

**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

847

LANG DEV

G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter X

Spring

Year 2007

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*):

Survey of language acquisition, including phonemes, words, morphology, syntax. Considers universal grammar, linguistic input, social interaction, and statistical learning. Training in use of CHILDES database.

Quarter offered: WINTER

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

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

Prerequisite(s): Open to all interested graduate students

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) D

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

The course is being proposed as part of a general change to the developmental curriculum. It will be a core course required of all developmental area graduate students.

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: 15 Proposed number of sections per year: 1

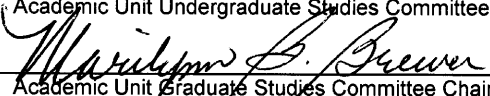
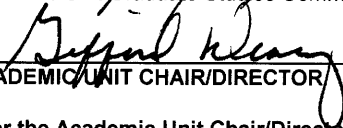
7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

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

Concurrence from Linguistics is attached. Speech and Hearing has been contacted as well and we are waiting to hear from them.

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](mailto: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
	Marilynn Brewer	5/23/06
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	5-24-06
3. ACADEMIC UNIT CHAIR/DIRECTOR	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 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . 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



Department of Linguistics

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May 23, 2006

Professor Laura Wagner  
Department of Psychology  
CAMPUS

Dear Laura,

I've looked over the syllabus for the proposed course Psychology 847. I think that this course is an important addition to the offerings in the intersection between linguistics and psychology and on behalf of the Department of Linguistics I hereby indicate my concurrence.

Sincere yours,

Peter W. Culicover  
Humanities Distinguished Professor and Chair

**so yung wilson**

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**From:** Laura Wagner [wagner.602@osu.edu]  
**Sent:** Wednesday, May 24, 2006 1:00 PM  
**To:** so yung wilson  
**Subject:** FW: Concurrence

**Attachments:** Wagner Psych 847.pdf



Wagner Psych  
847.pdf (64 KB)

Hi So Yung,

Here's the unofficial concurrence for my class from Linguistics. I also have the official form signed – but I gave that to Mike Vasey.

For Speech & Hearing, I've sent an email to the chair of the department there telling him about the course, but I don't have anything official from him yet.

Let me know if you need anything else....

Thanks!

Laura

**Psychology 847  
Language Development  
XXX Quarter 200X**

**Call# nnnnn-n**

**3 credit hours**

**M 10:00am-12:48pm**

**PSY 215**

**Instructor Info:**

Laura Wagner  
Psychology 241  
Phone: 688-3260  
Office hours: Mondays, 2 – 4pm (or by appointment)  
Email: [wagner.602@osu.edu](mailto: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 learn how to use the CHILDES database of children's speech use it as a research tool in conducting language acquisition research.

**Pre-Requisites:**

Any interested graduate student may take this course.

**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:**

1) Class Presentation. Everyone will be responsible for a set of papers. You will summarize these papers for the class and lead the discussion. (25% of the grade)

2) CHILDES assignment. After being trained in how to use the CHILDES database, every student will identify a small problem and search the database to find a preliminary answer. Students will write up the problem and the search results as a mini-research paper or about 10 pages. The paper will be due at the end of Week 8. (25% of the grade)

3) Final Paper. Students will write a 15 page paper on the language acquisition topic of their own choosing. You may choose to expand and revise your CHILDES paper for this assignment. The final paper is due the first day of exams. (50% of the grade)

4) Participation. I expect everyone to do all the readings and to participate in class. This assignment isn't technically worth any points, but it may color how I choose to grade the other assignments.

**Grading:**

I'll be using the standard OSU grading pattern.

**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](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

## Schedule

WEEK	TOPIC	REQUIRED READINGS
Week 1	Introduction/Critical Period Background	Goldin-Meadow, chapters 1 and 2 Newport (1990) Lennenberg (1967)
Week 2	Acquiring Words	Baldwin (1991) Baron-Cohen et al. (1997) Markman (1990) Gleitman (1990) Gleitman et al. (2005)
Week 3	Argument Structure	Tomasello (2000) Fisher (2002) Tomasello & Abbot-Smith (2002) Naigles (2002) Tomasello & Akhtar (2002) Naigles (2003)
Week 4	Morphology/Syntax	Pinker (1995) Gordon (1985) Crain (1991)
Week 5	CHILDES TRAINING	Brown (1973)
Week 6	Phonology	Werker (1995) Kuhl (2005) Boysson-Bardies et al. (1984) Bosch & Galles (2001)
Week 7	Statistical Processes	Saffran et al. (1996) Saffran (2001) Gomez & Gerken (2000) Santelmann & Jusczyk (1998)
Week 8	Input (in the typical case)	Newport et al. (1977) Schiefflin & Ochs (1983) Goldin-Meadow, Ch. 3
Week 9	Sign Language, Homesign and use of Degraded Input	Petitto et al. (2001) Singleton & Newport (2004) Goldin-Meadow, Ch. 4 - 15
Week 10	Nicaraguan Sign Language/ Wrap- up	Goldin-Meadow, Ch. 17 Senghas & Coppola (2001) Senghas et al. (2004) Goldin-Meadow, Chs 16 & 19

## References

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