

Language Development in Infancy and Childhood  
PSY 424/524 – Fall 2022

Time: 14:40-15:30 on Wednesday and 9:40-11:30 on Friday

Place: FASS G043

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Office hours: by appointment

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Office hours: by appointment

### Course Overview

This course provides an overview of language development in infancy and childhood, from birth through the preschool years. We will go over the milestones and content of what children acquire including phonological, semantic, and syntactic skills. The main focus will be on typical monolingual development, we will also explore language development in children growing up with bilingual and multilingual backgrounds as well as with speech and other communicative issues. We will cover methodological as well as theoretical issues around language development in early years. The implications of research findings in education will also be discussed.

### Course Objectives

At the end of the semester, students are expected to be equipped with:

- Abilities to read and critically analyze scientific articles concerning a variety of topics in language development.
- Basic knowledge of research methods and techniques in language studies with infants and young children.
- Basic knowledge of how to design experimental studies to assess language development.
- Abilities to communicate research findings to others in understandable manners.

### Readings

One or two articles or book chapters will be assigned each week. All readings will be available on SUCourse latest one week before the corresponding lecture. Students are expected to read the assigned text material before each lecture.

*Main Textbook:*

Hoff, E. (2014). *Language development* (Fifth edition). Wadsworth Cengage Learning.

### Grading

The course grades will be determined based on the following assessments:

- |                                 |     |
|---------------------------------|-----|
| 1. Attendance and Participation | 15% |
| 2. Reading presentation         | 30% |
| 3. Reading entries              | 15% |
| 4. Small assignments and Quiz   | 10% |
| 5. Final Paper                  | 30% |
| 6. Extra Credit                 |     |

At the end of the semester, the letter grades will be assigned by using the following table.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
90.00+	85.00+	80.00+	75.00+	70.00+	65.00+	60.00+	55.00+	50.00+	45.00+	below 45

### 1. Class Participation

You are expected to attend class and comment on assigned readings in class. You will be evaluated on how actively you contribute to the class discussion. Active participation includes but limited to (1) asking a question, (2) disagreeing with the instructor or another student, (3) identifying unspoken assumptions, reoccurring themes, or omitted themes in the discussion, (4) making a comment to clarify your understanding of another person's opinion. You may have up to 2 unexcused absences and have them not affect your final grade.

Class Participation will be graded as:

- 0 = no participation or absent
- 1 = minor contributions
- 2 = major contributions

### 2. Reading Presentation

Every student is required to present the content of the assigned readings and lead a discussion during the semester. Depending on the class size, you will present alone or in a pair. Similarly, depending on class size, all students will serve as presenters 1-2 times. The schedule will be discussed in class and may be determined based on student interest, random assignment, or a combination of both. Graduate students may serve as the presenter more than do undergraduate students.

Presenters will be responsible for summarizing the assigned papers for that week (excluding the optional articles) and leading the discussion based on the questions and comments submitted by other students and themselves. Presenters should prepare by reading assigned articles and other background research for facilitating good discussion with others. You may schedule an appointment with the instructor to preview the issues for discussion ahead of time.

### 3. Reading Entries

You are expected to read the material of each week before class to ensure a lively discussion in class. Undergraduate students should submit comments and at least one question for one of the assigned readings whereas graduate students should submit comments and at least one question for *all* assigned readings. Undergraduate students receive extra credit for submitting comments for all readings. These entries are due on SUCourse by 17:00 on Tuesday. These questions will be used to facilitate class discussion by the reading presenter(s) of the week. Therefore, the content must be directly related to the readings, and should be something that can lead to interesting discussion.

To receive full credit, you must provide a brief background or context for your question and demonstrate you have read and understand the reading. Students are expected to go beyond factual questions (e.g., "What do the word X mean?") and submit questions that would facilitate discussion. Your questions can address theoretical ideas, methodology, and or implication of the research.

Your questions will be graded as:

- 0 = no question

- 1 = factual question or question without context
- 2 = thoughtful question demonstrating that the student read and understood the reading

When you expect to miss a class due to circumstances beyond your control (e.g., major medical problem, family emergency), you may contact the instructor and TA to discuss the possibility of having their absence excused (i.e., Not counted towards the overall grade). Each case will be evaluated individually, and there is no guarantee and thus students are advised try not to miss any class. Students are also responsible for making arrangements to learn the missed materials.

#### 4. Small assignments and Quiz

To ensure you have understood key concepts in language development, we will have 2-5 small assignments and in-class quizzes throughout the semester. The exact nature and schedule of the assignments will be determined based on the class size and prior knowledge of the students. Graduate students will have extra advanced questions.

