Language Development - Psyc 615-001

**Course Syllabus - Spring 2019**

**Dr. Adam Winsler**

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Instructor: Adam Winsler, Ph.D. Office: 2023 David King Hall

Phone: (703) 993-1881 Office Hours: M 10:30-12; Th 1:30-2:30 and by appnt.

Email: [awinsler@gmu.edu](mailto:awinsler@gmu.edu) Schedule MW 9:00- 10:15am

Location: Research 202 Credit Hours: 3

**Course Description & Goals**

Arguably the most amazing feat before the developing child is the acquisition of language. How do children develop language? What is the role of parents in facilitating child language development? To what extent and how are we biologically preprogrammed to learn language? Are there individual differences in how children go about mastering language? What is universal about language acquisition across all human languages vs. what is different from language to language? How does children’s language competence affect other domains of development (i.e., cognitive, behavioral, social, emotional…)? These are a few of the questions we will address in this seminar. Other issues to be discussed include: theoretical perspectives, research methods in language development, language and the brain, language in other animals, bilingualism, private speech (self-talk) and self-regulation, and atypical language development (i.e., the cases of Down Syndrome, autism, deafness, specific language impairment, otitis media…).

**Required Reading**

1) Hoff, E. (2014). *Language development (5th Ed.).*  Belmont, CA: Wadsworth.

2) Selected readings (See reading list below)

# Optional/Recommended Reading

American Psychological Association (2010). *Publication manual (6th Ed.).* Washington, DC: Author.

Blume, M., & Lust, (2017). *Research methods in language acquisition: Principles, procedures, and practices*. Washington, DC. American Psychological Association. [http://dx.doi.org/10.1037/15968-000](http://psycnet.apa.org/doi/10.1037/15968-000" \t "_blank) (free if on GMU machine or logged into library)

**Course Requirements and Assignments**

1) Class Participation. This is a small, advanced seminar course that requires active discussion and contribution from each member of the class. Each student, no doubt, has thoughts, opinions, experience, and expertise to share on at least some of the issues discussed in the class, and the course will be greatly enhanced as we benefit from each individual student's contribution. Students' participation grade will be based on the instructor's rating of a) the quantity and quality of students' verbal participation in class and on the on-line discussion. Obviously, if you are not in class (for whatever reason - even a good one), you cannot participate that day and your participation grade will be affected.

2) Online Discussion. We will be using Blackboard to facilitate our discourse both inside and outside of class this semester. Students are encouraged to post questions, issues, problems, suggestions, whatever, as often as they like throughout the semester. This open ended, un-moderated, online discussion can be used to discuss the readings and course content, ask questions about things that were unclear in class or in the readings, offer possible venues for the final activity, or discuss questions/problems that come up with course assignments. Participation in the online discussion is completely voluntary, however, posting to the online discussion does count toward students’ class participation (above).

3) Reflections. Periodically throughout the semester, students will be turning in their informal thoughts and personal reflections on the readings. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas to bring to our class discussions each week, and 4) to give students multiple opportunities to receive feedback on their writing. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/ spelling will be taken into account in their grading. Students will turn in a total of eight (8) of these reflections, one at a time, on dates to be determined by the student. The only condition is that the reflections must be turned in on the very day that the relevant readings written about are due. Refection papers should be 2.5 - 3 pages in length and they must be word processed, double-spaced, with all margins 1 inch (double sided encouraged). Late/make-up papers will not be accepted. Students can chose to turn in more reflection papers if they wish and receive 1-2 extra credit points (depending on quality) for each "extra" reflection paper turned in after the required number. Extra credit points will be added to students’ final reflections grade.

4) Course Project. The main project for the course is for students to (a) select a specific issue or question within the field of language development (broadly defined), (b) briefly review the literature/theories within that area/issue, (c) collect, transcribe, and analyze a language sample from 1-3 children (or use other existing data), and (d) write up a mini research report (≈ 20 pages) which discusses and relates the findings of the student’s mini study to theory and/or other empirical findings in the literature on the topic in question. Students have a choice of collecting their own language data or using the online Children’s Language Data Exchange System (CHILDES) corpora of language data, or using language data from Dr. Winsler’s (or another’s) lab. Just to give you an idea of what might be possible, example projects could include things like:

* Age differences in children’s understanding or use of ‘X’ (the passive voice, overgeneralization errors, certain grammatical morphemes or syntactic structures… anything) (i.e., compare transcripts of 2 kids at different ages)
* Differences between typical and atypical language development on some feature of language (i.e., compare a typical child and an autistic child’s use of ‘X”)
* The effect of particular input/instruction/manipulation on different age children’s ‘X’
* Differences in the way parents converse with their 1 vs. 3 year olds…
* Microgenetic, longitudinal data on one child’s use of ”X”

The report should have at least 10 scholarly references, be word-processed, include the transcript(s) of speech using the CHILDES transcription conventions as appendices, and conform to APA style. Students may work collaboratively with one other student on the project if they desire and are encouraged to do so. In this situation, one project would be submitted and both students would receive the same grade.

To help students make gradual progress on the project throughout the semester, the project will completed in three phases. Phase 1 consists of an outline of the project with a 1-3 page description of what the issue is that will be explored and what students plan to do (with a tentative bibliography of at least 5 potentially relevant references that are guiding the work), and this will be turned in on or before **Mon - Feb 25.** Phase two consists of both a rough draft of the method section describing what exactly was done, and copies of the complete transcripts. Phase two will be due on **Mon – April 1**. The third and final phase of the project will be due on **Wed - May 8th at 5:00pm**, and this includes the final report with the introduction, method, results, discussion, and appendix sections, hard copy in my mailbox. Late submissions for the final project will not be accepted.

5) Oral Presentation. On either the university-scheduled time for the final exam or another time toward the end of the course negotiated by the class as a whole, students/dyads will give a brief (≈ 15 min.) oral presentation to their fellow class members briefly summarizing their course project (above).

6) Final Activity. At the same meeting when we have the oral presentations (described above) or at some other time as negotiated by the course as a whole, students will complete/turn in/engage in some sort of final, cumulative, integrative review, activity/exercise/exam. The nature and format of this final activity will be decided upon and negotiated as a class and determined as soon as possible.

**Online Course Materials and Tools**

Resources located at the course blackboard website include:

1) Course Materials - Various course materials (syllabus, notes, readings, handouts…) are/will be available from the course website.

2) Online discussion – As discussed above, students are encouraged to use the online discussion forum. Posts could include, for example, questions or requests for clarifications about course content, questions or suggestions about the project, questions about due dates course assignments and other course procedures, general questions about language development that came to you during the course, personal anecdotes related to lectures, or comments, thoughts, reflections, and/or concerns about the course. The idea of the online discussion is for participants in the course to have a common place outside of class to discuss amongst themselves both the content and process of the course.

3) Online Student Progress Checking - Students can get an update of their current course grades at any time during the course from the website. Students can see their own grades for all assignments, including extra credit points earned to date.

**Grading Procedures**

The standard 93-100% = A, 90-92 = A-, 87-89% = B+, 83-86 = B, 80-82 = B-, 77-79% = C+, 70-76 = C, 60-69% = D, <60% = F scale will be used. Undergraduate students will be graded accordingly. Students' final grades will be determined as follows:

• Project 45% • Reflections 25% • Participation 10% • Presentation 10% • Final Activity 10%

**The Honor Code**

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. <https://oai.gmu.edu/mason-honor-code/> For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

*Plagiarism* =

• Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].

• Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).

• Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.

• Using the same paper for this course which has been (or will be) turned in for another course without agreement from both professors.

Students are encouraged to collaborate and study together as much as possible throughout the course. For collaborative projects, both students must contribute equally to the project, including relatively equal contributions to the actual writing.

**Misc.**

**Snow Cancellation Policy.** If GMU is closed at 9:00am due to weather, we will try to still have class at the regular class time with the use of GoogleHangout or Zoom, so plan accordingly.

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <https://writingcenter.gmu.edu/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <https://caps.gmu.edu/>

DISABILITY. If you are student with disability and you need academic accommodations, please see me and contact the Office of Disability Services <https://ds.gmu.edu/> at [703- 993- 2474](tel:703-%20993-%202474). All academic accommodations must be arranged through that office.

EMAIL. Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason email account, and are required to activate that account and check it regularly"

The last day to add/drop the course (no tuition refund) is Feb 12. Final day for student selective withdrawal (W) is March 25.

