

Psychology 3620 - Topics in Psychology Language Development

Instructor: Tilbe Göksun
Course #: 3620-011
Class Hours: TR 5:45 -8:40 p.m.
Location: Tuttleman Learning Center 403A

Email: tgöksun@temple.edu
Office: Weiss Hall 321
Office Hours: Tuesdays 4:00 – 5:30 pm
 Thursdays 4:00 – 5:30 pm or by appointment

Prerequisite: Psychology 2196 (W123)

Introduction

Learning language is one of the milestones in children's development. Infants produce their first words by the end of the first year. In their second year, they talk in short sentences. We usually take language for granted. However, language learning is a tough task if you think about learning a second language as adults. Then, how do infants achieve this task?

The aim of this course is to explore language development closely through a variety of theories and research findings. You will become familiar with different theories concerning language development, and develop an understanding of relevant issues, theoretical positions, and relevant methodologies in language development. In this course, we will discuss and analyze language development critically. You will also have the opportunity to evaluate research with respect to language development.

Course Materials

Book

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

Readings

In addition to the book chapters, each week there will be readings to discuss. You are required to read the chapters in your textbook and the readings that pertain to the day's lecture *prior* to the lecture.

Academic Integrity

Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones, not reading the newspaper during class etc. Professional behavior also includes adhering to the Temple University rules for academic honesty (available in the student handbook). Cheating and plagiarism will not be tolerated and you will receive "0" from that exam or assignment/paper.

Course Requirements

1. Attendance

You are required to come to class, no exceptions. Attendance will be taken in each class and will make up **6%** of your final grade. We will meet 12 times in the entire session. Each day will count **0.5%** of your grade. You are required to come within 15 minutes of the official start time of class (5:45 pm). If not, you will get "0" for that day. Similarly, on the day when there is an exam, if you do not show up within *15 minutes* of the official start of class you will *not* be permitted to take the exam. Please try to email me before class if there is an emergency.

2. Questions and Participation

You are required to read the chapters and articles in your textbook that pertain to the day's lecture *prior* to the lecture. On the selected 3 days, you are required to submit discussion questions regarding the readings for that week. Your participation to class discussion and your questions before the class time will make up **12%** of your final grade. Each time your question and participation will be evaluated out of **4** points (4 X 3 = 12 points of your final grade)

3. Exam

Each student will be responsible for taking **one** in-class exam. The exam will be in both test and essay format, and will count **30%** of your grade. There will also be a review prior to the exam. For review session, you should come to class with your questions about the covered topic and I will also present sample questions. If you are not able to come to the exam (e.g., medical reasons), you must send me an email before exam time and provide your report of excuse. I will arrange a make-up exam time. If you do not show up in the make-up exam date, you will receive "0" from the exam with no exceptions.

4. Assignment

In addition to the exam, there will be **one** out-of-class assignment. There will be 5 short articles available on Blackboard to choose one of them. You are required to read one of the articles and write a reaction paper for that. At the due date of the assignment, we will discuss the articles and your reactions to them briefly class. I might give you some specific questions to focus on while writing the reaction paper. The reaction paper should be only 2-3 double-spaced pages and in APA format. It will count **12%** of your final grade. Details about the assignment will be given later on a separate document.

5. Paper and Presentation

As your final project, you are required to write **a review paper** on a relevant topic of language development. I will ask you to discuss your topic with me by **June 2**. The paper should be based on reading articles in-depth on a chosen topic (between 5-7 articles) and analysis of them. The review paper should be 8-10 double-spaced pages and in APA format. At the end of the session, you will give a 10- to 15-minute **presentation** of your paper. Details about the paper and presentation will be given later on a separate document.

The paper will count **30%** of your grade. Your presentation of the paper will be evaluated out of **10** points (**10%** of your grade).

6. Extra Credit

You can earn up to **3** extra credits. Please see the "Participation in Research" section at the end of the syllabus.

***** All of your points will promptly be posted onto Blackboard including your attendance. Please see me if you will have any objections or problems/concerns for the grading.**

Grading

Attendance	6%
Questions and Participation	12%
Exam	30%
Assignments	12%
Review Paper	30%
<u>Presentation</u>	<u>10%</u>
Total	100%

Your final grade will be based on the following grading scale; however, grades will be curved up if necessary:

↑93	=	A	72 – 70	=	C-
92 – 90	=	A-	69 – 67	=	D+
89 – 87	=	B+	66 – 63	=	D
86 – 83	=	B	62 ↓	=	D-
82 – 80	=	B-			
79 – 77	=	C+			
76 – 73	=	C			

Students with disabilities:

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

WEEKLY CLASS SCHEDULE

Week 1:

May 19: Introduction to Language Development

Hoff – Chapter 1

Articles:

1. Miller, G.A. (1990). The place of language in a scientific psychology. *Psychological Science*, *1*(1), 7-14.

May 21: Biological Bases of Language Development

Hoff – Chapter 2

Articles:

1. Hauser, M.D. (2005). Our chimpanzee mind. *Nature*, *437*, 60-63.
2. Kaminski, J., Call, J., & Fischer, J. (2004). *Science*, *304*, 1682-1683
3. Blakeslee, S. (2007). If you want to know if Spot loves you so, it's in his tail. *New York Times*, April, 17.

