

# LING/PSYC 370B: Child Language Acquisition Spring 2022



**Instructor:** Gabrielle Manning

**Contact:** gabriellemanning@uvic.ca

**Office hours:** Tuesday 10-11am

**Link:** <https://uvic.zoom.us/j/83729741344?pwd=RThkT0pBZ0R4Q2lyRHoxeks5V1lhUT09>

**Meeting ID:** 837 2974 1344

**Password:** 386060

**Class time and date:** MWR 2:30-3:20 pm

**Class information:** Synchronous lectures on Zoom!

**Zoom:** <https://uvic.zoom.us/j/89577689637?pwd=Y3BTMjNabUtz2wxaNIM3FaM2JRdz09>

**Meeting ID:** 895 7768 9637

**Password:** 738742

**Course description:** This course is designed to provide students with a comprehensive understanding of language development throughout childhood. Topics include the acquisition of phonology (the sound system of a language), syntax (sentence structure), morphology, (the structure of words), and pragmatics (language use). We will cover different theories and topics of language acquisition in relation to monolingual and bilingual children, as well as children with language learning impairments.

## Required reading material

### *Textbook*

Language Development (5<sup>th</sup> edition), Erika Hoff – available as a physical copy and e-book

### *Articles*

All articles can be found online through the University of Victoria library. You are responsible for accessing and obtaining the required articles unless otherwise specified.

Choi, S. & Gopnik, A. (1995). Early acquisition of verbs in Korean: A cross-linguistic study. *Journal of Child Language*, 22(3), 497-529.

Johnson, J., & Newport, E. L. (1989). Critical period effects in second-language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, 21, 60-99.

Kuhl, P. K., Andruski, J. E., Chistovich, I. A., Chistovich, L. A., Kozhevnikova, E. V., Ryskina, V.L., ... Lacerda, F. (1997). Cross-language analysis of phonetic units in language addressed to infants. *Science*, 277(5326), 684–686.

McMurray, B. (2007). Moocow! Mummy! More! How do children learn so many words? *Significance*, 4, 159-163.

Smith, L., & Yu, C. (2008). Infants rapidly learn word-referent mappings via cross-situational

statistics. *Cognition*, 106(3), 1558–1568.

Van Heugten, M., & Christophe, A. (2015). Infants' acquisition of grammatical gender dependencies. *Infancy*, 20(6), 675-683.

Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, 7, 49-63.

Woodard, K., Gleitman, L. R., & Trueswell, J. C. (2016). Two- and three-year-olds track a single meaning during word learning: Evidence for propose-but-verify. *Language Learning and Development*, 12(3), 252–261.

### Evaluation

Tests	x2	20 % each	40 %
Assignments	x2	10 % each	20 %
Participation			5%
Project (groups of 3)	proposal	5%	35 %
	presentation	10% + 5% critique	
	write-up	15%	

#### Tests

Tests will be completed on Brightspace. Tests can consist of multiple choice, true or false, and short answer questions. All tests are to be completed **during class time**. Once you have started you will have **50 minutes** to complete it. If you run into any technical difficulties, let me know **immediately**.

#### Assignments

All assignments should be submitted through Brightspace. Late work will be penalized 5% per day unless a valid justification is provided. Valid justifications include situations such as illness, birth, death, marriage, and religious holidays (you may be asked to provide documentation).

#### Participation

Your contributions in class are important to me and your fellow classmates. The success of discussions depends on your **active** participation. Your participation will be evaluated regularly involving several variables, such as attendance, punctuality, preparation for class, frequency of voluntary participation, participation in class activities, etc.

#### Project

The project will be completed in **groups of 3**. Each group is required submit all necessary documents through Brightspace. Late work will be penalized 5% per day unless a valid justification is provided. Valid justifications include situations such as illness, birth, death, marriage, and religious holidays (you may be asked to provide documentation).

