

SPLH 966: SEMINAR ON LANGUAGE DEVELOPMENT

Fall, 2011

Professor: Mabel Rice

Meeting time: 3:00-5:00, Wednesdays, 3031 Dole

August 24: First session, group planning for semester's agenda.

August 31: Rice, M.L., Smolik, F., Perpich, D., Thompson, T. Rytting, N. & Blossom, M. (2010) Mean length of utterance levels in 6-month intervals for children 3 to 9 years with and without language impairments. *JSLHR*, 53,, 333-349.

Class leader: Mabel

September 7: Carlisle, J.F., McBride-chang, C., Nagy, W., Nunes, T. (2010) Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4), 464-487.

Class leader: Yi-Chih

September 14: Marinis, T. (2011) On the nature and cause of Specific Language Impairment: a view from sentence processing and infant research *Lingua*, 121, 463-475

Class leader: Margaret

September 21: Rice, M.L., Taylor, C.L., & Zubrick, S.R. (2008) Language outcomes of 7-year-old children with or without a history of Late Language Emergence at 24 months. *JSLHR*, 51, 394-407.

Class leader: Mabel

September 28: No Class

October 5: Mazuka, R., Jincho, N., & Oishi, H. (2009) Development of executive control and language processing. *Language and Linguistics Compass* 3(1) 59-89.

Class leader: Yi-Chih

Version 1 of Paper due

October 12: Evans, J.L., Saffron, J.R., & Robe-Torres, K. (2009) Statistical learning in children with Specific Language Impairment. *Journal of Speech, Language, and Hearing Research*, 52, 321-335.

Class leader: Margaret

October 19/26: Wexler, K. (in press) Grammatical computation in the Optional Infinitive Stage. Chapter to appear in J. de Villiers and T. Roeper (eds.) *Handbook of Generative*

Approaches to Language Acquisition: Studies in theoretical Psycholinguistics, Springer.

Class leader: Mabel

November 2: No Class

November 9: Chung, K. K. H., & McBride-Chang, C. (2011, July 25). Executive Functioning Skills Uniquely Predict Chinese Word Reading. *Journal of Educational Psychology*. Advance online publication. doi: 10.1037/a0024744

Class leader: Yi-Chih

November 16: Class leader: Margaret

November 23: No class; Thanksgiving holiday

November 30:

December 7: Last day of class; discussion of student papers

Final version of paper due

COURSE REQUIREMENTS/ASSIGNMENTS

The requirements and assignments are as follows:

1. Attend class and participate in discussion.
2. Identify 4 articles for the class to read and submit the articles to Rice for assignment to a class session. Select the articles because they are relevant to your research interests/planning for a dissertation study. Prioritize articles from 2005-2011 in the following journals: JSLHR, JCL, Applied Psycholinguistics, Language Acquisition, Child Development, or Language Learning and Development or related journals
3. Prepare a paper, in two versions. The paper will lay out the rationale, design, variables, participants and probable outcomes of a longitudinal study of a cross-lagged design as discussed in class on Sept 21. Essentially, this involves two time points: At time 1, some kind of language variables plus some kind of predictor variables, such as morphological awareness or eye tracking/processing, and at time 2, some kind of language variables as outcomes plus outcomes on the original predictor variables (or variables thought to be similar to the earlier predictor variables but age-appropriate at the later time).
 - a. The first version of the paper should be 10 pages, with preliminary version of the rationale, design, variables and participants. This paper is due Oct 5.
 - b. The second version of the paper should be a revised version of the first plus an examination/critique of some of the methodological challenges and interpretive

pitfalls of the proposed study. This paper is due Dec 7.