Week 2:

May 26: Phonological Development

Hoff – Chapter 4

Articles:

1. Werker, J. (2003). Baby steps to learning language. *Journal of Pediatrics*, *143*, S62-S69
2. Saffran, J.R., Aslin, R.N., & Newport, E. (1996). Statistical learning by 8-month-old infants. *Science*, *274*, 1926-1928.
3. Holowka, S., & Petitto, L.A. (2002). Left hemisphere cerebral specialization for babies while babbling. *Science*, *297*, 1515.

***** Post Discussion Questions by May 26, 3:00 pm**

May 28: Perceptual and Conceptual Development

Articles:

1. Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*, *13*(3), 89-93.
2. Spelke, E. S. (1998). Nativism, empiricism, and the origins of knowledge. *Infant Behavior and Development*, *21*(2), 181-200.
3. Hespos, S. J. & Spelke, E. S. (2004). Conceptual precursors to spatial language. *Nature*, *430*, 453 - 456.

Week 3:June 2: Gesture and Non-verbal Communication

Hoff Ch 3 (pp. 89-104)

Articles:

1. Petitto, L. A., Holowka, S., Sergio, L. & Ostry, D. (2001). Language rhythms in babies' hand movements. *Nature*, 413, 35-36.
2. Iverson, J., & Goldin-Meadow, S. (2005). Gesture paves the way for language development. *Psychological Science*, 16, 367-371.
3. Goldin-Meadow, S. (2006). Talking and Thinking With Our Hands. *Current Directions in Psychological Science*, 15, 34 – 39
4. **Optional:** Liszkowski, U., Carpenter, M., Tomasello, M. (2007) Pointing out new news, old news, and absent referents at 12 months. *Developmental Science*, 10 (2), F1-F7.

***** Discussion about final papers******* Review for Exam: Come to class with your questions – Last 45 minutes for review**June 4: Lexical Development: Word Learning

Hoff – Chapter 5

Articles:

1. Bornstein, M.H., Cote, L.R., Maital, S., Painter, K., Park, S.Y., Pascual, L., Pecheux, M.G., Ruel, J., Venuti, P., & Vyt, A. (2004). Cross-linguistic analysis of vocabulary in young children: Spanish, Dutch, French, Hebrew, Italian, Korean, and American English. *Child Development*, 75(4), 1115-1139.
2. Golinkoff, R.M., & Hirsh-Pasek, K. (2008). How toddlers begin to learn verbs. *Trends in Cognitive Sciences*, 12, 397-403.
3. **Optional:** Woodward, A.L. (2009). Infants' grasp of others' intentions. *Current Directions in Psychological Science*, 18, 53-57.

***** Exam: @ 7:15 pm****Week 4:**June 9: The Development of Syntax and Morphology

Hoff – Chapter 6

Articles:

1. Marcus, G. F., Vijayan, S., Bandi Rao, S. and Vishton, P. M (1999). Rule learning by seven-month-old infants, *Science*, 283, 77-80
2. Pinker, S. (1999). Out of the minds of babes. *Science*, 1, 40-41.
3. Gertner, Y., Fisher, C., & Eisengart, J. (2006). Learning words and rules: Abstract knowledge of word order in early sentence comprehension. *Psychological Science*, 17, 684-691.

***** Post Discussion Questions by June 9, 3:00 pm**

June 11: Language, Culture, and Cognition in Development

Hoff – Chapter 7

***** Discussion of Assignment Articles******* Assignment (due class time)****Week 5:**June 16: Communication and Language Development

Hoff – Chapter 3 (pp. 104-130)

Hoff – Chapter 9 (pp. 341- 350)

1. Matthews, D., Lieven, E. & Tomasello, M. (2007). How toddlers and preschoolers learn to uniquely identify referents. *Child Development*, 78, 1744–1759.
2. **Optional:** Nicolopoulou, A. (1997). Children and narratives: Towards an interpretive and sociocultural approach. In M. Bamberg (Ed.), *Narrative development* (pp. 179-217). Mahwah, NJ: Erlbaum

June 18: Bilingualism

Hoff – Chapter 8

Articles:

1. Petitto, L. A. & Kovelman, I. (2003). The Bilingual Paradox: How signing-speaking bilingual children help us to resolve it and teach us about the brain's mechanisms underlying all language acquisition. *Learning Languages*, 8 (3), pp.5-18.
2. Weikum, W., Vouloumanos, A., Navarro, J., Soto-Faraco, S., Sebastian-Galles, N., & Werker, J.F. (2007). Visual language discrimination in infancy. *Science*, 25 May, 316 (5828), 1159.
3. **Optional:** Genesee, F., Nicoladis, E. (2007). Bilingual first language acquisition. In E. Hoff and M. Shatz (Eds.), *Blackwell handbook of language development*. UK: Blackwell.

