IOWA STATE UNIVERSITY

CmDis/Ling 471: Language Development

TR 3:40 - 5:00 PM; FALL 2010; CARVER 268

INSTRUCTOR     H. S. Venkatagiri, Ph. D.         OFFICE HOURS: TWR 11 AM – 12 Noon
            3248 Pearson Hall                       By appointment at other times
            Telephone: 294 – 6476                   E-Mail: giri@iastate.edu

DESCRIPTION The course provides a theoretical and factual account of how children acquire their first and second languages.

OBJECTIVES After the successful completion of this course, you will be:

1. Familiar with the basic components of speech and language – phonology, morphology, syntax, semantics, and pragmatics.
2. Aware of the genetic, anatomical, neurological, social, and cognitive bases of speech and language acquisition.
3. Able to describe the major milestones in the acquisition of English as a first language.
4. Acquainted with selected models of first and second language acquisition.
5. Familiar with the variables that may affect first and second language acquisition.
6. Aware of the theories and major findings related to the development of reading and writing.
7. Familiar with the basics of effective reading instruction.


Web Site: Log on to WebCT with your University user name and password and you will find a link to our course web site. Course grades are posted to the web by your five-digit ISU ID number as shown at left. Course overheads, tutorials, and study guides are also found on the web site.

GRADING Grading is on a percentage basis as follows: (Total points: 400)

A = 92 - 100%        A- = 89 - 91
B+ = 86 - 88         B = 83 - 85        B- = 80 - 82
C+ = 82 - 83         C = 80 - 73        C- = 66 - 69
D+ = 62 - 65         D = 58 - 61        D- = 54 - 57

TEST FORMAT The tests will consist of short-answer and/or multiple-choice questions. Short-answer questions require you to write a word, sentence or a paragraph for each question. Do write in complete sentences and do not use nonstandard abbreviations. Tests will cover both the assigned chapters in the textbook and your class notes and tutorials posted to the web site. The final examination will cover chapters and class notes since the last test (approximately 60 points), all of your class notes up to the last test (approximately 40 points).

WRITING ASSIGNMENT Read the chapters in the book preferably BEFORE the dates indicated in “Course Outline and Calendar” below. Write a summary of important information presented in each chapter. We will review and discuss these chapters in class. Be prepared to contribute to the discussion. For each chapter, the length of the summary should be not be less than two pages and not more than three pages, single-spaced. Submit an electronic copy saved in the .rtf file format on or before December 10 on our course web site. Each chapter summary is worth up to 10 points for a total of 120 points (12 chapters) for this assignment. You earn these points even as you prepare for the tests because some questions on the tests will be based on these chapters. Organization, grammar and spelling, accuracy, clarity, and completeness are the criteria for evaluating this assignment. Write in your own sentences. Points will be deducted if there is a significant overlap between your sentences and those of the textbook. At the beginning of each summary, clearly list the chapter number and title as well as your full name. Submit this assignment as a single file after you have completed all summaries.

CLASS ATTENDANCE Throughout the semester, there will be 12 unannounced in-class exercises. Each exercise is worth three points. Two in-class exercises will be treated as extra credit so that if you miss only two, it will not affect your grade negatively. If you miss an in-class exercise for whatever reason, it cannot be made up later (no exceptions). You must receive credit for a minimum of eight in-class exercises to pass this course. In-class exercises are worth 30 points (+ 6 extra-credit points).

CLASSROOM ETIQUETTE Please refrain from reading newspapers and other reading materials or making private conversations during class lectures. You are always most welcome to address any questions and comments to the instructor or the entire class.
### DISABILITY STATEMENT
If you have a disability that requires special arrangements, please bring a SAAR form from the Disability Resources office (294-7220; 1076 Student Services Building) specifying the accommodation(s) you will need.

### NOTE:  
The course calendar, assignments, and the number of tests and the points and dates for tests are subject to change (with notice!).

### COURSE OUTLINE AND CALENDAR

<table>
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<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
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| August | 24 | Course Description, calendar; tests, and grading; What is communication?  
| | 26 | What do children learn when they learn a language? – Phonology  (Prepare a summary for Chapter 10 and be prepared to discuss the chapter in class)  
| | 31 | What do children learn when they learn a language? – Morphology |
| September | 2 | What do children learn when they learn a language? – Syntax  (Prepare a summary for Chapter 11 and be prepared to discuss the chapter in class)  
| | 7 | What do children learn when they learn a language? – Semantics  
| | 9 | What do children learn when they learn a language? – Pragmatic  (Prepare a summary for Chapter 12 and be prepared to discuss the chapter in class)  
| | 14 | What are the bases of language acquisition? – Hearing  
| | 16 | What are the bases of language acquisition? – Vision  (Prepare a summary for Chapter 1 and be prepared to discuss the chapter in class)  
| | 21, 23 | What are the bases of language acquisition? – Neurological and motor development  
| | 28 | What are the bases of language acquisition? – Cognitive and social development  
| | 30 | **Test # 1** (75 points; Bring a #2 pencil to the class) |
| October | 5 | Do infants babble their way into language?  (Prepare a summary for Chapter 2 and be prepared to discuss the chapter in class)  
| | 7 | How do toddlers and preschoolers tame language? – Phonology  
| | 12 | How do toddlers and preschoolers tame language? – Semantics  
| | 14 | How do toddlers and preschoolers tame language? – Morphology and syntax  (Prepare a summary for Chapter 3 and be prepared to discuss the chapter in class)  
| | 19 | How do toddlers and preschoolers tame language? – Pragmatics  
| | 21, 26, 28 | Do school-age children use “adult” language?  (Prepare summaries for Chapters 5 and 6 and be prepared to discuss the chapter in class) |
| November | 2 | Is this world turning into a Tower of Babel? – Monolingual, bilingual, and multilingual children  
| | 4 | How do children learn a second language?  (Prepare a summary for Chapter 4 and be prepared to discuss the chapter in class)  
| | 9 | **Test # 2** (75 points; Bring a #2 pencil to the class)  
| | 11, 16 | How do children learn to read?  (Prepare a summary for Chapter 7 and be prepared to discuss the chapter in class)  
| | 18 | What are the milestones of reading development?  
| | 30 | What is dyslexia? Why do so many children struggle to learn to read?  (Prepare a summary for Chapter 8 and be prepared to discuss the chapter in class)  
| December | 1, 3 | What are the principles of reading instruction?  
| | 8 | How does writing develop in children?  (Prepare a summary for Chapter 9 and be prepared to discuss the chapter in class)  
| | 10 | Review and conclusions; course evaluation (Your feedback is welcomed and valued! Bring a #2 pencil to the class).  **(Chapter summaries are due December 10)**  
| | 16 | **Comprehensive final examination** (2:15:4:15 PM; In the same room where we meet)  (100 points; Bring a #2 pencil to the class) |