

# LING 130: LANGUAGE DEVELOPMENT

Fall 2020

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<b>Instructor</b>	<b>Office Hours</b>
Nico(letta) Loccioni (loccioni@ucla.edu)	M 4-4:50pm & R 2-2:50pm
<b>TA</b>	<b>Office Hours</b>
Travis Major (tjmajor@ucla.edu )	M 9-10am & W 1-2pm
<b>Lectures/Discussion sections</b>	<b>Meeting Link</b>
M, W 2-3:50am	available on CCLE
1A Th 4-4:50pm	available on CCLE
1B F 1-1:50pm	available on CCLE

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*last updated: 2020-10-16*

## Course Description:

This course is concerned with the question of how children naturally acquire their native language. The primary focus is on children's development of grammatical knowledge and the various stages that they pass through on the way to adult competence. We will look at development in the various components of grammar - phonetics, phonology, morphology, syntax, semantics, and pragmatics - and discuss some theories of language development that account for different developmental stages. You will be introduced to child language data - what children perceive, say, and comprehend in the course of development - and learn how to analyze that data. The course focuses on typical populations, but the course will also offer an overview of language development in special populations (e.g. bilingualism and child L2, acquisition beyond the "critical period", and children with language disorders).

## Lecture and sections:

Lectures are held on **Monday** and **Wednesday**, 2:00pm - 3:50am on Zoom. The meeting ID for the lectures is available on CCLE. You must also attend the discussion section. The section meetings will give you hands-on experience with actual child language data and will be devoted in part to the preparation and discussion of your term project, which is described below.

## Textbook and assigned readings:

Weekly readings are assigned and posted on the course website: CCLE website. Some of the readings are required, others optional. They will be specified on the schedule posted weekly on CCLE. Most of the mandatory readings are assigned from the textbook:

*Language Acquisition and Development.* Misha Becker & Kamil Ud Dean. MIT Press. 2020

You are responsible for the content of the required readings whether or not I discuss them in class.

## Course requirements:

- **Term Project:** Each student is required to complete a short term paper/project. You will work with a partner (in most cases). You will select a specific topic for investigation and you will propose an experimental study. The term paper is due on Monday, 12/14 at 3:00pm.
- **Presentation:** You will also be required to present your paper at a mini-conference we will hold during class on Wednesday 12/09 (Part I) and on Monday 12/14, 3:00-6:00pm (Part II).
- **Exams:** There are 2 non-cumulative exams that cover material from lectures and readings. Exam dates:
  - Exam 1: Wednesday, 11/04
  - Exam 2: Monday, 12/07

You will take the tests during normal class time.

- **Homework assignments:** There will be 6 homework assignments (see below).
  - There will be a total of six homework assignments
  - The homework assignments are equally weighted
  - Assignments are (typically) published on CCLE on Tuesday and due on Monday at 2pm. Due dates are: 10/19, 10/26, 11/02, 11/16, 11/23 and 11/30.
  - Assignments will cover material that has been up to the day the assignment is published
  - Homework assignments have to be uploaded on CCLE as a single file by the deadline.
  - Grades are posted on MyUCLA as they become available

**Final Grade:** The breakdown of the final grade is as follows:

Term paper, 25%

Presentation, 5%

Exam 1, 20%

Exam 2, 20%

Homework, 30%

## Extra Credit

You have the opportunity to earn 2% extra credit by presenting a (portion of a) paper in class.

- if you want to sign up for a Extra Credit Presentation (ECP), you have to let the TA know by **Friday 10/09** and be ready to present as early as 10/21.
- ECP slots are assigned randomly (see the course schedule).
- You will normally present a section of an optional reading.

## CCLE Forum

The class website forum is an amazing resource to exchange ideas and get extra help from other students. We want you to make extensive use of the forum, posting questions and commenting on other students' postings. Consider using the forum to find a classmate to work on the final project with!

