IOWA STATE UNIVERSITY
*CmDis/Ling 471: Language Development*
TR 3:40 - 5:00 PM; FALL 2011; PEARSON 3125

**INSTRUCTOR**  H. S. Venkatagiri, Ph. D.
3248 Pearson Hall
**OFFICE HOURS:**  TWR 11 AM – 12 Noon
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**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. Marks for tests and assignments and the midterm and final grades are posted to the “Grade Book” on the web site. Course overheads, tutorials, and study guides are also found on the web site.

**GRADING**  Grading is on a percentage basis as follows: (Total points: 406 + points for in-class exercises)

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<th>Grade</th>
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<td>A</td>
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<td>D-</td>
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**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 nine chapters in the book preferably BEFORE the dates indicated in “Course Outline and Calendar” below. Answers the focus questions found at the beginning of each of the 9 chapters (39 questions in all). There is no specific length requirement; the answers will be graded on the basis of grammar and spelling, accuracy, clarity, and completeness. Submit an electronic copy saved in the .rtf file format on or before December 1 on our course web site. Each question is worth four points for a total of 156 points for this assignment. Note that you will earn these points even as you prepare for the tests because many questions on the tests will be based on information presented in these chapters. Write the answers in your own sentences. Points will be deducted if there is a significant overlap between your sentences and those of the textbook or of other students in the class. 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**  You are allowed two unexcused absences. I will deduct 10 points from your total points for each unexcused absence beyond the two. Note also that, throughout the semester, there will be a number of 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).

**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

August
23  Course Description, calendar; tests, and grading: What is communication?
25  What do children learn when they learn a language? – Phonology  (Chapters 1 and 3)
30  What do children learn when they learn a language? – Morphology  (Chapters 1 and 3)

September
1   What do children learn when they learn a language? – Syntax  (Chapters 1 and 3)
6   What do children learn when they learn a language? – Semantics  (Chapters 1 and 3)
8   What do children learn when they learn a language? – Pragmatics  (Chapters 1 and 3)
13  What are the bases of language acquisition? – Hearing  (Chapter 1)
15  What are the bases of language acquisition? – Vision
20  What are the bases of language acquisition? – Neurological and motor development  (Chapter 4)
27  What are the bases of language acquisition? – Cognitive and social development  (Chapter 2)
29  Test # 1  (75 points; Bring a #2 pencil to the class)

October
4   Do infants babble their way into language?  (Chapter 5)
6   How do toddlers and preschoolers tame language? – Phonology  (Chapters 6 and 7)
11  How do toddlers and preschoolers tame language? – Semantics  (Chapters 6 and 7)
13  How do toddlers and preschoolers tame language? – Morphology and syntax  (Chapters 6 and 7)
18  How do toddlers and preschoolers tame language? – Pragmatics  (Chapters 6 and 7)
20  Do school-age children use “adult” language?  (Chapters 6 and 7)
25  Test # 2  (75 points; Bring a #2 pencil to the class)
27  How do children learn a second language?  (Chapter 9)

November
1   Is this world turning into a Tower of Babel? – Monolingual, bilingual, and multilingual children  (Chapter 9)
3   How do children learn a second language?  (Chapter 9)
8   Test # 2  (75 points; Bring a #2 pencil to the class)
10  How do children learn to read?  (Chapters 7 and 8)
15  What are the milestones of reading development?  (Chapters 7 and 8)
29  Thanksgiving Recess  🦃🦃

December
1   What is dyslexia? Why do so many children struggle to learn to read?  (Chapter 9)
6   What are the principles of reading instruction?  (Writing assignment is due on December 1)
8   How does writing develop in children?
10  Review and conclusions; course evaluation (Your feedback is welcomed and valued! Bring a #2 pencil to the class).
13  Comprehensive final examination  (2:15:4:15 PM; In the same room where we meet.)
14  100 points; Bring a #2 pencil to the class; chapters, answers to focus questions, class notes and overheads since the last test (approximately 60 points) and all of your class notes, overheads, and answers to focus questions up to the last test (approximately 40 points).