# Course Outline

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| **Date** | **Topic(s)** | **Reading/Assignment** |
| Wed - Jan 23 | • Introduction/Overview to the Field and Course  • The Structure of Language - Overview |  |
| Mon – Jan 28 | • Language Development Research Methods | • Hoff Ch. 1  • Golinkoff et al. (2013) |
| Wed – Jan 30 | • Language Development Research Methods | • Blume & Lust (2017)  • VanDam et al. (2016)  • Corrigan (2012) |
| Mon –Feb 4 | • Big Questions - Big Theories  - Nativism, Innateness, Emergentism, Learnability | • Valian (2014)  • Bates et al. (1998) |
| Wed - Feb 6 | • Big Questions - Big Theories  - Social Interactionist Perspectives | • Hoff Ch. 3 (pp. 73-80, 97-107)  • Tomasello (2009)  • Lieven (2016) |
| Mon - Feb 11 | • Big Questions - Big Theories  - Statistical Learning and Domain-General Learning Mechanisms | • Hoff Ch. 3 (pp. 80-97)  • Christiansen (2018) |
| Wed - Feb 13 | • Language Across Species | • Hoff Ch. 2 (pp. 58-71)  • Tomasello & Call (2018)  • Beran et al. (2013) |
| Mon - Feb 18 | • Biology of Language  • Language and the Brain | • Hoff Ch. 2 (pp. 31-58)  • Hernandez et al. (2019)  • Nelson et al. (2014) |
| Wed - Feb 20 | • Phonological Development | • Hoff Ch. 4  • Tsang et al. (2017) |
| Mon - Feb 25 | • Crosslinguistic Phonological Development | • Hohle (2009)  • Mulak et al. (2013)  **(Project Phase 1 Due)** |
| Wed - Feb 27 | • Lexical/Semantic Development | • Hoff Ch. 5  • Campbell et al. (2018) |
| Mon – Mar 4 | • Lexical/Semantic Development | • Tomasello (2001)  • Mani & Ackerman (2018)  • Qiu & Winsler (2017) |
| Wed – March 6 | • Syntactic/Morphological Development | • Hoff Ch. 6  • Sandoval et al. (2017) |
| March 11-15 | NO CLASSES – SPRING BREAK |  |
| Mon- March 18 | • Syntactic/Morphological Development | • Akhtar (2001)  • Gibson et al. (2013)  • Lukyanenko & Fisher (2016) |
| Wed - March 20 | • Communicative/Pragmatic Development | • Hoff Ch. 7  • Goldstein et al. (2009) |
| Mon - March 25 | • Gestures | • Goldin-Meadow (2009)  • Cartmill et al. (2014)  • Salomo & Liszkowski (2013) |
| Wed - March 27 | • Baby Signs | • Vallotton (2011)  • Kirk et al. (2013) |
| Mon - April 1 | • Influence of Media | • Zimmerman et al. (2007)  + 3 brief commentaries  • Erickson & Newman (2017)  • Reed et al. (2017)  **(Project Phase 2 Due)** |
| Wed – April 3 | • Deafness and Sign Language | • Hoff Ch. 11 (pp. 329-338)  • Lillo-Martin (2009)  • Lederberg et al. (2013) |
| Mon - April 8 | • Deafness and Sign Language | • Morford et al. (2011)  • Cruz et al. (2013) |
| Wed - April 10 | • Language, Thought, and Culture  - Crosslinguistic Perspectives and African American English | • Hoff Ch. 8  • Pearson et al. (2013)  • Weber et al. (2017)  • Rowe (2018) |
| Mon - April 15 | • Language, Scaffolding, and the Social Origins of Self-Regulation | • Berk & Winsler (1995)  • Hammond et al. (2011) |
| Wed - April 17 | • Private Speech and Executive Functioning | • Winsler (2009) |
| Mon - April 22 | • Bilingualism – Age, Representation, and the Brain | • Hoff Ch. 9  • Birdsong (2018)  • Hoff (2013) |
| Wed - April 24 | • Bilingualism and EF | • Bialystok (2015)  • Park et al. (2018)  • Winsler et al. (2014)  • Hernandez et al. (2018) |
| Mon - April 29 | • Individual Differences in Language Development | • Kidd et al. (2018) |
| Wed - May 1 | • Language Development in Atypical Populations  - Specific Language Impairment (SLI) | • Hoff Ch. 11  • Rice (2007)  • Luke et al. (2017) |
| Mon – May 6 | • Language Development in Atypical Populations  - Down’s Syndrome, Williams Syndrome, and Autism | • Tager-Flusberg (2007)  • Saffran (2018)  • Winsler et al. (2007) |
|  |  |  |
| Mon – May 13  (7:30 – 10:15am) | ***Final Activity and Presentations - TBD*** | **Final Project Due**  **Wed 8th 5:00pm** |