## How to succeed in this class

- Always “come” to lecture and section There's nothing like missing class to make a person feel lost, confused, and out of it. Not only do you miss the material from the day you were gone, but you get less out of the next class too, sometimes leading to a downward spiral. Attending class and engaging with the material will make the class more enjoyable.
- Ask questions! Don't be shy! It is informative for me (maybe I'm going too fast or not explaining something well) and for your classmates who might have the same questions. Even if all you need is for me to repeat something, someone else in the class probably needed it too. Also, having misunderstandings clarified immediately will facilitate your learning of the material.
- Talk to us! ...if you realize you don't understand something or are having trouble with the course material. There are many reasons for you to approach me with questions (e.g. I went over the material too fast, you are not a native speaker of English and would like me to explain something in simpler terms, you missed class and need me to help you with some concepts or skills we covered, etc.) I also welcome you to talk to me about your ideas, if you disagree with something you've read, you're intrigued by something you've read, etc.
- Talk to your classmates! Discuss your readings, assignments, projects, and ideas. Study and practice together.
- Put away your other devices! All the research shows that (i) humans think we're good at multi-tasking, and (ii) humans are bad at multi-tasking. Just put away your phone; it will be waiting for you in 50 minutes. The same goes for laptops; they are a huge distraction for both you and your neighbors! Plus, research shows that people learn more when they take notes by hand. If you need to take notes on a computer because you have a wrist/hand injury, dysgraphia, etc., let me know.

some of these suggestions below are from Kie Zuraw's handouts

## Schedule (subject to modification)

<i>Week:</i>	<i>Date</i>	<i>Topic:</i>	<i>Readings:</i>
<b>1</b>	Mon. Oct. 5	Introduction to the content of this class and intro the the acquisition of phonetics.	[1] (ch. 1 and 2 (up to 2.2)),
	Wed. Oct. 07	Phonetics: Early perception and production of speech (part 1)	[1] (§3-3.2) [5], [6]
<b>2</b>	Mon. Oct. 12	Phonetics: Early perception and production of speech (part 2)	[1] (rest of ch. 3), [4]. [9], [19]
	Wed. Oct. 14	Phonology: Acquiring the sound system	[1] (ch. 4), [16]. [20]
<b>3</b>	Mon. Oct. 19	Semantics: Learning the meaning of words	[1] (ch.5), [11], [12]
	Wed. Oct. 21	More on semantics and <b>ECP</b>	[22]
<b>4</b>	Mon. Oct. 26	Morphology: Learning morphological rules	[1] (ch. 6), [15]
	Wed. Oct. 28	Syntax: The early stages (part 1) and <b>ECP</b>	[1] (ch. 7, up to 7.3.2),
<b>5</b>	Mon. Nov. 02	Discussion and Review	
	Wed. Nov. 04	<b><u>Exam 1</u></b>	
<b>6</b>	Mon. Nov. 09	Syntax: The early stages (part 2)	[13], [18]
	Wed. Nov. 11	<b>Veterans day. No class.</b>	
<b>7</b>	Mon. Nov. 16	Syntax: The later stages (part 1) and <b>ECP</b>	[1] (ch.7, up to 7.4)
	Wed. Nov. 18	Syntax: The later stages (part 2)	[3], [8]
<b>8</b>	Mon. Nov. 23	The acquisition of binding principles and <b>ECP</b>	[10], [14], [17]
	Wed. Nov. 25	Bilingualism and child L2 acquisition (part 1)	[1] (ch.9)
<b>9</b>	Mon. Nov. 30	The acquisition of quantification and <b>ECP</b>	[7], [3]
	Wed. Dec. 02	Review.	
<b>10</b>	Mon. Dec. 07	<b><u>Exam 2</u></b>	[21] (pp. 913–925)
	Wed. Dec. 09	Conference presentations: Part I	
	Mon. Dec. 14	Conference presentations: Part II; Papers due	

