LING 146: LANGUAGE ACQUISITION

Summer Session D
8 July 2019 – 16 August 2019

Instructor:	Ruthe Foushee	**Time:**	M–Th 10:00 – 12:00
Email:	foushee@berkeley.edu	**Place:**	Dwinelle 219
Office Hours:	Thursdays 12-2, or by appointment.		

Course Pages:

1. ling146.slack.com
   We will use the class `slack` for group discussion, general questions, and clarification about course material and assignments, as well as sharing of course-relevant material (e.g., current news stories, extra-academic reading recommendations, and linguistic memes on the `#random` channel). Links to course materials and .pdfs of course readings will be posted in the appropriate `#channels`. Students should make an account and join the `ling146` workspace immediately, and will be expected to stay on top of communication there. **E-mail correspondence with the instructor should be restricted to personal matters. Questions which do not fall into this category—and could therefore benefit other students—<u>will not receive an e-mail response</u> and should instead be posted on the appropriate** `#channel`.

2. A `bcourses` site will be used primarily to manage assignments and log grades.

Typical Class Meeting Format:

	BEFORE CLASS	
Complete course readings	Come prepared to ask questions and discuss	
	IN CLASS	
Check-in	~ 10 minutes	In groups: Reflections, areas of uncertainty, new words, and writing exam questions
Lecture	~ 1 hour	Review previous class briefly and introduce new course content, building on the readings for the day
Break	~ 10 minutes	
Discussion	30–45 minutes	In-class activity or discussion encouraging connections between lecture content and class readings, or building relevant skills

Important Dates:

Midterm 1:	18 July, 2019
Midterm 2:	1 August, 2019
Final Exam:	15 August, 2019
Final Project Due:	15 August, 2019

Grade Breakdown

Participation & Preparation:	27%
Experiment Participation Credit (RPP):	3%
Midterm 1:	15%
Midterm 2:	15%
Final Exam:	20%
Final Project:	20%

Participation & Preparation

Readings

All of the readings for this course will be provided on the course website in `bcourses` as .pdf files. The schedule on the syllabus (also on `bcourses`) tells you the readings for each lecture. The online syllabus will be updated as new readings are added or deleted, and mandatory readings for the following meeting will be announced in lecture. Please complete all of the readings for a particular class prior to the date of that class.

Attendance

Attendance is mandatory, and missed class meetings will result in a loss of credit. Consistent attendance is especially important on the compressed timeline of a summer course offering like ours. To discourage absence—for the sake of your learning, the integrity of the course, the richness of our class discussion, and the power of your in-class team—while also providing for the possibility of 'life intervening' and needing to miss class despite your best intentions, a **single class absence over the course of the session** may be made up for via an alternate assignment. Though this provides a (single) opportunity to make up the loss of credit incurred by an absence, please be mindful that you are still responsible for: (1) catching up on the course material covered in lecture the meeting you missed, (2) the submission of any assignment due that day, (3) fair contribution to any group project commenced or completed in class the day of your absence. Arrangements to fulfill this assignment should be made with the instructor in advance, and **no later than the missed meeting**. Further information on this one-time opportunity appears below.

Single Absence Alternative Assignment

In addition to evidence of having notified the instructor, the assignment you will submit comprises a one-page summary using the QALMRI format (rubric in the 'Files' section of `bcourses`) of a reading assigned to you by the instructor based on its relevance to that day's topic. The page you submit should have a header for each section, followed by bullet points or succinct descriptions in response to each. You will submit two .pdfs:

1. of your e-mail or slack message notifying the instructor of your absence (you can "Print" any screen and select "Save as PDF"...)

2. your QALMRI summary, saved in the format: LastName_DateMissed_Alternative (e.g., "Foushee_07.16.19_Alternative.pdf")

This assignment must be submitted via bcourses **before Friday at 11:59pm the week of your absence**, or else will receive a zero. Under exceptional circumstances, an extension

may be granted, provided it is arranged with the instructor in advance of what would have been the due date.

Generating Exam Questions

At least once per week, students will generate exam questions as part of the daily check-in. Students should be motivated to write such sample questions thoughtfully: in addition to contributing to their course grade, all student-written questions will be considered for inclusion in the upcoming exam. Questions which engage deeply with the ideas covered in the course—and which provide the test-taker with an opportunity to demonstrate true intellectual mastery of both the theories and evidence we consider—will be more likely to be selected.

