

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

PSYCHOLOGY

Academic Unit

PSYCHOLOGY

Book 3 Listing (e.g., Portuguese)

Language Development

Number

Title

554

LANG DEV

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year 2006

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

A survey of children's language acquisition, including phonemes, words, morphology, and syntax. Roles for universal grammar, linguistic input, social interaction, and statistical learning are considered.

Quarter offered: AUTUMN

Distribution of class time/contact hours: 2 classes of 1 hr. 48 min

Quarter and contact/class time hours information should be omitted from Book 3 publication (no):

Prerequisite(s): Psych 550 AND Psych 371 or Ling 201 or Ling 270 OR by Permission of Instructor

Exclusion or limiting clause: N/A

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition
Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 42.0701 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

The course fills a gap in the Developmental Area of Psychology in two ways: it adds a needed upper level course for undergraduates, and it is the only course in Psychology on language development.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

The course will be a regular offering of a recently hired faculty member. No adjustments are necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 40 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair

Printed Name

Date

2. Academic Unit Graduate Studies Committee Chair

Printed Name

Date

3. ACADEMIC UNIT CHAIR/DIRECTOR

Gifford Weary

Printed Name

Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE

Printed Name

Date

6. ARTS AND SCIENCES EXECUTIVE DEAN

Printed Name

Date

7. Graduate School (if appropriate)

Printed Name

Date

8. University Honors Center (if appropriate)

Printed Name

Date

9. Office of International Education (if appropriate)

Printed Name

Date

10. ACADEMIC AFFAIRS

Printed Name

Date

**Psychology 554
Language Development
Autumn Quarter 200X**

Call# 17677-8

5 credit hours

M & W 10:00am-11:48pm

CM 0209

Instructor Info:

Laura Wagner
Office: Townshend 210
Phone: 688-3260
Office hours: Mondays, 2 – 4pm (or by appointment)
Email: wagner.602@osu.edu

Course Objectives:

This course will examine how children learn their native language. We will survey the acquisition of basic linguistic components, including phonemes, word forms and word meanings, morphology and syntax. We will discuss both nativist and empiricist approaches to the problem, and will consider the roles played by universal grammar, linguistic input, social interaction, and statistical learning in the acquisition process. The primary goals of this class are for students to learn about the basic phenomena studied in early language development and how they can be accounted for theoretically. In addition, students will research and write a paper about the sub-topic of their choice in language acquisition.

Pre-Requisites:

Prior to taking this class, students are required to have taken Psych 550 (Psychology of Childhood) and must also have taken one of the following language related classes: Psych 371, Linguistics 201 or Linguistics 270. Students who have not taken any of these classes must get the permission of the instructor to take this class.

Course Materials:

Course readings and assignments will be available through the Carmen site for the class. In addition to the posted readings, you will need the following book: Goldin-Meadow, S. (2003) *The Resilience of Language*. New York: Psychology Press. This book is available at the Barnes & Noble bookstore on High St. Discounted copies are also available through Amazon.com.

Course Assignments:

Daily Question (25% of your grade)

For each class you will turn in a question or comment about the readings for that week. Your comment may be a question or a criticism about one of the readings, it may ask how the readings relate to other topics we have covered in class, or about how the readings connect to the larger themes of the course. You are not expected to write anything formal for the daily question (and please keep them short!). The purpose of these questions is to help foster discussion and to insure that lectures are responsive to student concerns. You must WRITE down your question and turn it in for each class. You may be asked to read your question aloud in class. Daily questions are not required for the first class (Introduction).

Midterm Exam (35% of your grade)

There will be an open-book, take-home midterm exam. It will be passed out during Week 5 of classes and is due by FRIDAY of Week. The exam will include essay questions that ask you to summarize and integrate the material already covered in class.

Final Paper (35% of your grade)

This paper can be on the language acquisition topic of your choice. This paper should be 10 – 12 pages long, and it must contain at least 4 references (at least 2 of which must not have been assigned for class). Additional details will be provided in the last half of the quarter. Due on the last day of exams.

Class Participation (5% of your grade)

All students are expected to attend class regularly, prepared and ready to discuss the course material in a constructive fashion.

NO extra credit is available in this class.

Grading:

The following grade pattern will be used:

A	93 – 100	A-	90 - 92		
B+	87 – 89	B	83 – 86	B-	80 – 82
C+	77 – 79	C	73 – 76	C-	70 – 72
D+	67 – 69	D	63 – 66	D-	60 – 62
F	below 60				

