

Course Syllabus for Spring 2006
CUI 605
Developmental Psycholinguistics

Instructor Information: **Ye He (Jane)**
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Office Hours: After class and by appointment
Meeting Time: **Monday 5:00-7:50pm**
Meeting Location: **334 CURRY**

Course Purpose: to understand the acquisition and development of a first language in the human species; to understand the basic theories of second language acquisition; and to be able to apply the theories and models of psycholinguistics in ESL classroom teaching.

Grading Scale

A	95-100	C+	77-79
A-	90-94	C	76-73
B+	87-89	C-	70-72
B	83-86	D	69-60
B-	82-80	F	Below 60

Required Reading:

Lightbown, P. M., & Spada, N. (1999). How languages are learned. Oxford University Press: Oxford Eng.

Recommended Reading:

Power, B. M. & Hubbard, R. S. (1996). Language development: A reader for teachers. Merrill/Prentice Hall: Englewood Cliffs, NJ.

Owen, R. E., Jr. (2004). Language development. 6th Ed. Allyn and Bacon: Boston, MA.

Gleason, J. B. (2005). The development of language. 6th Ed. Allyn and Bacon: Boston, MA.

Assignments:

1. Online Discussions	20
2. Language Acquisition Topic Summaries	15
3. Journal Article Reviews	15
4. Longitudinal Assessment Analysis and Case Study of Language Acquisition (team work)	30
5. Presentation on Language Acquisition	20

1. Online Discussions – You will participate regularly in online discussions based on your readings by adding at least 250 words as your initial response to each discussion. Your postings should include your reactions to and questions about the required readings and responses to other students’ remarks in the online discussion.

2. Language Acquisition Topic Summaries – You will select a topic related to first and second language acquisition and prepare a web-based summary on the topic for the rest of the class. For your discussion, you will share the readings you selected on the topic, prepare a one-page handout summarizing the topic, and prepare to answer any questions raised by your members of your group. You may select a topic from the recommended readings or you may select a topic related to language acquisition that is of high interest to you. Sample topics include: Neurolinguistics; Early Language Learning; Preschool language development; School-age and adult language learning; Semantic Development; Syntactic and Morphologic Development; Phonological Development; and Bilingualism. We will share your readings and your summaries on Discussion Board.

3. Journal Article Reviews – You will visit the journal links provided on blackboard and choose three journal articles to review. You will then write a review for each journal article based on the theories and models you learned in our class and online discussions.

4. Longitudinal Assessment Analysis and Case Study of Language Acquisition – This is a team project. You will work together as a group to collect and analyze assessment samples you collect from one student over time. You will locate student assessment samples over time. Then, you will analyze the assessment for evidence of growth and acquisition. Taking a developmental perspective, you will discuss not only what the student has not acquired, but also what the student has acquired. Based on your findings, you will discuss what type of instruction this student would benefit from most. You will then reflect on your growth in understanding of analyzing ESL students’ assessment samples based on your participation in the project. You will turn in your final report as a group. Individually, each of you will keep a weekly log of what you do for the project and reflect on the project, and turn in a final reflection.

5. Presentation on Language Acquisition – For this project, you will review the notes, projects, and readings from this course and prepare a 10-15 minute presentation on second language acquisition that you could use for an in-service workshop for non-ESL teachers. The project will include 1) highlights on first language acquisition; 2) highlights of second language acquisition; 3) differences between first and second language acquisition and factors that affect second language acquisition; 4) differences in the way

children, adolescents, and adults learn a second language; and 5) highlights from your longitudinal writing analysis. You may prepare handouts or use PowerPoint slides for your presentation.

Other information:

Academic Honor Policy: students are expected to follow the obligations of the academic integrity stated in the Academic Honor Policy, which is described in detail in the Policies for Students Handbook. Students should realize that they will be held accountable for understanding and following the guidelines for all activities and assignments.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me within the first two class meetings. I will be happy to discuss any concerns you may have about the coursework.

Attendance policy and Late Work: This course provides valuable interactive experiences, so attendance and participation are extremely important. Students are expected to attend class and be on time. If you have any special needs regarding absences, please see me individually after the first night of class. Late work will be accepted with a credit deduction—unless prior arrangement has been made with the instructor or a legitimate documented emergency arises. Work must be completed by a date to be determined by the instructor. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to the instructor as an attachment to avoid having to take late credit.

Style manual and Manuscript Requirements: All written work (except work completed in class activities) should be typed and reviewed for quality of content and mechanical correctness. For written work requiring citation, students are expected to use the most current APA Style Manual.

CUI 605 SP06 Course Calendar (tentative)

Spring 2006	Planned Activities	Readings Due	Assignments Due
Jan. 9 th Face to Face	Introductions and Course Overview (7:00-8:00) Blackboard Overview (6:15-6:45)		
Jan. 16 th	-----NO CLASS		
Jan. 23 rd Face to Face	Introduction to Psycholinguistics: concepts and terms Grouping for Case Study Sign up for Topic presentations	Owen: The territory	
Jan. 30 th	Online Discussion	Lightbown & Spada: Chapter I	
Feb. 6 th Face to Face	Case Study Discussions—assignment samples and case description	Lightbown & Spada: Chapter II	Journal Article Review 1 Due
Feb. 13 th	Language Acquisition Topic Summaries and Online Presentations		
Feb. 20 th Face to Face	Case Study Discussions—rubrics, analysis and instructions	Lightbown & Spada: Chapter III	Journal Article Review 2 Due
Feb. 27 th	Online Discussion	Lightbown & Spada: Chapter IV	
Mar. 6 th	-----UNCG Spring Break NO CLASS		
Mar. 13 th	Language Acquisition Topic Summaries and Online Presentations		
Mar. 20 th	Online Discussion	Lightbown & Spada: Chapter V	
Mar. 27 th Face to Face	Case Study Discussions – report writing	Lightbown & Spada: Chapter VI	Journal Article Review 3 Due
April 3 rd	Language Acquisition Topic Summaries and Online Presentations		
April 10 th	Online Discussion	Lightbown & Spada: Chapter VII	
April 17 th Face to Face	Presentations		
April 24 th	Online Case Study Discussions		
May 1 st			Assessment Analysis Due