



Course: Normal Language Development

Term: Summer, 2018

Meetings: Thursdays, 1:00-5:00 PM

Classroom: CRA 12.110

Professor Contact:

Julie Schneider, Ph.D.

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Office Hours: CRA

Thursday, 12:00-1:00 or by appointment

Teaching Assistant Contact:

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Course Descriptive

This course provides an overview of language development, focusing on theories, experimental findings and milestones in typically developing children. The course will cover theories of language acquisition and development, the biological basis of acquisition and development, and the basic stages of typically and atypically developing populations with regard to language. Assigned readings come from articles that will be posted to eLearning. Students are encouraged to be active participants in class discussions.

Student Learning Objectives/Outcomes related to CLDP

- Describe and explain the nature of psychology as a scientific discipline.
- Describe and analyze major theoretical perspectives and overarching themes of psychology and their historical development.
- Describe, apply, and analyze five selected content areas within psychology.
- Identify and explain different research methods used by psychologists.

Student Learning Objectives/Outcomes related to SPAU

- Be able to break down foundation knowledge in speech and language sciences.
- Be able to assess biological, neurological, psychological, developmental and cultural bases of communication disorders.
- Discuss and illustrate the cultural correlates of communication with patients and families from diverse cultural/linguistic backgrounds.
- Recognize and differentiate among fundamental concepts and theories in language acquisition, development and processing.

Required Textbooks and Materials

Research articles to be read *prior* to attending class each week will be posted to eLearning.

I *recommend*, but do not require the textbook Language Development by Erika Hoff (4th or 5th Ed.) to supplement lectures, as lectures will not be posted to Elearning.

Course Website

New assignments, revisions to the syllabus, announcements, and your grades will be posted on the eLearning site. You can access eLearning through a link on UTD’s main page. Grades posted on eLearning are not final and are subject to change. You are responsible for checking this site frequently in order to remain aware of new activities, announcements, etc. Make sure that you have a UTD email address on this account. Any email to students enrolled in this class will be sent through UTD email.

Week	Date	Topic	Assignment Due
1	Thursday, May 24	<ul style="list-style-type: none"> • Course Introduction, Syllabus Review & Group Assignment • Theories & Methods of Language Development 	
2	Thursday, May 31	<ul style="list-style-type: none"> • Human Brain and Language 	Week 1 Article Presentations (Dr. Schneider)
3	Thursday, June 7	<ul style="list-style-type: none"> • Foundations of Language Development 	Week 2 Article Presentations
4	Thursday, June 14	<ul style="list-style-type: none"> • Phonology 	Week 3 Article Presentations
5	Thursday, June 21	<ul style="list-style-type: none"> • Lexical Development 	Week 4 Article Presentations
6	Thursday, June 28	<ul style="list-style-type: none"> • Syntax & Morphology 	Week 5 Article Presentations
7	Thursday, July 5	NO CLASS	<ul style="list-style-type: none"> • EXAM 1 Online
8	Thursday, July 12	<ul style="list-style-type: none"> • Language in the School Years 	Week 6 Article Presentations
9	Thursday, July 19	<ul style="list-style-type: none"> • Media & Culture 	Week 8 Article Presentations
10	Thursday, July 26	<ul style="list-style-type: none"> • Special Populations 	Week 9 Article Presentations
11	Thursday, August 2	NO CLASS	<ul style="list-style-type: none"> • EXAM 2 Online

These descriptions and timelines are subject to change at the discretion of the professor. It is *your* responsibility to keep up with changes to the syllabus by attending class, as well as checking eLearning and your UTD email. There will be no extra credit offered, so please make an appointment to meet with Dr. Schneider *early* in the semester if you are concerned about your grade.

Exams	Points	Your Scores
Exam 1	300	_____
Exam 2	200	_____
Article Presentation		
Presentation	200	_____
Participation	100	_____
Discussion Board Activities		
Activity 1	25	_____
Activity 2	25	_____
Activity 3	25	_____
Activity 4	25	_____
Activity 5	25	_____
Activity 6	25	_____
Activity 7	25	_____
Activity 8	25	_____
TOTAL	1000	

Assignments

Discussion Board Activities

Each week you will submit one substantive question designed to elicit class discussion per assigned journal article for that week. You will post these questions within the e-learning Discussion Forum designated for that week. Each student should create a thread within the forum for his/her questions, and title the thread with his/her name in order to receive credit for submitting them. You do not need to submit discussion questions for the week you are class leader. Discussion questions must be posted by **Tuesday at 5:00 PM**. Class leaders can then incorporate these questions in their discussion of the articles.