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Schedule

WEEK	CLASS	TOPIC	REQUIRED READINGS	Assignments
Week 1	Class 1	Introduction	Goldin-Meadow, chapters 1 and 2	None
	Class 2	Critical Period Background	Newport (1990) Lennenberg (1967)	Daily Question
Week 2	Class 1	Phonology: Phoneme acquisition	Werker (1995) Kuhl (2005)	Daily Question
	Class 2	Phonology: Production & Bilingual issues	Boysson-Bardies et al. (1984) Bosch & Galles (2001)	Daily Question
Week 3	Class 1	Statistical Processes: Transitional probabilities	Saffran et al. (1996) Saffran (2001)	Daily Question
	Class 2	Statistical Processes: Beyond simple stats	Gomez & Gerken (2000) Santelmann & Jusczyk (1998)	Daily Question
Week 4	Class 1	Words: Social & Cognitive approaches	Baldwin (1991) Baron-Cohen et al. (1997) Markman (1990)	Daily Question
	Class 2	Hard Words	Gleitman (1990) Gleitman et al. (2005)	Daily Question
Week 5	Class 1	Argument Structure	Tomasello (2000) Fisher (2002) Tomasello & Abbot-Smith (2002)	Daily Question
	Class 2	Integrating Form and Meaning	Naigles (2002) Tomasello & Akhtar (2002) Naigles (2003)	Daily Question MIDTERM PASSED OUT

Week 6	Class 1	Input (in the typical case)	Newport et al. (1977) Schiefflin & Ochs (1983) Goldin-Meadow, Ch. 3	Daily Question
	Class 2	Acquisition of Sign Language	Goldin-Meadow, Ch. 4 Petitto et al. (2001)	Daily Question MIDTERM DUE
Week 7	Class 1	Degraded Input	Singleton & Newport (2004) Goldin-Meadow, Ch. 5	Daily Question
	Class 2	Homesign I	Goldin-Meadow, Chs 6 - 9	Daily Question
Week 8	Class 1	Homesign II	Goldin-Meadow, Chs 10-13	Daily Question
	Class 2	Homesign Input	Goldin-Meadow, Chs 14-15	Daily Question
Week 9	Class 1	Nicaraguan Sign Language	Goldin-Meadow, Ch. 17 Senghas & Coppola (2001) Senghas et al. (2004)	Daily Question
	Class 2	Language Resilience wrap-up	Goldin-Meadow, Chs 16 & 19	Daily Question
Week 10	Class 1	Language and thought I	Xu (2002) Balaban & Waxman (1997) Hale & Tager-Flusberg (2003)	Daily Question
	Class 2	Language & thought II	Spelke & Tsivkin (2000) Bellugi et al. (1993) Papafragou et al. (2002)	Daily Question Final Paper due last day of exams

References

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- Baron-Cohen, Simon, Dare A. Baldwin and Mary Crowson (1997) Do Children with Autism Use the Speaker's Direction of Gaze Strategy to Crack the Code of Language? *Child Development* 68 (1) 48 – 57.
- Bellugi, U., S. Marks, A. Bihrlle, and H. Sabo (1993) Dissociation between language and cognitive functions in Williams syndrome. In Bishop & Mogford (eds) *Language Development in Exceptional Circumstances*. Hillsdale: Lawrence Earlbaum. 177 – 189.
- Bosch, Laura and Núria Sebastián-Gallés (2001) Evidence of Early Language Discrimination Abilities in Infants From Bilingual Environments. *Infancy* 2(1), 29 – 50.
- de Boysson-Bardies, Bénédicte, Laurent Sagart and Catherine Durand (1984) Discernible differences in the babbling of infants according to target language. *Journal of Child Language* 11, 1 – 15.
- Fisher, C. (2002) The role of abstract syntactic knowledge in language acquisition: A reply to Tomasello 2000. *Cognition* 82, 259 – 278.
- Gleitman, L. (1990) Structural Sources of Verb Meanings. *Language Acquisition* 1, 3 – 55.
- Gleitman, L. R., K. Cassidy, R. Nappa, A. Papafragou, J. Trueswell (2005) Hard Words. *Language Learning and Development* 1 (1) 23 – 64.
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- Gomez, R. & L.A. Gerken (2000) Infant Artificial language learning and language acquisition. *Trends in Cognitive Science* 4 (5), 178 – 186.
- Hale, C. M. & H. Tager-Flusberg (2003) The influence of language on a theory of mind: A training study. *Developmental Science* 6 (3), 346 – 359.
- Kuhl, P. (2005) Early Speech Perception and Later Language Development: Implications for the “Critical Period”. *Language Learning and Development* 1 (3&4), 237 – 264.
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- Markman, Ellen M. (1990) Constraints children place on word meanings. *Cognitive Science*. 14(1), 57-77
- Naigles, L. (2002) Form is easy, meaning is hard: Resolving a paradox in early child language. *Cognition* 86, 157 – 199.

