend 3 (THREE) Lab and/or Online studies that you have signed up for without providing adequate prior notice to the researcher may result in denial of access to further studies. Details are provided on the FAQ page on your Sona account.

For information, instructions, help with login problems etc. please contact:

REG website: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant>

REG Coordinator: regadmin@uwaterloo.ca

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to gaining experience in research by participating in studies, students may submit short reviews (1½ to 2 pages) of research articles. Each review article counts as one percentage point. A list of articles approved for these reviews will be posted to the course website. Students may select articles to review **ONLY FROM THE LIST PROVIDED**. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before Wednesday July 28. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article review up to a total of 4 credits (i.e., 4% grade).