



Psychology 501.15 Early Language and Communicative Development

<b>Instructor:</b>	Dr. S. Graham	<b>Lecture Location:</b>	A253
<b>Phone:</b>	403-220-7188	<b>Lecture Days/Time:</b>	MW 12:00-13:15
<b>Email:</b>	Susan.graham@ucalgary.ca		
<b>Office:</b>	Admin 254		
<b>Office Hours:</b>	TBA		

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### Course Description and Goals

Language is central to the human experience. It emerges universally and is acquired effortlessly by children. This seminar will focus on early communicative development and the acquisition of a first language by children. We will review early nonlinguistic communication, the acquisition of the sounds of language, and words. We will examine, wherever possible, the acquisition of spoken languages other than English, as well as the acquisition of sign languages. We will discuss both the process of acquisition and the competing theoretical explanations of that process. Particular emphasis will be placed on discovering the mechanisms children possess that enable them to learn language.

### Prerequisites

Psychology 312 and consent of the Department.

### Evaluation

Participation	15%
Weekly questions	15%
Presentation	35%
Research Proposal	35%

### **Participation (15%):**

This class will follow a seminar model. Much of the class time will involve your participation in discussions and presentations. Your preparation and participation is essential for this format to work. You are expected to read the assigned readings the week they are assigned and to come to class prepared to ask questions and actively participate in discussion. Participation grades will be assigned on two bases: 1. Attendance; and 2. An appraisal of your mastery of the required readings and your course involvement as reflected in class comments and effectiveness in responding to questions that are raised in class

**Weekly questions (15%):**

Each week, you should submit three questions about the readings to the blackboard class site. The questions for each week should be submitted by Sunday evening preceding Monday’s class. These questions will help get you thinking and serve as a foundation for you to comment during class.

**Seminar Presentation (35%):**

You will be responsible for one seminar presentation during the course. This involves preparing a 30 minute presentation on your chosen topic, selecting one additional class reading, and guiding discussion during the class. You should distribute one reading that is relevant to your topic to your classmates and the instructor one week before your presentation. On the day you present, you should distribute a 2-3 page outline/summary of your presentation and a list of recommended readings. Evaluation of your presentation is based on an appraisal of the background reading you have done, your identification of relevant reference material, your critical and careful consideration of the topic, your outline, and stewardship of the class discussion.

**Research proposal:**

Based on your understanding of the topic you choose for your class presentation, you will also prepare a written outline for a research proposal. This paper should emphasize the use of original (i.e. journal) sources, and must be prepared consistent with the APA Publication Manual. This paper will be no more than 8-10 pages, double-spaced, 12-pitch font, exclusive of references. **Note that research proposals are due by 4:30 pm Wednesday December 5th.** These papers are to be emailed to the instructor.

Please note:

- A failing grade may be assigned to any student who fails to complete one or more of the course requirements.
- Late assignments will be penalized by 10% per day, including weekends.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

## Tentative Lecture Schedule

Date	Topic/ Assigned Readings
M Sep 10	<b>Introduction to the study of language</b>
W Sep 12	<b>Introduction to the study of language</b> <ul style="list-style-type: none"> <li>▪ Kaminski, J., Call, J., &amp; Fischer, J. (2004). Word learning in a domestic dog: Evidence for "fast mapping". <i>Science</i>, 304(5677), 1682-1683.</li> <li>▪ Bloom, P. (2004). Can a dog learn a word? <i>Science</i>, 304(5677), 1605-1606.</li> </ul>
M Sep 17 W Sep 19	<b>Early communicative environment</b> <ul style="list-style-type: none"> <li>▪ Vouloumanos, A., Hauser, M. D., Werker, J. F., &amp; Martin, A. (2010). The tuning of human neonates' preference for speech. <i>Child Development</i>, 81, 517-527.</li> <li>▪ Vouloumanos, A., &amp; Werker, J. F. (2007). Listening to language at birth: Evidence for a bias for speech in neonates. <i>Developmental Science</i>, 10, 159-164.</li> <li>▪ Fernald, A. (1989). Intonation and communicative intent in mothers' speech to infants: Is the melody the message? <i>Child Development</i>, 60, 1497-1510.</li> <li>▪ Masataka, N. (1998). Perception of motherese in Japanese Sign Language by 6-month-old hearing infants. <i>Developmental Psychology</i>, 34, 241-246.</li> <li>▪ Burnham, D., Kitamura, C. &amp; Vollmer-Conna, U. (2002). What's new, pussycat? On talking to babies and animals. <i>Science</i>, 296, 1435.</li> </ul>
M Sep 24 W Sep 26	<b>Gestures:</b> <ul style="list-style-type: none"> <li>▪ Goldin-Meadow, S., Goodrich, W., Sauer, E., &amp; Iverson, J.M. (2007). Young children use their hands to tell their mothers what to say. <u><i>Developmental Science</i>, 10, 778-785.</u></li> <li>▪ Iverson, J.M. &amp; Goldin-Meadow, S. (2005). Gesture paves the way for language development. <u><i>Psychological Science</i>, 16, 367-371.</u></li> <li>▪ Liszkowski, U., Brown, P., Callaghan, T., Takada, A., &amp; De Vos, C. (2012). A prelinguistic gestural universal of human communication. <i>Cognitive Science</i>, 36, 698-713.</li> <li>▪ Liszkowski, U., Schäfer, M., Carpenter, M., &amp; Tomasello, M. (2009). Prelinguistic infants, but not chimpanzees, communicate about absent entities. <i>Psychological Science</i>, 20, 654-660.</li> </ul>
M Oct 1 W Oct 3	<b>Learning the sounds of language: speech sounds</b> <ul style="list-style-type: none"> <li>• Best, C.T., McRoberts, G.W., Sithole, N.N. The phonological basis of perceptual loss for non-native contrasts: Maintenance of discrimination among Zulu clicks by English-speaking adults and infants, <i>Journal of Experimental Psychology: Human Perception and Performance</i>, 14, 345-360 (1988).</li> <li>• Kuhl, P. K., Williams, K. A., Lacerda, F., Stevens, K. N., &amp; Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. <i>Science</i>, 255, 606–608.</li> <li>• Werker, J.F., &amp; Tees, R.C. (1984). Cross-language speech perception: Evidence</li> </ul>

