

Language Acquisition: Fall 2013-Draft Syllabus
16:300:597:01

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Plan for the Class

This seminar will consider recent proposals for the child's transition into language and the development of grammar against the background of historic and more recent work. The theoretical perspective is grounded in the works of Piaget, Thelen, Werner and Kaplan, and additional more physiologically based ideas.

The syllabus includes a list of readings thus far; additional readings will be required. Most readings will be available on the e-college site.

Each student is to arrange for weekly observational visits with a young child in the language-learning age range. Eight to 10 visits should be made. Notes regarding these visits should be posted weekly.

Weekly notes on the chapters and other readings should be posted to the Sakai Discussion by midnight of the day before each class and a copy brought to class to facilitate discussion.

Each student is to develop a personal theme for the class and, with the professor, plan a list of readings appropriate to that theme.

A mid-term progress report (3-5 pages with references) regarding each student's personal theme is due the Monday following Thanksgiving Break.

A final report is due April 22.

Texts:

McCune, L. (2008) How children learn to learn language. New York: Oxford University Press **Purchase a used copy from Amazon.com.**

Ninio, A. (2011). Syntactic development: Its input and output. New York: Oxford University Press.

Schedule of Readings

Week 1- Introduction

Week 2- McCune Ch 1; Thelen (1991); Bates et al. (1975)

Week 3- McCune Ch 2; Dore et al. (1976)

Week 4- McCune Ch 4 : Bowerman & Choi (2001)

Week 5- McCune Ch 5, 6

Week 6- McCune Ch 7; Waterson (1991); Vihman et al. 2009

Week 7- McCune Ch 8, 9

Week 8- Ninio Ch 1-2; Vihman, 1999

Week 9- Ninio Ch 3, Bloom, 1991 Ch 1

Week 10- Ninio Ch 4, Bloom, 1991 Ch 2

Week 11- Ninio Ch 5

Week 12- TBA, Student Themes

Week 13- TBA, Student Themes

Week 14- TBA, Student Themes

Week 15- Integration

References

Bates, E., Thal, D., & Janowsky, J. S. (1992). Early Language Development and its neural correlates. Handbook of Neuropsychology, 7, 69-110.

Bloom, L. (1991). Language development from two to three. New York: Cambridge U. Press. Chapters 1, 2.

Dore, J., Franklin, M., Miller, R. T., & Ramer, A. L. H. (1976). Transitional phenomena in early language acquisition. Journal of Child Language, 3, 12-28.

St.George, M., & Mills, D. L. (2001). Electrophysiological studies of language development. In J. Weissenborn & B. Hohle (Eds.), Approaches to bootstrapping (Vol. 2 Phonological, lexical, syntactic and neurophysiological aspects of early language acquisition., pp. 247-259). Philadelphia: John Benjamins.

Schuler, A., & Prizant, P. (1985). Echolalic speech. In E. Schopler & G. B. Mesibov (Eds.), Communication problems in autism. : Plenum.

Velleman, S. (1997). The development of phonology and mental representations in a child with pervasive developmental disorder. Pathologies of Speech and Language: Contributions of Clinical Phonetics and Linguistics, 27-36. (Proceedings of the International Clinical Phonetics and Linguistics Association)

Vihman, M. M. (1999). The transition to grammar in a bilingual child: Positional patterns, model learning, and relational words. The International Journal of Bilingualism, 3, 267-301.

Vihman, M. M., DePaolis, R. A. & Keren-Portnoy, T. (2009). A Dynamic Systems approach to babbling and words. In E. Bavin (ed.), Handbook of Child Language (pp. 163-182). Cambridge: Cambridge University Press.

August, 2013