#### 5. Research Proposal

As the final assignment, you will write a research proposal on a topic of your choice related language development. Your proposal must be written in APA 7<sup>th</sup> style.

For undergraduate students, the proposal should review at least 10 papers.

For graduate students, the proposal should include at least 15 citations and follow the TUBITAK 1002 grant template.

Students are also recommended that they schedule a meeting with the instructor to discuss whether their topic is appropriate for the course. Further detailed information about the draft will be provided as this date approaches.

#### 6. Extra credit

As mentioned towards the end of this syllabus, students can participate in research studies to gain up to 3 bonus points. Students may also receive extra points at the end of the semester for *regularly participating* in class activities and discussion.

##### Make-up Quiz

You may take a make-up for a missed quiz with an official medical excuse. To take a make-up, you must contact the instructor and TA **WITHIN THREE DAYS** (e.g., if you miss a quiz on Monday, you must contact us by the following Thursday). No late assignments will be accepted.

##### Communication

For any questions or requests, please email both the instructor and TA in one email. The subject of your email should include the course code (PSY 424 or PSY524) and clearly indicate the content of your email (e.g., "Question about PSY 424 Quiz"). The main body of your email should include the names of the recipient (e.g., "Hello, Dr. Kanero") at the beginning and your full name at the end. The content of your email should be as succinct as possible. You can call the instructor "Hocam", "Dr. Kanero", "Professor Kanero" or even just "Junko," but please refrain from using Mr., Mrs., Miss, or Ms. because these titles are considered very inappropriate in academic settings, and you should never use them when you are talking to professors in English!

### Tentative Course Schedule

<i>Week</i>	<i>Date</i>	<i>Lecture Topic and Test</i>	<i>Book Chapter</i>
1	Oct 5 and 7	Introduction to the course	
2	Oct 12 and 14	Foundations of Language Development	Ch 1
3	Oct 19 and 21	Critical Period Hypothesis	Ch 2
4	Oct 26	Methods in Language Development Research	
	Oct 28	<b>NO CLASS</b>	
5	Nov 2	<b>Quiz 1</b>	
	Nov 4	Domain-General vs. Specific	Ch 3
6	Nov 9 and 11	Phonological Development	Ch 4
7	Nov 16 and 18	Word Learning	Ch 5
8	Nov 23 and 25	Early Syntax	Ch 6
9	Nov 30 and Dec 2	Bilingualism	Ch 9
10	Dec 7	Guest Lecture by Dr. Amy Pace (University of Washington) at <b>18:40</b>	
	Dec 9	Brain and Language	
11	Dec 14	<b>Quiz 2</b>	
	Dec 16	Guest Lecture by Dr. Sho Tsuji (University of Tokyo)	
12	Dec 21 and 23	Communicative Development	Ch 7
13	Dec 28 and 30	Gestures and Language	
14	Jan 4 and 6	Individual Differences Ontogeny and Phylogeny	

### Requirements for Graduate Students

Those of you who are taking this course as a graduate course (PSY 524) will have special requirements discussed above and summarized below.

- You may serve as the presenter more than undergraduate students, depending on the class size
- You must submit at least one question for each of the assigned readings
- Your assignments and quizzes will include more advanced questions
- Your research proposal should be longer, include at least 15 citations, and follow the TUBITAK 1002 application format.
- For all factors related to the final grade, you will be graded against the standard more rigorous than that for undergraduate students.

### Extra Credit - Research Participation (up to 3 bonus points)

Students can optionally serve as participants in research conducted by Sabancı University researchers to earn bonus points. You will be able to sign up for experiments and earn your Research Participation Points through the online Sona system at <http://sabanciuniv.sona-systems.com>. The detail of the system can be found in *Research Points - GuideForStudents Spring 2021 (remote teaching).pdf* on SUCourse.

For this course, you will be able to earn up to 6 Research Participation Points (1 point equals ~ 30 minutes of research participation). These 6 points will be converted to 3 bonus points added to your overall total at the end of the semester. In other words, you receive .5 bonus points for 1 Research Participation Point.

Research points can be still earned if online studies are available. There may be less or no research participation opportunities, but we do not plan to add other extra credit opportunities.

### Academic Integrity

Students are expected to obey the Sabancı University Code of Academic Integrity.

<http://www.sabanciuniv.edu/en/academic-integrity-statement>

Scholastic dishonesty of any sort will not be tolerated. Cheating in any form is serious offenses and is considered to be in violation of the College's Academic Integrity Code. Cases of academic dishonesty will be reported and the student will be disciplined accordingly.