Your questions should be substantive; for instance, they may relate to thoughts, ideas, or critiques generated by the assigned readings (e.g., "From my perspective, the X which was measured in the article seems similar to theory Y discussed in class. Do you see similarities between the two?" OR "Do you think the same findings would hold up in Y culture?"). You may include a question that seeks clarification on some aspect of the reading (e.g., "Could we discuss theory X in class? I'm not sure I understand what it is proposing"), but this question does not count towards your required question. Whatever questions you pose, be prepared to elaborate on it and address it in class.

Your questions will be graded on a scale of 1 to 5 each week. You can miss one week without penalty and your lowest grade will be dropped, and the remainder will be averaged to determine your final grade.

Presentation

For one class during the semester, you and a small group will act as class leaders. During class, the leaders will give a short presentation (5-7 minutes per article) summarizing the articles assigned to them that week. Remember that everyone should have read the articles, so your job is not to teach the material, but just to highlight the information that the class will be discussing. You have flexibility in how you design your presentation. You may choose to use the A/V equipment (e.g., via PowerPoint or Prezi) to assist your presentation, but this is not required. These presentations may incorporate additional resources to supplement and contextualize your summary of the articles. You may also choose to present demonstrations of relevant tasks or concepts, either live in class or via a previous videotaping. Following the presentation, the class leaders will then lead the class in a discussion of the articles using the questions submitted by the other students. Because these questions will be publicly available on e-Learning for everyone to review by Tuesday afternoon, all students should come to class prepared to discuss their peers' discussion questions for the week.

Class leaders will lead class beginning on June 7th. You will sign up for a slot during our first class meeting.

Participation

The benefit you derive from this course will be limited unless you come to class prepared and use our time together to engage with the assigned material. I will be looking for thoughtful input that indicates you are helping yourself and other students extract meaning and relevance from the readings. Brilliance is not required, but sharing your thoughts and ideas is. If you are shy about speaking up in groups, this is a good time to work on overcoming it in a supportive environment. Overall, my role, and that of your fellow students in this class, is to support you in your development as a thinker and learner.

Exams

You will have two exams. These will both consist of multiple choice and essay questions. Both exams will be posted on eLearning and you will be allowed to use notes/course material during the exam. More information about the exams will be available in class.

Course Policies

Late Policy

Due to the fast pace of this course, it is important that all students keep up with course materials. No make-up exams or Discussion Board Activities will be offered. Should you miss your presentation date, you will be allowed to present an article of the professor's choosing on your own during the final class. An automatic 25% will also be deducted from your presentation grade.

Attendance

Attendance for this class is MANDATORY and active participation is expected. Your attendance and participation will be monitored throughout the semester. If you miss a class, you are responsible for obtaining notes and assignment information from a willing classmate. If you will be unable to attend significant number of classes (more than 2), we recommend you withdraw from the course due to its fast-paced nature. See UTD's Academic Calendar for the last day to drop this course without a "W".

Date/Topic	Articles	Presenters
May 31 st /Theory	Hoff, Erika. "How social contexts support and shape language development." <i>Developmental review</i> 26.1 (2006): 55-88. Kuhl, P. K. (2007). Is speech learning 'gated' by the social brain?. <i>Developmental science</i> , 10(1), 110-120.	Dr. Schneider
June 7 th /Brain	Romeo, R. R., Christodoulou, J. A., Halverson, K. K., Murtagh, J., Cyr, A. B., Schimmel, C., ... & Gabrieli, J. D. (2017). Socioeconomic status and reading disability: Neuroanatomy and plasticity in response to intervention. <i>Cerebral Cortex</i> , 1-16. Vicari, S., Albertoni, A., Chilosi, A. M., Cipriani, P., Cioni, G., & Bates, E. (2000). Plasticity and reorganization during language development in children with early brain injury. <i>Cortex</i> , 36(1), 31-46.	
June 14 th /Foundations	Rowe, M. L., & Goldin-Meadow, S. (2009). Early gesture selectively predicts later language learning. <i>Developmental science</i> , 12(1), 182-187. Stowe, R. M., Arnold, D. H., & Ortiz, C. (1999). Gender differences in the relationship of language development to disruptive behavior and peer relationships in preschoolers. <i>Journal of Applied Developmental Psychology</i> , 20(4), 521-536. Schwarz, A. L., & van Kleeck, A. (2011). Making "academic talk" explicit: Research directions for fostering classroom discourse skills in children from nonmainstream cultures.	
June 21 st /Phonology	Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-	