Experiment Participation Credit

Throughout the course we will be discussing the results of many psycholinguistic experiments. To help improve your understanding of research in experimental psychology, we encourage you to participate in 3 hours of psychological studies conducted through the Research Participation Pool of the Department of Psychology. For each hour you participate, you will earn 2% toward your final grade. You will be able to create an RPP account linked to the course and start participating in experiments **after July 17th**. To sign up, please go to the following link: http://psychology.berkeley.edu/undergraduate-program/research-participation-program and scroll down and click on "Important Information for Students." If you have any questions, you can contact RPP at rpp@berkeley.edu. All experiments are non-invasive, submitted to rigorous review by the University of California, Berkeley Center for the Protection of Human Subjects, and contingent on your explicit, signed consent at the beginning of your appointment, when you will also have the opportunity to ask the researcher any questions. Data is confidential, anonymized, and requires no official form of identification (though you must be over 18 years of age). However, research participation may nonetheless be something you object to. If this is the case, please notify the instructor as soon as possible, and **no later than the second midterm**, to arrange an alternative assignment.

Midterm and Final Exams

The exams will ask you to synthesize material from the lectures, readings and our discussions. You will not be required to know the minutiae of each experiment we consider, but rather to understand the big picture. You should be prepared to explain the importance of the questions that we explore; to understand how these questions have been (or could be) answered; to evaluate the strengths and weaknesses of the evidence which bears on those questions; and to apply your knowledge to new questions. All exams will be in-class, with the benefit of a single sheet of reference material, and will include multiple choice, short answer, and essay questions.

Slacktivity

The topic, and way of explaining it, that makes sense to one person (*e.g.,* me!) is not necessarily the topic and way of explaining that makes sense to another. To incentivize

cooperation and the crowdsourcing of knowledge, there will be the opportunity for a maximum of two bonus points on each exam, one for *asking* a question, and one for *answering* a question, via the `#test-prep` channel on `slack`.

Final Project

Briefly, you and/or you and a partner will choose one of the following types of projects:

1. CHILD EXPERIMENTAL
   Replicating (or conceptually replicating) an existing experiment (examples can be found in the Final Project subfolder on bcourses) with a real-live child of a relevant age. Data can easily be collected from afar, either over video-chat, or by asking a caregiver to record and send language samples.

2. CHILD LANGUAGE DATA
   Asking a well-defined research question that you can answer or address using existing repositories of child language data, a sampling of which you will be introduced to in class (e.g., the CHILDES database and Wordbank).

3. CONCEPTUAL GAME DESIGN
   Game design has a lot in common with experimental design, and, if done well, can be a great way to make difficult concepts vivid and intuitive by constructing a context that guides players thoughts and (strategic) behavior, such that they arrive at the realizations you want them to, on their own. A 'conceptual game' does not mean a quiz game, like trivia, jeopardy, or spin-the-wheel...the game should aim to bring a language development concept alive (e.g., learnability theory, creolization, slow mapping...) for an adult audience via a thoughtfully designed premise and set of instructions. You will receive time in class to pilot (practice) your game and solicit input from your classmates, but your final results should come from adults who are not already language development experts (as you and your classmates will be, by the end of the summer!).

We will use the `#final-project` channel for questions about the final project. Details about what is expected for each successive deadline will be gone over in class, and you should expect to receive feedback after each submission, either over `bcourses` or in person, so that you can feel confident that you are working toward a fantastic and fulfilling (not frustrating) final project.

More information regarding the final project, including intermediate deadlines, credit breakdown, and links to further resources, can be found here.

Additional Course Policies

Missed Exams

Alternative accommodation for missed exams will only be made under exceptional circumstances, such as a medical emergency, and will require documentation. If you will miss an exam due to religious observance or extra-curricular activities, please see the policies that follow.

Accommodation of Disabilities

If you need accommodation for a physical, psychological, or learning disability, please see the instructor during office hours or by appointment to make any necessary arrangements. Please discuss this with the instructor as early in the semester as possible, and no later than 2 weeks before an exam for which accommodation will be required. If the specifications of your accommodations change over the course of the semester, please notify the instructor as soon as possible.

Accommodation of Religious Creed

In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly to the faculty member responsible for administering the examination by the second week of the semester. Reasonable common sense, judgment and the pursuit of mutual good-will should result in the positive resolution of scheduling conflicts. The regular campus appeals process applies if a mutually satisfactory arrangement cannot be achieved.The link to this policy is available in the Religious Creed section of the Academic Calendar webpage.

Code of Conduct

As instructors and members of an academic community, we are dedicated to diversity, equity, inclusion, and the free expression of ideas. We seek to provide an environment in which diverse participants may learn, teach, and enjoy the company of academic colleagues in an environment of mutual human respect. We recognize a shared responsibility to create and hold that environment for the benefit of all. Some behaviors, therefore, are specifically prohibited:

Harassment or intimidation based on gender, race, ethnicity, sexual orientation, gender identity, gender expression, disability, age, appearance, religion, or other group status. Sexual harassment or intimidation, including unwelcome sexual attention, stalking (physical or virtual), or unsolicited physical contact. Sustained disruption or threatening (verbally or physically) class participants: classmates, visitors, and instructor alike.