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- Newport, Elissa L., Henry Gleitman and Lila R. Gleitman (1977) Mother, I'd rather do it myself: some effects and non-effects of maternal speech style. In Snow & Ferguson (eds) *Talking to Children*. Cambridge: CUP. 109 – 150.
- Newport, E.L. (1990). Maturation constraints on language learning. *Cognitive Science*, 14, 11-28.
- Papafragou, Anna, Christine Massey, & Lila Gleitman (2002) Shake, rattle 'n' roll: the representation of motion in language and cognition. *Cognition* 84, 189 – 219.
- Petitto, Laura Ann, Marina Katerelos, Bronna G. Levy, & Kristine Tétreault (2001) Bilingual signed and spoken language acquisition from birth: Implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language* 28 (2), 453 – 496.
- Saffran, J. (2001) Words in a sea of sounds: The output of statistical learning. *Cognition* 81, 149 – 169.
- Saffran, Jenny, Richard N. Aslin and Elissa L. Newport (1996) Statistical Learning by 8-month-old Infants. *Science* 274. 1926 – 1928.
- Santelmann, Lynn M. and Peter W. Jusczyk (1998) Sensitivity to discontinuous dependencies in language learners: evidence for limitations in processing space. *Cognition* 69, 105 – 134.
- Schiefflin, Bambi B. and Elinor Ochs (1983) A Cultural Perspective on the Transition from Prelinguistic to Linguistic Communication. In Golinkoff (ed) *The Transition from Prelinguistic to Linguistic Communication*. Hillsdale, NJ: Lawrence Earlbaum. 115 – 132.
- Senghas, Kita & Ozyurek (2004) Children Creating Core Properties of Language: Evidence from an Emerging Sign Language in Nicaragua. *Science* 305, 1779 – 1782.
- Senghas, Ann and Marie Coppola (2001) Children Creating Language. *Psychological Science* 12 (4), 323 – 328.
- Singleton, J.L., & Newport, E.L. (2004). When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology*, 49, 370-407.
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- Tomasello, M. (2000) Do young children have adult syntactic competence. *Cognition* 74, 209 – 253.
- Tomasello, M. & K. Abbot-Smith (2002) A tale of two theories: response to Fisher. *Cognition* 83, 207 – 214.

- Tomasello, M. & N. Akhtar (2003) What paradox? A response to Naigles 2002. *Cognition* 88, 317 – 323.
- Werker, Janet (1995) Exploring Developmental Changes in Cross-Language Speech Perception. In Gleitman & Liberman (eds) *Language: An invitation to Cognitive Science* 2 ed. MIT Press. 1995. pp. 87-106.
- Xu, F. (2002) The role of language in acquiring object kind concepts in infancy. *Cognition* 85, 223 – 250.

Final Paper

Rules

- Your final paper is due by 5pm on DECEMBER 8th, 2005 (the last day of exams).
- Please give me a HARD COPY of your paper. You can leave it in my office (Townshend 210) or in my mailbox in the Psychology department (1st floor of Townshend).
- Your paper should be around 10 pages (~2500 words). The pages may be formatted in any reasonable way (use normal size fonts and margins). Anything between 8 and 12 pages is likely to be OK; papers shorter than 8 pages are probably not covering enough material.
- Your paper should contain AT LEAST 4 REFERENCES. These should be cited in text in proper APA style and also included in a reference section. AT LEAST 2 of the references you use must be ones you track down yourself – they cannot come from this course.
- Your paper does not have to be in strict APA format, but it should be well organized and written clearly. Please PROOFREAD your paper before you turn it in!

Topics

Your paper can be on any topic within the general area of language acquisition. If you are unsure whether your topic is appropriate, please check with me! Here are some possible topics for your paper:

- Find out about a topic we didn't cover in class. For example, you might want to research language acquisition in bilingual children, or in language disordered children. Or, you might want to look at the neural structures that underlie language acquisition.
- Go into more depth with a topic we did cover in class. For example, you might want to research the latest work on statistical learning or the acquisition of phonological contrasts. Or, you can critically examine the work of something we covered: you might want to revisit the Tomasello-Fisher debate by looking at more of the studies done on both sides.
- Propose an experiment to run. Identify an outstanding question in language acquisition and suggest a way that you might test it. You won't have to actually run the study (of course!) but you should discuss what could happen in your study and what it would mean. Be sure to consider how you would interpret (hypothetical) results that conform to your predictions AS WELL as those that go against your predictions.

so yung wilson

From: Michael Vasey
Sent: Monday, January 16, 2006 2:35 PM
To: so yung wilson
Subject: FW: New Course proposal

Attachments: 554 - Final Paper.doc; 554 - Newcourseform.doc; 554 - syllabus.doc



554 - Final
Paper.doc (47 KB)



554 -
:ourseform.doc (44



554 - syllabus.doc
(65 KB)

Hi So Yung -

You will find the paperwork attached for a new course proposal from Laura Wagner. I have looked it over and I think it is ready for submission.

Thanks,

Mike

-----Original Message-----

From: Laura Wagner [mailto:wagner.602@osu.edu]
Sent: Monday, December 05, 2005 6:12 PM
To: Michael Vasey
Subject: New Course

Hi Mike,

OK -- I think I've got all the paperwork fixed up. I've attached a revised form, a revised syllabus, and a copy of my final paper info sheet. Let me know if I should be making changes to any of this.

Thanks for all your help!

Laura