	<p>for perceptual reorganization during the first year of life. <i>Infant Behavior and Development</i>, 7, 49-63.</p> <ul style="list-style-type: none"> <li>• Werker, J.F., Yeung, H. H., &amp; Yoshida, K. (2012). How do infants become native speech perception experts? <i>Current Directions in Psychological Science</i>. 21(4), 221-226.</li> </ul>
<b>M Oct 8</b>	<b>Thanksgiving Day. No lecture. University closed.</b>
W Oct 10 M Oct 15	<p><b>Learning the sounds of language: phonotactics</b></p> <ul style="list-style-type: none"> <li>• Chambers, K., Onishi, K., &amp; Fisher, C. (2003). Infants learn phonotactic regularities from brief auditory experience. <i>Cognition</i>, 87, 69-77.</li> <li>• Jusczyk, P. W., Luce, P., &amp; Charles-Luce, J. (1994). Infants' sensitivity to phonotactics in the native language. <i>Journal of Memory and Language</i>, 33, 630-645.</li> <li>• Jusczyk, P.W., Friederici, A.D., Wessels, J.M.I., Svenkerud, V.Y., &amp; Jusczyk, A.M. (1993). Infants' sensitivity to the sound patterns of native language words. <i>Journal of Memory and Language</i>, 32, 402-20.</li> <li>• Sebastián-Gallés, N., &amp; Bosch, L. (2002). Building phonotactic knowledge in bilinguals: Role of early exposure. <i>Journal of Experimental Psychology: Human Perception and Performance</i>, 28(4), 974-989.</li> <li>• Zamuner, T.S. (2006). Sensitivity to word-final phonotactics in 9- to 16-month-old infants. <i>Infancy</i> 10, 77-95.</li> </ul>
W Oct 17 M Oct. 22	<p><b>Learning from the speech stream: statistical learning and rules</b></p> <ul style="list-style-type: none"> <li>• Saffran, J. R., Aslin, R. N., &amp; Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i>, 274, 1926.</li> <li>• Marcus, G. F., Vijayan, S., Rao, S. B. &amp; Vishton, P. M. (1999). Rule learning by seven month-old infants. <i>Science</i>, 283, 77-80.</li> <li>• Saffran, J. R. (2003). Statistical language learning: Mechanisms and constraints. <i>Current Directions in Psychological Science</i>, 12, 110-114.</li> <li>• Pelucchi, B., Hay, J.F., Saffran, J.R. (2009). Statistical learning in a natural language by 8 month-old infants. <i>Child Development</i>, 80(3), 674-685.</li> </ul>
W Oct 24	<p><b>Learning from the speech stream: Recognition of familiar words</b></p> <ul style="list-style-type: none"> <li>• Bortfeld, H., Morgan, J., Michnick Golinkoff, R., &amp; Rathbun, K. (2005). Mommy and me: Familiar names help launch babies into speech stream segmentation. <i>Psychological Science</i>, 16(4), 298-304.</li> <li>• Bergelson, E. &amp; Swingley, D. (2012). At 6 to 9 months, human infants know the meanings of many common nouns. <i>Proceedings of the National Academy of Sciences of the USA</i>, 109, 3253-3258. DOI: 10.1073/pnas.1113380109</li> <li>• Mandel, D.R., Jusczyk, P.W., &amp; Pisoni, D.B. (1995). Infants' recognition of the sound patterns of their own names. <i>Psychological Science</i>, 6(5), 315-318.</li> </ul>
M Oct 29	<b>Learning words: early preferences for particular forms</b>