**Article Reading List (Required)**

### **Language Development Research Methods**

1) Golinkoff, R.M., Ma, W., Song, L, & Hirsh-Pasek, K. (2013). Twenty-five years using the intermodal preferential looking paradigm to study language acquisition: What have we learned? *Perspectives on Psychological Science, 8*, 316-339.

2) Blume, M., & Lust, (2017). *Research methods in language acquisition: Principles, procedures, and practices*. Washington, DC. American Psychological Association. (Chapter 4 pp. 71-91) [http://dx.doi.org/10.1037/15968-000](http://psycnet.apa.org/doi/10.1037/15968-000" \t "_blank)

3) VanDam, M., Warlaumont, A.S., Bergelson, E., Cristia, A., Soderstrom, M., De Palma, P., & MacWhinney, B. (2016). HomeBank: An online repository of daylong child-centered audio recordings. *Seminars in Speech and Language, 37*, 128–142.

4) Corrigan, R. (2012). Using the CHILDES database. In E. Hoff (Ed.), *Research methods in child language: A practical guide* (pp. 271-284). Malden, MA: Wiley.

***Theoretical Perspectives – Nativism, Innateness, Emergentism, Learnability***

5) Valian, V. (2014). Arguing about innateness. *Journal of Child Language, 41*, 78-92.

6) Bates, E., Elman, J., Johnson, M., Karmiloff-Smith, A., Parisi, D., & Plunkett K. (1998). Innateness and emergentism. In W. Bechtel & G. Graham (Eds.), *A companion to cognitive science* (pp. 590-601). Oxford: Basil Blackwell.

***Theoretical Perspectives – Social Interactionist Perspectives***

7) Tomasello, M. (2009). The usage-based theory of language acquisition. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 69-87). New York: Cambridge University Press.

8) Lieven, E. (2016). Usage-based approaches to language development: Where do we go from here? *Language and Cognition, 8,*  346– 368.

***Theoretical Perspectives – Statistical Learning, and Domain-General vs. Domain-Specific Learning Mechanisms***

9) Christiansen, M. H. (2018). Implicit statistical learning: A tale of two literatures. *Topics in Cognitive Science*, 1–14. DOI: 10.1111/tops.12332

## *Language Across Species*

10) Tomasello, M., & Call, J. (2018). Thirty years of great ape gestures. *Animal Cognition*. <https://doi.org/10.1007/s10071-018-1167-1>

11) Beran, M.J., Smith, J.D., & Perdue, B.M. (2013). Language-trained chimpanzees (pan troglodytes) name what they have seen but look first at what they have not seen. *Psychological Science, 24*, 660-666.

## *Language and the Brain*

12) Hernandez, A. E., Claussenius-Kalman, H.L., Ronderos, J., Castilla-Earls, A.P., Sun, L., Weiss S.D., & Young, D.R. (2019). Neuroemergentism: A framework for studying cognition and the brain. *Journal of Neurolinguistics,* 214-223. <https://doi.org/10.1016/j.jneuroling.2017.12.010>

13) Nelson, E.L., Campbell, J.M., & Michel, G.F. (2014). Early handedness in infancy predicts language ability in toddlers. *Developmental Psychology, 50*, 809-814.

## *Phonological Development*

14) Tsang, C.D., Falk, S., & Hessel, A. (2017). Infants prefer infant-directed song over speech, *Child Development, 88*, 1207-1215.

15) Hohle (2009). Crosslinguistic perspectives on segmentation and categorization in early language acquisition. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 125-144). New York: Cambridge University Press.

16) Mulak, K., Best, C.T., Tyler, M., & Kitamura, C. (2013). Development of phonological constancy: 19-month-olds, but not 15-month-olds, identify words in a non-native regional accent. *Child Development, 84*, 2064-2078.

## *Lexical/Semantic Development*

17) Campbell, J., Mihalicz, P., Thiessen, E., & Curtin, S. (2018). Does lexical stress influence 17-month-olds’ mapping of verbs and nouns? *Developmental Psychology, 54*, 621-630.