***** Post Discussion Questions by June 18, 3:00 pm****Week 6:**June 23: Atypical Language Development

Deafness, blindness, autism, Down syndrome, Williams Syndrome, SLI

Hoff – Chapter 10

Articles

1. Goldin-Meadow, S. (2007). The challenge: Some properties of language can be learned without linguistic input. *The Linguistic Review*, 24, 417 – 421.
2. Smith, V., Mirenda, P., Zaidman-Zait, A. (2007). Predictors of Expressive Vocabulary Growth in Children With Autism. *Journal of Speech, Language & Hearing Research*, 50, 149-160.
3. Helmuth, L. (2001). From the mouth (and hands) of babes. *Science*, 293, 1758-1759.
4. **Optional:** Reilly, J., Losh, M., Bellugi, U., Wulfeck, B. (2004). “Frog, where are you?” Narratives in children with specific language impairment, early focal brain injury, and Williams syndrome. *Brain & Language*, 88, 229-247.

June 25: Bringing everything together – What have we learned?***** Class Presentations**

Articles for Assignment

Pick one of the following articles for your assignment. The articles and instructions will be available on Blackboard.

1. Saffran, J. R. (2003). Musical learning and language development. *Annals of the New York Academy of Sciences*, 999, 397-401.
2. Kinzler, K. D., Dupoux, E., & Spelke, E. S. (2007). The native language of social cognition. *Proceedings of the National Academy of Sciences*, 104, 12577 – 12580.
3. Winawer, J., Witthoft, N., Frank, M., Wu, L., Wade, A., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Sciences*, 104, 7780-7785.
4. Malt, B. C., Gennari, S., Imai, M., Ameal, E., Tsuda, N., & Majid, A. (2008). Talking about walking: Biomechanics and the language of locomotion. *Psychological Science*, 19, 232-240.
5. Boroditsky, L. (2003). Linguistic Relativity. In L. Nadel (Ed.), *Encyclopedia of Cognitive Science* (pp. 917-921). MacMillan Press: London, UK.

Participation in Research

Modern psychology is a research science, and much of the material presented in the text and lectures will be results of research studies. Many faculty members of the Temple Psychology Department carry out research, some of which will be covered in the text and lecture. In order to give you a better feeling for the material you will be learning about, student participation in research is part of the course. You can either participate in research for a total of 3 hours during the semester, or spend the same amount of time in the writing of short papers reviewing research, or do any combination totaling 3 hours.

This portion of the course is not graded, that is, I will count these research credits extra, as adding to your 100 points at the end of the class.

As just noted, there are two ways to earn research credits. First, sign-up information for experiments is now available on-line. Each sign-up will describe a research study and tell you where it is located and how many hours it takes. You will go to the web site for psychological research, and sign up for experimental sessions at times that are convenient to you. You may be able to participate in some of the studies on-line, but for most of them there will be a location on campus for the study. After you complete the experimental session, either on-line or at the research lab, you will receive a credit notification by email. I will be able to access that information and will automatically be informed of the credits you earn. Keep the credit notification in your files, just in case, so you will have a record at the end of the semester.

Here is how you sign up for experiments:

- 1) Go to: <http://temple.sona-systems.com> (**NOTE:** do not use WWW)
- 2) Lower left-hand corner, click on *new participant*
- 3) Click on *request account*
- 4) enter your user ID (all the information to the left of @temple.edu in your email). If your email is john.smith@temple.edu, your user ID is john.smith. If you use your TU ID (say tub12121), then your user ID is tub12121. Do not put in "@temple.edu"; the system does that automatically.
- 5) The system then sends you a password, which you can use to log-in and which then can be changed to any password you want.
- 6) Once you get your password, you log-in, go to **studies** and **sign up**. Studies should be available by the beginning of classes, so check out the site.

Once you sign up for a research appointment, it is your obligation to be there at your assigned time; if you fail to attend a research session after having signed up for it, you will LOSE a credit, and therefore you will have to participate in an additional hour of research; that is, you will have to complete 4 hours of research. **For each session that you sign up for and miss, an extra hour will be required.** If you cannot attend a scheduled research session, you must remove your name from the sign-up sheet in order to be excused from that session. You can do that on-line up to a deadline that is posted for each experiment.

If you arrive for a session at your assigned time, and the researcher is not there, you will receive credit for attending. Leave a note for the researcher, including your name, recitation number, time of appointment, and name of instructor (another reason for learning the number of your recitation and the

name of your instructor), and the researcher will send a credit sheet to me. Also, report the session to me.

You can also receive research credit by reading articles relevant to the course and writing a one-page summary for each. Articles can be taken from newspapers, magazines, or the world-wide-web. Make a copy of the article, and write a page, summarizing the article, and discussing how it is relevant to the course. Each article summary counts as one credit, assuming the article is indeed relevant to the course. I can help you with that decision, so talk to me or email me before writing anything.

By the end of the sixth week of classes (before the last day of class), you need to complete 3 credits. If you provide me only 2 credits, that's fine! You will just receive 2 extra credits.