## Readings

1. Becker, M. & Dean K. U. (2020) *Language Acquisition and Development*. MIT Press
2. De Houwer, A. 1995. Bilingual language acquisition. In Fletcher and MacWhinney (eds.) *The Handbook of Child Language*, Basil Blackwell Publishers, Cambridge, UK.
3. De Villiers, J., Roeper, T., & Vainikka, A. 1990. The acquisition of long distance rules. In L. Frazier & J. de Villiers (eds.) *Language Processing and Language Acquisition*. Kluwer Academic Publishers, The Netherlands.
4. Eimas, P. 1985. The perception of speech in early infancy. *Scientific American*, January.
5. Gleitman, L. & Newport, E. 1995. The invention of language by children: Environmental and biological influences on the acquisition of language. In D. Osherson (ed.) *Language: An Invitation to Cognitive Science*, vol.1, MIT Press, Cambridge MA.
6. Gould, J. & Marler, P. 2005. Learning by instinct. *Scientific American*, 255 [reprinted in P. Bloom (ed.) *Language Acquisition: Core Readings*].
7. Haznedar, B (1997). L2 acquisition by a Turkish-speaking child: Evidence for L1 influence. *BUCLD 21*, 245–256, Cascadilla Press, Somerville, MA.
8. Hyams, N., Mateu, V. & Winans, L. 2017. Ellipsis meets wh-movement: Sluicing in early grammar. In LaCara, N., K. Moulton and A-M. Tessier, (eds.) *A Schrift to Fest Kyle Johnson. Linguistics Open Access Publications*. 1. Amherst MA: University of Massachusetts.
9. Jusczyk, P. 2001. Bootstrapping from the signal: Some further directions. In J. Weissenborn & B. Hölhe (eds.) *Approaches to Bootstrapping*, vol. 1. John Benjamins, Amsterdam.
10. Maratsos, M. 1974. Preschool children's use of definite and indefinite articles. *Child Development*, vol. 45, No. 2, pp. 446–455.
11. Markman, E. 1993. Constraints children place on word meanings. *Cognitive Science* 14, 57–77 [reprinted in P. Bloom (ed.) *Language Acquisition: Core Readings*].
12. Naigles, L. 1990. Children use syntax to learn verb meanings. *Journal of Child Language*, 17, 357–374.
13. Orfitelli, R., & N. Hyams. 2008. An Experimental Study of Children's Comprehension of Null Subjects: Implications for Grammatical/Performance Accounts. *BUCLD 27*, Cascadilla Press, Somerville, MA.
14. Papafragou, A. & Tantalou, N. 2004. Children's computation of implicatures. *Language Acquisition*, 12:1, 71–82.
15. Pinker, S. 1999. Kids say the darnedest things. In *Words and Rules*, chapter 7, Basic Books, NY.
16. Pye, C., Ingram, D., and List, H. 1988. A comparison of initial consonant acquisition in English and Quiché. In K Nelson & A. van Kleeck (eds.) *Children's Language*, vol. 6 175–190.
17. Rett, J, Hyams, N. & Winans, L. 2013. The Effects of Syntax on the Acquisition of Evidentiality. *BUCLD 37*. Cascadilla Press, Somerville, MA
18. Rizzi, L.1993. Some notes on linguistic theory and language development: The case of root infinitives. *Language Acquisition* 3, 371–393.
19. Saffran, J., Aslin, R., & Newport, E. 1996. Statistical learning by 8-month old infants. *Science* 13, 1926–1928

20. Smith, Neil. 2005. Universal tendencies in the child's acquisition of phonology. In N. Connor (ed.), *Language, Cognitive Deficits and Retardation*. Butterworth, London, UK. [reprinted in P. Bloom (ed.) *Language Acquisition: Core Readings*].
21. Stromswold, Karin. 2000. The Cognitive Neuroscience of Language Acquisition. In M. Gazzaniga (Ed.), *The new cognitive neurosciences*. Cambridge, MA: MIT Press.
22. Bloom, P. (2000) *Word Learning and Theory of mind* in P. Bloom *How children learn the meanings of words* MIT Press, 55–87.

## Course rules

- (i) If you fall behind due to unforeseen circumstances, be sure to contact your instructor and your TA as soon as you can. We will make sure to give you our support to go back on track.
- (ii) No piece of teaching material must be shared outside the classroom as in online platforms. Teaching material is subject to copyright and sharing it is illegal. Any infraction to this rule will be reported.
- (iii) Classes and sections will be taught via Zoom, which uses video recording or other personal information capture for the purpose of facilitating the course environment. Note that pursuant to the terms of the agreement with UCLA, the data is used solely for this purpose and any vendor is prohibited from redisclosing this information. UCLA also does not use the data for any other purpose. Neither may you.
- (iv) Deadlines cannot be extended, without documentation of illness, personal emergency or religious observance. If you have other reasons for missing a deadline that you believe are legitimate, come and talk to me or Maddy.
- (v) When you contact us via email, please put 'Ling130' in the subject line. We are operating under a 36 hour turn-around policy for e-mails. Your e-mails will be answered within 36 hours after your sent it. If the 36-hour window after your e-mail includes a weekend or a public holiday, they do not count towards the 36 hours. That is, if you are sending an e-mail on Friday, you cannot expect an answer earlier than Monday. We will communicate with you by e-mail too. You will have to check your e-mail regularly.
- (vi) Although you can discuss assignments with each other, you must write up your assignments on your own and make sure you ultimately work autonomously and answers on an individual basis. All incidents of academic dishonesty (cheating, fabrication, plagiarism, or helping another student to commit one of these acts) will be subject to the UCLA policy in this matter (see below).

