

Syllabus COGS 156

<http://quote.ucsd.edu/cogs156>

Basic information

Time: 12:30-1:50pm, TTh

Place: Warren Lecture Hall Room 2111

Professor: Sarah C. Creel (email: screel@ucsd.edu)

Office: Cog Sci 167

Office hours: Wed 2-3, or by appointment

Sections (these won't occur every week, stay tuned for details):

B01 Monday 2:00-2:50pm Pepper Canyon 121

Final exam:

Tuesday, Mar. 20, 2018 11:30am-2:29pm

Readings:

Hoff, E. (2014). *Language Development* (5th edition). Belmont: Wadsworth.

Selected articles to be posted on this web site under Schedule.

Course goals:

- Understand **biological foundations** of typical and atypical language development
- Identify **stages and elements** present in typical language development
- Recognize various language **skills that develop**
- Recognize the differences between language *comprehension* and language *production*
- Know the weaknesses and strengths of **different methodologies** for studying language development
- Compare language development does to development of **other human skills**
- Understand how various **mental disabilities** affect language acquisition

Course policies:

- Assignments are due at the beginning of class. Late work will be penalized.
- Readings are required. If expense is an issue, please try to find someone to share the book with.
- If you have an emergency that prevents you from turning in an assignment, please contact Professor Creel as soon as possible to make alternative arrangements.
- Academic honesty is of the greatest importance. See guidelines below.

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Grading

Exam 1: 25%

Exam 2: 25%

Final (about 1/3 “old” material): 34%

Article summaries 1 and 2: 8% each (see guidelines below)

Extra credit (up to 2 points on final grade):

Class attendance quizzes (unannounced)

[SONA](#)–Cog Sci faculty experiments (up to 2 exp. hours at 1 point each)*

*If you don't fit criteria for any experiments, see instructor for an alternate assignment.

Guidelines for written assignments

Basics:

Each assignment that you turn in should summarize one of the articles from each set. Each summary should be roughly two pages long. Note: The second assignment should use only articles that were assigned *after* the first assignment was turned in.

Form:

- Put your name and date in the upper left corner of the first page.
- Spacing should be 1.5 to 2 lines.
- Font should be 12 points.
- Format the headings (below) differently from the rest of the text.
- Spell-check.
- Note that you should save this work as a MSWord file or similar, and submit it as an attachment on TritonED. Don't paste it into the text box, as all formatting will be lost.

Content:

This should contain **your own** thoughts, ideas, and phrasing. See academic honesty policy below. Each summarized article should contain the following parts ([here's a sample summary](#)):

- Research question
- Hypothesis
- Method
- Results
- Conclusions and Critical Assessment

Assignments should be turned in on TritonED by 12:30pm (class time) on the due date (at the latest). Unless you have made prior arrangements with Professor Creel, lateness will not be tolerated.

Articles for written summary assignments are available on the course web site.

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Academic honesty

The crux of academic integrity: Your work should be your own. If you turn in something that is not indicative of your performance, you are doing a disservice to yourself in failing to actually learn the material. Relatedly, if you do someone else's work for them, you are allowing them not to learn material. At a more practical level, you are doing something that, *if caught, instructors are obligated to report to your college.*

Overall, you should never copy someone else's ideas or work.

If you're not sure, it's better to ask now than to risk trouble later. Just asking won't get you in trouble.

Examples of things that are permissible:

- Studying in groups. (In fact, this is often a good strategy!)
- Talking about articles or class material in groups.
- Referencing material in the book (or an article) and noting that you have done so.

Examples of things that are NOT permissible:

- Writing papers in groups. This includes taking someone else's paper (or parts of it) and quoting verbatim, or changing a small number of words. The work you turn in should be your own interpretation and your own thoughts.
- Writing a paper for someone else.
- Copying someone else's paper.
- Looking at someone else's exam.
- Referencing material in article/book without noting that you have done so.
- Quoting a large proportion of your paper from the article (more than 5-10% of your paper directly quotes the original author). While you are giving credit to the author, this kind of "quote abuse" (Carver, 2010, personal communication) is counter to the purpose of written assignments, which is to **demonstrate that you understand the material by evaluating it in your own words.**

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Schedule

Week	Topic [Introduction]	Readings [none]	Notes	Assignments
Jan. 9	Background; Biology	Chapters 1-2
Jan. 16	Experience & general cognition	Chapter 3	...	.
Jan. 23	Phonological development	Chapter 4	...	Summary 1 due FRI 11:59pm on TritonED
Jan. 30	Exam 1 (Thu); Learning words	Chapter 5	...	Midterm 1 (Thu 2/1)
Feb. 6	Morphology & syntax	Chapter 6	...	.
Feb. 13	Language in social context	Chapter 7	...	.
Feb. 20	Exam 2 (Thu); Cross-cultural	Chapter 8	...	Midterm 2 (Thu 2/22)
Feb. 27	Bilingual acquisition	Chapter 9	...	.
Mar. 6	Language in later childhood	Chapter 10	...	.
Mar. 13	Language in atypical development	Chapter 11	...	Summary 2 due FRI 11:59pm on TritonED
Mar. 20	11:30am-2:29pm	Review session TBA	Final Exam	