18) Tomasello, M. (2001). Perceiving intentions and learning words in the second year of life. In M. Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 111-128). Malden, MA: Blackwell.

19) Mani, N., & Ackerman, L. (2018). Why do children learn the words they do? *Child Development Perspectives, 12*, 253-257.

20) Qiu, C., & Winsler, A. (2017). Language use in a “One Parent One-Language” Mandarin-English bilingual family: Noun versus verb use and language mixing compared to maternal perception. *International Journal of Bilingual Education and Bilingualism, 20,* 272-291.

## *Syntactic/Morphological Development*

21) Sandoval, M., Leclerc, J.A., & Gómez, R.L. (2017). Words to sleep on: Naps facilitate verb generalization in habitually and nonhabitually napping preschoolers. *Child Development, 88*, 1615-1628.

22) Akhtar, N. (2001). Acquiring basic word order: Evidence for data-driven learning of syntactic structures. In M. Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 187-202). Malden, MA: Blackwell.

23) Gibson, E., Piantadosi, S.T., Brink, K., Bergen, L., Lim, E., & Saxe, R. (2013). A noisy-channel account of crosslinguistic word-order variation. *Psychological Science, 24*, 1079-1088.

24) Lukyanenko, C., & Fisher, C. (2016). Where are the cookies? Two- and three-year-olds use number-marked verbs to anticipate upcoming nouns. *Cognition, 146*, 349-370.

## *Communicative/Pragmatic Development*

25) Goldstein, M.H., Schwade, J.A., & Bornstein, M.H. (2009). The value of vocalizing: Five-month-old infants associate their own noncry verbalizations with responses from caregivers. *Child Development, 80*, 636-644.

## *Gesture and Baby Signs*

26) Goldin-Meadow, S. (2009). From gesture to word. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 145-160). New York: Cambridge University Press.

27) Cartmill, E.A., Hunsicker, D., & Goldin-Meadow, S. (2014). Pointing and naming are not redundant: Children use gestures to modify nouns before they modify nouns in speech. *Developmental Psychology, 50*, 1660-1666.

28) Salomo, D., & Liszkowski, U. (2013). Sociocultural settings influence the emergence of prelinguistic deictic gestures. *Child Development, 84*, 1296-1307.

29) Vallotton, C. (2011). Babies open our minds to their minds: How "listening" to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal, 32*, 115-133. doi: 10.1002/imhj.20286

30) Kirk, E., Howlett, N., Pine, K., & Fletcher, B.C. (2013). To sign or not to sign? The impact of encouraging infants to gesture on infant language and maternal mind-mindedness. *Child Development, 84,* 574-590.

***Influence of Media on Language Development***

31) Zimmerman, F.J., Christakis, D.A., & Meltzoff, A.N. (2007). Associations between media viewing and language development in children under age two years. *The Journal of Pediatrics, 151*, 364-368.

31a) Ferguson, C.J., & Donnellan, M.B. (2014). Is the association between children’s baby video viewing and poor language development robust? A reanalysis of Zimmerman, Christakis, & Meltzoff (2007). *Developmental Psychology, 50*, 129-137.

31b) Zimmerman, F. J. (2014). Where’s the beef? A comment on Ferguson and Donnellan (2014). *Developmental Psychology, 50*, 138-140.

31c) Donnellan, M.B., & Ferguson, C.J. (2014). Supersizing effect sizes raises concerns: A reply to Zimmerman (2014). *Developmental Psychology, 50*, 141-142.

32) Erickson, L.C., & Newman, R.S. (2017). Influence of background noise on infants and children. *Current Directions in Psychological Science, 26*, 451-457.

33) Reed, J., Hirsh-Pasek K., & Golinkoff, R.M. (2017). Learning on hold: Cell phones sidetrack parent-child interactions. *Developmental Psychology, 53,* 1428-1436.

### **Deafness and Sign Language**

34) Lillo-Martin, D. (2009). Sign language acquisition studies. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 399-415). New York: Cambridge University Press.

35) Lederberg, A., Schick, B., & Spencer, P.E. (2013). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology, 49*, 15-30.