## University policies

The University gives faculty a lot of useful and important information that each of you has to be aware of:

1. Academic Dishonesty
2. Medical Notes
3. Disabilities
4. The Undergraduate Writing Center
5. Resources for Students Dealing with Financial Stress

## Collaboration policy and Academic Honesty

Students are encouraged to discuss assignments with each other. However, you must write up your assignments on your own. You must also be in a position to discuss/explain your answers on an individual basis. All incidents of academic dishonesty (cheating, fabrication, plagiarism, or helping another student to commit one of these acts) will be subject to the UCLA policy in this matter.

Make sure to read the Student Conduct Code at:

<https://www.deanofstudents.ucla.edu/Student-Conduct> and the Student Guide to Academic Integrity

at: <https://www.deanofstudents.ucla.edu/Academic-Integrity>. Consult these sources for more detail on procedures and possible sanctions.

Students may be disciplined for violations or attempted violations (including aiding, abetting, or participating in the planning of an act that would be in violation of this Code, whether or not the individual who carries out that act is a student). Violations include the following types of misconduct:

- *Cheating* - the failure to observe the expressed procedures of an academic exercise, including but not limited to:
  - Unauthorized acquisition of knowledge of an examination or part of an examination
  - Allowing another person to take a quiz, exam, or similar evaluation for you
  - Using unauthorized materials, information, or study aids in any academic exercise or examination
    - textbook, notes, formula list, calculator, etc.
  - Unauthorized collaboration in providing or requesting assistance, such as sharing information on an academic exercise
  - Unauthorized use of another person's data in completing a computer exercise
  - Altering a graded exam or assignment and requesting that it be regraded
- *Facilitating Academic Dishonesty* - participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty, including but not limited to:
  - Taking a quiz, exam, or similar evaluation in place of another person
  - Allowing another student to copy from you
  - Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g. giving test information to students in other discussion sections of the same course)
- *Plagiarism* - the presentation of another's words or ideas as if they were one's own, including but not limited to:
  - Submitting, as your own, through purchase or otherwise, part of or an entire work produced verbatim by someone else
  - Paraphrasing ideas, data, or writing without properly acknowledging the source
  - Unauthorized transfer and use of another person's computer file as your own

## Medical Notes

The Ashe Center (student health) recently implemented an online system that allows students to self-generate their own non-verified medical notes. This has led to system where students can now obtain three different types of medical notes:

- a. Self-Generated (not verified) statement of Illness or Injury
- b. Verified Illness or Injury
- c. Student was in an appointment during class time



While we are required to make reasonable accommodations for students with disabilities, faculty can decide to whether to accept medical notes, even verified ones, at their own discretion.

## **Disabilities**

If you are seeking registration with the Center for Accessible Education (CAE), please submit your request for accommodations via CAE website ([www.cae.ucla.edu](http://www.cae.ucla.edu)) . If you are already registered with CAE, please request your Letter at (310) 825-1501 or in person at A255 Murphy Hall. In order to ensure accommodations, students need to contact the CAE as soon as possible, as it may take up to two weeks to review the request.

## **The Undergraduate Writing Center**

Book an appointment or learn more: [uwc.ucla.edu](http://uwc.ucla.edu)

Phone: 310-206-1320 / Email: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu)

The Undergraduate Writing Center offers UCLA undergraduates free, one-on-one feedback and support on their writing. The UWC is staffed by Peer Learning Facilitators (PLFs), fellow students who understand the challenges of writing at UCLA. PLFs are trained to help at any stage in the writing process, with writing assignments from any class, as well as research projects and application materials. They tailor meetings to the concerns of each writer.

## **Resources for Students Dealing with Financial Stress**

- Bruin Shelter: <http://www.bruinshelter.org/> Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.
- The CPO Food Shelter: <http://www.cpo.ucla.edu/cpo/foodcloset/> Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.