	<p>language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. <i>Proceedings of the National Academy of Sciences</i>, 100(15), 9096-9101.</p> <p>Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S. A., Barker, T. A., Burgess, S. R., ... & Garon, T. (1997). Changing relations between phonological processing abilities and word-level reading as children develop from beginning to skilled readers: A 5-year longitudinal study. <i>Developmental psychology</i>, 33(3), 468.</p> <p>Nittrouer, S., Sansom, E., Low, K., Rice, C., & Caldwell-Tarr, A. (2014). Language structures used by kindergartners with cochlear implants: Relationship to phonological awareness, lexical knowledge and hearing loss. <i>Ear and hearing</i>, 35(5), 506.</p>	
June 28 th /Lexical	<p>Abel, A. D., Schneider, J.M., & Maguire, M. J. (2018). N400 Response Indexes Word Learning from Linguistic Context in Children. <i>Language Learning and Development</i>, 14(1), 61-71.</p> <p>Maguire, M. J., Schneider, J. M., Middleton, A. E., Ralph, Y., Lopez, M., Ackerman, R. A., & Abel, A. D. (2018). Vocabulary knowledge mediates the link between socioeconomic status and word learning in grade school. <i>Journal of experimental child psychology</i>, 166, 679-695.</p> <p>Westlund, J. K., Dickens, L., Jeong, S., Harris, P., DeSteno, D., & Breazeal, C. (2015). A comparison of children learning new words from robots, tablets, & people. In <i>Conference Proceedings New Friends 2015</i>.</p>	
July 12 th /Syntax	<p>Modyanova, N., Perovic, A., & Wexler, K. (2017). Grammar is differentially impaired in subgroups of autism spectrum disorders: Evidence from an investigation of tense marking and morphosyntax. <i>Frontiers in psychology</i>, 8, 320.</p> <p>Kidd, E., & Arciuli, J. (2016). Individual differences in statistical learning predict children's comprehension of syntax. <i>Child development</i>, 87(1), 184-193.</p>	
July 19 th /School Years	<p>Spilt, J. L., Koomen, H. M. Y., & Harrison, L. J. (2015). Language development in the early school years: The importance of close relationships with teachers. <i>Developmental Psychology</i>, 51(2), 185-196.</p> <p>Lee, W., & Pring, T. (2016). Supporting language in schools: Evaluating an intervention for children with delayed language in the early school years. <i>Child Language Teaching and Therapy</i>, 32(2), 135-146.</p>	

	<p>McLeod, S., Harrison, L. J., Whiteford, C., & Walker, S. (2016). Multilingualism and speech-language competence in early childhood: Impact on academic and social-emotional outcomes at school. <i>Early Childhood Research Quarterly, 34</i>, 53-66.</p>	
<p>July 26th/Culture & Media</p>	<p>Al-Harbi, S. S. (2015). The influence of media in children's language development. <i>Journal of Educational and Developmental Psychology, 5</i>(1), 1.</p> <p>Moreno, S., Lee, Y., Janus, M., & Bialystok, E. (2015). Short-Term Second Language and Music Training Induces Lasting Functional Brain Changes in Early Childhood. <i>Child development, 86</i>(2), 394-406.</p> <p>Hoff, Erika. (2017). How bilingual development is the same as and different from monolingual development. OLBI Working Papers. 8. 10.18192/olbiwp.v8i0.2114.</p>	