#### Important dates

January 26<sup>th</sup>: last day for adding courses

February 28<sup>th</sup>: last day for dropping courses without penalty of failure

**Course Plan**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>IMPORTANT NOTES</b>
WEEK 1	JAN. 10	Intro/syllabus		
	JAN. 12	Linguistic principles		
	JAN. 13	Reading research papers	Woodard et al. (2016)	
WEEK 2	JAN. 17	Issues, theories, and methods	Ch.1: p.12-29 Ch.3: p.89-96	
	JAN. 19			
	JAN. 20			
WEEK 3	JAN. 24	Biological bases	Ch. 2	
	JAN. 26			
	JAN. 27			
WEEK 4	JAN. 31	Language input	Kuhl et al. (1997)	ASSIGNMENT 1 DUE
	FEB. 2			GROUP PICKS DUE
	FEB. 3			
WEEK 5	FEB. 7	Phonetic-phonological development	Ch. 4 Werker & Tees (1984)	
	FEB. 9			
	FEB. 10			
WEEK 6	FEB. 14	TEST 1		
	FEB. 16	Lexical development	Ch. 5 Smith & Yu (2008) McMurray (2007)	
	FEB. 17			
WEEK 7	FEB. 21	No class – Family Day and Reading Break		
	FEB. 23			
	FEB. 24			
WEEK 8	FEB. 28	Lexical development	van Heugten & Christophe (2015)	
	MAR. 2	Morphological and syntactic development	Choi & Gopnik (1995)	PROPOSAL DUE
	MAR. 3			
WEEK 9	MAR. 7	ASSIGNMENT 2 WORK		
	MAR. 9	Language development and cognition	Ch.8: 243-258	
	MAR. 10	Language development in special populations	Ch.11	ASSIGNMENT 2 DUE
WEEK 10	MAR. 14	Bilingualism	Johnson & Newport (1989) Ch.9: 264-284	
	MAR. 16			
WEEK 11	MAR. 17			
	MAR. 21	Later language development	Ch.10: 293-311	
	MAR. 23			
WEEK 12	MAR. 24	TEST 2		
	MAR. 28	Project work		
	MAR. 30	PRESENTATIONS		
MAR. 31				
APR. 4				
WEEK 13	APR. 6			
	APR. 7			
<b>EXAM PERIOD</b>	<b>APR. 26</b>			FINAL WRITE-UP DUE

## **Territorial acknowledgements**

We acknowledge and respect the ɫək<sup>w</sup>əŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

## **Academic policies**

### *Questions?*

If you have questions about anything relating to the course, feel free to drop into my office hours. If the timing for my office hours do not work well for you, please e-mail me. I can arrange to either meet with you via Zoom or if possible, I will respond via e-mail. When sending an e-mail, please use your university e-mail address for all correspondence. **Include the course code in the subject line and your full name at the end of your e-mail**, there is risk of your email getting lost if this information is not included. I will respond within **2 business days** (excluding weekends). If you have questions about the Linguistics program in general, please contact the Undergraduate Advisor.

### *Attendance and course material*

It is your responsibility to attend class, participate in the various learning and assessment activities, and complete the assigned readings for this course. You are responsible for the material in all assigned readings, even if it is not explicitly covered in class.

Attendance is important. Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any assignment by the end of the term students are required to submit a request for academic concession.

Policies regarding undergraduate student academic concessions and deferrals are also details on the [Undergraduate Records](#). Students must submit a [Request for Academic Concession](#).

### *Accessibility and capturing of video content*

Auto-generated transcription and captioning is enabled in this course. Please be aware that automated transcription and captioning is at best 70-90% accurate and by nature will include error. This depends on the subject matter, speaker, audio quality etc. Words prone to error include specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find transcription or captioning **that is offensive**, please contact me so that I am aware. If you require captions as part of an academic accommodation, please contact CAL.

### *Class recordings*

Lectures will be recorded and uploaded to Brightspace within **24 hours following the end of class**. Classes that consist primarily of in-class activities **will not be recorded and uploaded**.

## **Academic integrity**

Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g., cheating and plagiarism) are considered serious and may result in significant penalties. For more information see the Academic Calendar (link below).

## **Copyright**

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#).

## **Online conduct**

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources, and course-related communication platforms, you are engaging in a university activity. All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## **Mental health**

A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. [The UVic Student Wellness Centre](#) provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

## **University of Victoria Students' Society (UVSS)**

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

## **Some useful links**

Undergraduate Calendar: <https://www.uvic.ca/calendar/undergrad/index.php>

Academic accommodations: <https://www.uvic.ca/services/cal/programs/academic/index.php>

Academic concessions: <https://www.uvic.ca/registrar/students/appeals/acad-concession/index.php>

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)