36) Morford, J.P., & Hänel-Faulhaber, B. (2011). Homesigners as late learners: Connecting the dots from delayed acquisition in childhood to sign language processing in adulthood. *Language and Linguistics Compass, 5* (8), 525–537. DOI: 10.1111/j.1749-818X.2011.00296.x

37) Cruz, I., Quittner, A.L., Marker, C., DesJardin, J.L., & CDaCI Investigative Team. (2013). Identification of effective strategies to promote language in deaf children with cochlear implants. *Child Development, 84*, 543-559.

### **Language, Thought & Culture**

38) Pearson, B.Z., Conner, T., & Jackson, J. (2013). Removing obstacles for African American English-speaking children through greater understanding of language difference. *Developmental Psychology, 49*, 31-44.

39) Weber, A., Fernald, A., & Diop, Y. (2017). When cultural norms discourage talking to babies: Effectiveness of a parenting program in rural Senegal. *Child Development, 88*, 1513-1526.

40) Rowe, M.L. (2018). Understanding socioeconomic differences in parents’ speech to children. *Child Development Perspectives, 12,* 122-127.

***Language, Scaffolding, and the Social Origins of Self-Regulation***

41) Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children. (Chapter 2 – Vygotsky’s approach to development: The social origins of individual mental functioning”)

42) Hammond, S.I., Müller, U., Carpendale, J.M., Bibok, M.B., & Liebermann-Finestone, D.P. (2011). The effects of parental scaffolding on preschoolers’ executive function. *Developmental Psychology, 48*, 271-281.

***Private Speech and Executive Functioning***

43) Winsler, A. (2009). Still talking to ourselves after all these years: A review of current research on private speech. In A. Winsler, C. Fernyhough, & I. Montero (Eds.), *Private speech, executive functioning, and the development of verbal self-regulation (pp. 3-41)*. New York: Cambridge University Press.

*Bilingualism – Age, Cognition, and the Brain*

44) Birdsong, D. (2018). Plasticity, variability and age in second language acquisition and bilingualism. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2018.00081>

45) Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology, 49*, 4-14.

***Bilingualism – EF***

46) Bialystok, E. (2015). Bilingualism and the development of executive function: The role of attention. *Child Development Perspectives, 9* (2), 117-121. <https://doi.org/10.1111/cdep.12116>

47) Winsler, A., Kim, Y. K., & Richard, E. (2014). Socio-emotional skills, behavior problems, and Spanish competence

predict the acquisition of English among English language learners in poverty. *Developmental Psychology, 50,* 2242-2254*.*

48) Park, J., Weismer, S.E., & Kaushanskaya, M. (2018). Changes in executive function over time in bilingual and monolingual school-aged children. *Developmental Psychology, 54*, 1842-1853.

49) Hernandez, A.E., Claussenius-Kalman, H.L., Ronderos, J., & Vaughn, K.A. (2018). Symbiosis, parasitism and bilingual cognitive control: A neuroemergentist perspective. *Frontiers in Psychology*. doi:10.3389/fpsyg.2018.02171

## *Individual Differences in Language Development*

50) Kidd, E., Donnelly, S., & Christiansen, M.H. (2018). Individual differences in language acquisition and processing. *Trends in Cognitive Science, 22* (2), 154-169.

### **Language Development in Atypical Populations - SLI**

51) Rice, M.L. (2007). Children with specific language impairment: Bridging the genetic and developmental perspectives. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 411-431). Malden, MA: Blackwell.

52) Luke, C., Grimminger, A., Rohlfing, K.J., Liszkowski, U., & Ritterfield, U. (2017). In infants’ hands: Identification of preverbal infants at risk for primary language delay. *Child Development, 88*, 484-492.

### **Language Development in Atypical Populations – Downs, Autism, Williams**

53) Tager-Flusberg, H. (2007). Atypical language development: Autism and other neurodevelopmental disorders. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 432-453). Malden, MA: Blackwell.

54) Saffran, J.R. (2018). Statistical learning as a window into developmental disabilities. *Journal of Neurodevelopmental Disorders*, 1-5. <https://doi.org/10.1186/s11689-018-9252-y>

55) Winsler, A., Abar, B., Feder, M., Rubio, D.A. & Schunn, C. (2007). Private speech and executive functioning among high functioning children with autistic spectrum disorders. *Journal of Autism and Developmental Disabilities*, *37*. 1617-1635.

# Language Development – Spring 2019 - Student Information

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number and ages of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

children you might be

able to bring to class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(if any)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_