W Oct 31	<ul style="list-style-type: none"> <li>• Graf Estes, K., Edwards, J., &amp; Saffran, J. (2010). Phonotactic constraints on infant word learning. <i>Infancy</i>, 16(2), 180-197.</li> <li>• Hochmann, J., Endress, A. D., &amp; Mehler, J. (2010). Word Frequency as a cue for identifying function words in infancy. <i>Cognition</i>, 115(3), 444-457.</li> <li>• MacKenzie, H., Curtin, S., &amp; <b>Graham, S.A.</b> (2012). 12-month-olds' phonotactic knowledge guides their word-object mappings. <i>Child Development</i>, 83, 1129-1136.</li> <li>• MacKenzie, H., Graham, S. A. &amp; Curtin, S. (2011). 12-month-olds privilege words over other linguistic sounds in an associative learning task. <i>Developmental Science</i>, 14(2), 249-255.</li> </ul>
M Nov 5	<p><b>Learning words: what are the first words</b></p> <ul style="list-style-type: none"> <li>• Bornstein et al. (2004). Cross-linguistic analysis of vocabulary in young children: Spanish, Dutch, Hebrew, Italian, Korean and American English. <i>Child Development</i>, 75,1115-1139.</li> <li>• Tardif, T., Fletcher, P., Liang, W., Zhang, Z., Kaciroti, N., &amp; Marchman, V. A. (2008). Baby's first ten words. <i>Child Development</i>, 44(4), 929-938.</li> </ul>
W Nov 7 W Nov 14	<p><b>Learning words: mechanisms and debates</b></p> <ul style="list-style-type: none"> <li>• Pruden, S. M., Hirsh-Pasek, K., Golinkoff, R. M. &amp; Hennon, E. A. (2006). The Birth of Words: Ten-Month-Olds Learn Words Through Perceptual Salience. <i>Child Development</i>, 77, 266-280.</li> <li>• Smith, L. &amp; Yu, C. Infants rapidly learn word-referent mappings via cross-situational statistics. <i>Cognition</i>, 106, 1558-1568.</li> <li>• Markman, E. M. (1990). Constraints Children Place on Word Meanings. <i>Cognitive Science</i>, 14, 57-77.</li> <li>• Hansen, M. B. &amp; Markman, E.M. (2009). Children's use of mutual exclusivity to learn labels for parts of objects. <i>Developmental Psychology</i>, 45, 592-596.</li> </ul>
M Nov 12	<p><b>Remembrance Day (Observed). University Closed</b></p>
M Nov 19 W Nov 21	<p><b>Learning words: social mechanisms</b></p> <ul style="list-style-type: none"> <li>• Akhtar, N., Carpenter, M., &amp; Tomasello, M. (1996). The role of discourse novelty in early word learning. <i>Child Development</i>, 67, 635–645.</li> <li>• Samuelson, L. &amp; Smith, L.B. (1998) Memory and attention make smart word learning: An alternative account of Akhtar, Carpenter and Tomasello. <i>Child Development</i>, 69, 94-104.</li> <li>• Diesendruck, G., Markson, L., Akhtar, N. and Reudor, A. (2004), Two-year-olds' sensitivity to speakers' intent: an alternative account of Samuelson and Smith. <i>Developmental Science</i>, 7: 33–41.</li> <li>• Diesendruck, G. &amp; Markson, L. (2001). Children's Avoidance of Lexical Overlap: A Pragmatic Account. <i>Developmental Psychology</i>, 37, 630-641.</li> </ul>
M Nov 26	<p><b>Learning words: syntactic cues</b></p>

W Nov 28	<ul style="list-style-type: none"> <li>• Jaswal, V. K., &amp; Markman, E. M. (2001). Learning proper and common names in inferential versus ostensive contexts. <i>Child Development</i>, 72, 768-786.</li> <li>• Arunachalam, S. &amp; Waxman, S. (2010). Meaning from syntax: Evidence from 2-year-olds. <i>Cognition</i>, 114, 442-447.</li> <li>• Hall, D. G., Waxman, S. R. &amp; Hurwitz, W. M. (1993). How Two- and Four-Year-Old Children Interpret Adjectives and Count Nouns. <i>Child Development</i>, 64, 1651-1664.</li> <li>• Bélanger, J.*, and Hall, D. G. (2006). Learning proper names and count nouns: Evidence from 16- and 20-month-olds. <i>Journal of Cognition and Development</i>, 7, 45-72.</li> </ul>
M Dec 3 W Dec 5	<p><b>Learning words when you are not taught</b></p> <ul style="list-style-type: none"> <li>• Oshima-Takane, Y., Goodz, E. &amp; Derevensky, J. L. (1996). Birth order effects on early language development: Do second born children learn from overheard speech. <i>Child Development</i>, 67, 621-634.</li> <li>• Akhtar, N., Jipson, J., &amp; Callanan, M. A. (2001). Learning words through overhearing. <i>Child Development</i>, 72, 416-430.</li> </ul>

**\* Note: Adjustments may be made to our class schedule and readings as required.**

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7, 2012**

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 21, 2012**. Last day for registration/change of registration is **September 24, 2012**. The last day to withdraw from this course is **December 7, 2012**.