

Ling130 Language Development – Syllabus

Instructor: Minqi Liu [mintɕʰi lɕou] (Kiki)

Office Hours (over Zoom): W 12-12:30pm, Th 9-9:30am

Email: liuminqi@ucla.edu

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 and semantics/pragmatics and we will also discuss some theories of language development. 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. We will also look at language acquisition in English and other languages and in special populations and circumstances (e.g. bilingualism, L1 acquisition beyond the "critical period").

Lecture and sections:

Our class will be a combination of asynchronous and synchronous learning:

- **Asynchronous learning:**
 - **Lecture videos:** Pre-recorded lecture videos will be posted on CCLE every Sunday and Tuesday. Please watch them **by T/Th 12pm** (Watching lecture videos on time is crucial to this class!)
 - **Readings:** weekly readings are posted on CCLE. You are responsible for the content of the required readings whether or not I discuss them in class.
- **Synchronous learning:** see Zoom link on CCLE.
 - **Live classes/Contact hours:** live Zoom sessions on **T/Th 12-1pm** for lecture review, discussion, and Q&A for lecture content
 - **Sections: Th 3-4pm.** Section is experiment-based, and will teach you how to experimentally investigate the theoretical issues that are covered in lecture.

Course requirements:

- **Term paper** due by email on Monday 9/14.
 - **Research proposal** (1-3 people per group): select a specific topic for investigation and write a research project proposal (5-8 pages for group of 1, 10-12 pages for group of 2, 12-15 pages for group of 3; double-spaced)
 - or, **Individual literature review:** write a literature review on a specific topic (5-8 pages double-spaced)
- **Presentation**
 - **Research proposal presentation:** Each and every group member should participate in presenting. The presentation will be 8-10 minutes for groups of 1, 10-12min for group of 2, and 12-15min for group of 3.
 - or, **Literature review presentation:** Present 1-2 previous studies of the topic you select in 8-10 minutes.

- **Quizzes:** There will be some short quizzes posted with the new lecture videos on CCLE. These quizzes will contain multiple choices and/or short answer questions about the contents in the lecture videos. They are due by T/Th 12pm when the corresponding videos are due.
- **Homework:** There will be 4 homework assigned in the section. All homework is due by the beginning of the next section (Th 3pm).

Final Grade Breakdown:

- Term paper: 30%
- Presentation: 20%
- Quizzes: 30%
- Homework: 20%

Class Syllabus

Week	Date	Topics and readings (* indicates required readings)
1	T 8/4	Introduction: Basic issues and questions <i>Viewing: Acquiring the Human Language</i> <i>Reading: *Gleitman & Newport (1995); O'Grady (2005): Ch. 1 & 7</i>
	Th 8/6	Phonetics: Early perception and production of speech <i>Readings: *Eimas (1985); Jusczyk (2001); O'Grady (2005): Ch. 2, Sections 1-2</i>
2	T 8/11	Phonology: Acquiring the sound system <i>Readings: *Pye, Ingram, & List (1988); O'Grady (2005): Ch. 6, Sections 3-4</i>
	Th 8/13	Morphology: Learning morphological rules <i>Readings: *Pinker (1999)</i>
3	T 8/18	Syntax: The early stages <i>Readings: *Rizzi 1993; *Orfitelli & Hyams (2008); O'Grady (2005): Ch. 4</i>
	Th 8/20	Syntax: The early stages (cont'd)
4	T 8/25	Syntax: The later stages <i>Readings: O'Grady (2005): Ch. 5; *Mateu (2016)</i>
	Th 8/27	Semantics: Learning the meaning of words <i>Readings: *Naigles (1990); O'Grady (2005): Ch. 3</i>
5	T 9/1	Pragmatics: Scalar implicatures and binding theory <i>Readings: *Papafragou & Tantalou (2004); Chien & Wexler (1988)</i>
	Th 9/3	Bilingualism and child L2 acquisition <i>Readings: *De Houwer (1995); *Haznedar (1997)</i>
6	T 9/8	Language in atypical populations <i>Readings: *Stromswold (2000: 913-925)</i>
	Th 9/10	Presentations
Finals	M 9/14 – Term paper is due	

Academic integrity:

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](#) and the [Student Guide to Academic Integrity](#). Consult these sources for more detail on procedures and possible sanctions.

Students with Special Needs:

Students needing academic accommodations based on a disability should contact the [Center for Accessible Education](#) (CAE) at (310) 825-1501 or in person at Murphy Hall A255 within the first two weeks of the term, as reasonable notice is needed to coordinate accommodations.

Inclusive Classroom:

- It is one of our priorities that students from all diverse backgrounds and perspectives be well-served in section and that the diversity that you bring here is viewed as a resource, strength and benefit.
- It is one of our goals to create an environment that is respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Learn more on <https://equity.ucla.edu/>
- Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course at any time.

Other Resources:**[The Undergraduate Writing Center:](#)**

The Undergraduate Writing Center offers UCLA undergraduates free, one-on-one feedback and support on their writing. The UWC staffs 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.

[Counseling & Psychological Services:](#)

Counseling and Psychological Services offers a variety of services to support your mental health needs, including: Crisis counseling available by phone 24 hours a day/7 days a week, Emergency intervention, Individual counseling and psychotherapy, Group therapy, Psychiatric evaluation and treatment, Psychoeducational programs and workshops for students, staff and faculty.

Resources for Students Dealing with Financial Stress:

- [Bruin Shelter](#): 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](#): Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.

Discussion Section

Instructor: Minqi Liu
Email: liuminqi@ucla.edu

Section Description:

- Section is experiment based, and will teach you how to experimentally investigate the theoretical issues that are covered in lecture.
 - Week 1-3: child data transcription and analysis data (CHILDES and CLAN).
 - Week 4-6: experimental methodologies and your own research projects.
- Section attendance is mandatory – assignments and materials covered will constitute a large part of your grade.

Homework assignments:

There will be 4 assignments. These will be posted on CCLE.

- Submit assignments electronically to liuminqi@ucla.edu
- The homework listed for each week is due on the following Thursday by 3pm unless otherwise indicated.
 - We will spend some of the section time going over the homework, so late assignments cannot be accepted once the section has started on Thursday at 3pm.

Section syllabus			
Week	Date	Topics	Assignment
1	8/6	CHILDES and CHAT transcriptions (bring laptops!)	HW1: Transcribe a 2min audio file in CHAT format. (due 8/13 @3pm)
2	8/13		HW2: Find certain corpora on CHILDES; Transcribe words in IPA; Create a %mor tier for some utterances. (due 8/20 @3pm)
3	8/20	CLAN program (bring laptops!)	HW3: Perform CLAN commands. (due 8/27 @3pm)
4	8/27	General experimental methodologies	HW4: Formulate one original empirical question. (due 9/3 @3pm)
5	9/3	Research design	Formulate an experimental procedure to test your question [not graded].
6	9/10	How to write an academic paper	Project Proposal (due Monday, 9/14 11:59pm)

All deadlines in this class are the Pacific Time (Los Angeles).