Class contributors are asked to frame discussions as openly and inclusively as possible and to be aware of how language or images may be perceived by others. Critical examination of beliefs and viewpoints does not, by itself, constitute hostile conduct or harassment. Similarly, use of sexual imagery or language in the context of a professional discussion might not constitute hostile conduct or harassment if it is necessary to the topic of discussion and presented respectfully.

Appealing Grades

If you believe an assignment or exam has received a grade in error, you may submit an appeal. To do so, write a cover letter explaining your concern, and deliver it to the instructor or grader, along with the assignment or exam in question. **An appeal must be submitted within 48 hours after the graded assignment, paper, or exam is returned**

to the class. Please note that documents submitted for an appeal will be regraded in their entirety. As a result your grade may increase, but it may also decrease.

Academic Honesty

Cheating, plagiarism, and academic dishonesty of any kind will not be tolerated. Any evidence of cheating or plagiarism will result in a zero on that assignment or midterm. Plagiarism or cheating on the exams will result in an 'F' for the course. Any breaches in academic honesty will be reported to Student Judicial Affairs, which may administer additional punishment. If you have any uncertainty about whether an action constitutes academic dishonesty, consult your instructor.

Schedule and Readings

THE SCIENCE OF LANGUAGE ACQUISITION & NATURE "VERSUS" NURTURE

Mon 07/08   Why Study Language Development?

[THE BOX PROJECT]

Tues 7/09   Behaviorism vs. the Cognitive Revolution

Cattell (2007) excerpt

Wed 7/10   The Typical Course of Language Development

Gleitman & Newport (1995), *Darwin (1877)*

Thur 7/11   The Maturational Hypothesis and NSL

Goldin-Meadow & Mylander (1998), Senghas et al. (2004),

Meir et al. (2017)

Mon 7/15   Negative Evidence & Child-directed Speech

[CHILD LANGUAGE DATA OBSERVATION REPORTS 1]

Lieven (1994), Holzrichter & Meier (2000),

Shneidman & Goldin-Meadow (2012)

Tues 7/16   Gender & Socioeconomic Status; intro to Critical Periods

Weisleder & Fernald (2013) , *Ochs & Kremer-Sedl (2020)*

Wed 7/17   Animal Language and Critical Periods

Mayberry (1993), Tomasello (2003), Rumbaugh (2009),

Hockett (1959), Pilley (2013), Kaminsky & Piotti (2016)

Thur 7/18   **Midterm 1**

HUMANS AS ANIMALS THAT LANGUAGE

Mon 07/22   Experience-Expectant Development and Critical Periods in L1 & L2
Senghas & Coppola (2001), Au et al. (2002), Hartshorne et al. (2018)

Tues 7/23   Design Features of Language & Do Non-Human Animals Have It?
Hockett (1959)

Wed 7/24   Can We Teach Non-Human Animals Language?
[DESIGN FEATURE CHECKLIST]

Thur 7/25   Theories of Language Evolution & Domain-Specificity
Wagner et al. (2016), *Christiansen & Chater (2008),*
Evans & Levinson (2009), Hauser, Chomsky, & Fitch (2002)

Mon 7/29   Universalism vs. Relativity in Conceptual Structure
[GRAMMAR FOR PICTIONARY PROJECT]
Hoff Ch. 7: Language & Cognition, Hespos & Spelke (2004)

Tues 7/30   Insights about Domain-Specificity from Developmental Disorders
Reilly et al. (2004), *Reilly et al. (2014), Hoff Ch. 10*

Wed 7/31   Language and Social Categories
Kinzler et al. (2009), Hoff Ch. 7: Language & Culture, *Mayberry (2002)*

Thur 08/01   **Midterm 2**

ALL THERE IS TO LEARN

Mon 08/05   Becoming a Native Listener
Kuhl TED Talk, *Vouloumanos & Werker (2007), Kuhl (2004),*
Werker (1995), Eimas et al. (1971)

Tues 08/09   Where are the words?
Saffran, Aslin, Newport (1996), Tomasello (2001), *Graf Estes et al. (2007)*

Wed 7/24   What do they mean?
Markman (1990), Smith (2001), *Bloom & Markson (1998)*

Thur 7/25   Syntactic Bootstrapping and Explaining Trajectories of Vocabulary Change
Snedeker, Geren, & Shafto (2007), CCC Language & Literacy Review (2016),
Sullivan & Barner (2017)

Mon 7/29   Explaining Early Morphology & Syntax

ALL THERE IS TO LEARN

[CHILD LANGUAGE DATA OBSERVATION REPORTS 2]

Tues 7/30   Pragmatic & Sociolinguistic Development

Kinzler & DeJesus (2013), Rhodes et al. (2012), Stiller et al. (2015)

Wed 7/31   Multilingual Language Acquisition

Byers-Heinlein & Lew-Williams (2013)

WRAP-UP

Thur 08/01   Social Implications, Course Review, and Feedback

Fri 08/02   **Final Exam & Final Project Lightning Talks**