



LING334

Child Language Acquisition

S1 Day 2019

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

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AHH 3N-516

By appointment

Administration

Margaret Wood

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Tutor

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Credit points

3

Prerequisites

6cp in LING units at 200 level including (LING220 or LING214 or LING217 or PSY238)

Corequisites

Co-badged status

Unit description

This unit introduces students to current theories of language acquisition, and studies children's acquisition of word learning, morphology, syntax and pragmatics. Other topics include child bilingualism and child second language acquisition. Tutorials focus on working with data, including transcript data from children's spontaneous speech, and discussions of appropriate experimental methodologies for evaluating children's knowledge of language. This unit is a prerequisite for the Master of Speech and Language Pathology program.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path

Evaluate experimental methodologies used to assess children's grammatical competence and command the ethical issues surrounding working with children

Develop skills using CLAN, a computer program that searches transcripts of child data

Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Quiz 1	10%	No	Week 4
Assignment 1	15%	No	Week 7 (Recess)
Online Quiz 2	10%	No	Week 10
Assignment 2	25%	No	Week 13
Final Exam	40%	No	Final Exam Period

Online Quiz 1

Due: **Week 4**

Weighting: **10%**

This quiz tests students' understanding of theories of language acquisition

On successful completion you will be able to:

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path

Assignment 1

Due: **Week 7 (Recess)**

Weighting: **15%**

Evaluation of data in children's transcripts to answer questions about language development.

On successful completion you will be able to:

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path
- Develop skills using CLAN, a computer program that searches transcripts of child data
- Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Online Quiz 2

Due: **Week 10**

Weighting: **10%**

Review of class material

On successful completion you will be able to:

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path

Assignment 2

Due: **Week 13**

Weighting: **25%**

Research: Testing theories of language acquisition through analysis and interpretation of data from transcripts of child language in CHILDES

On successful completion you will be able to:

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path
- Develop skills using CLAN, a computer program that searches transcripts of child data
- Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Final Exam

Due: **Final Exam Period**

Weighting: **40%**

Examination covers topics from the entire semester.

On successful completion you will be able to:

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path
- Evaluate experimental methodologies used to assess children's grammatical

competence and command the ethical issues surrounding working with children

Delivery and Resources

Lectures will be delivered online each week.

There is a 2 hour face-to-face tutorial each week.

Students will need a laptop as we will be using a program called CLAN to search data from a database of child language called CHILDES (childes.talkbank.org).

Unit Schedule

Please see ilearn website for week by week schedule of topics.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the

University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#) or if you are a Global MBA student contact globalmba.support@mq.edu.au

Lateness Policy (updated in 2019)

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](#) and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path
- Evaluate experimental methodologies used to assess children's grammatical competence and command the ethical issues surrounding working with children
- Develop skills using CLAN, a computer program that searches transcripts of child data
- Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Assessment tasks

- Online Quiz 1

- Assignment 1
- Online Quiz 2
- Assignment 2
- Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of theories of language acquisition and their predictions for the developmental learning path
- Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Assessment tasks

- Online Quiz 1
- Assignment 1
- Online Quiz 2
- Assignment 2
- Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate experimental methodologies used to assess children's grammatical competence and command the ethical issues surrounding working with children
- Develop skills using CLAN, a computer program that searches transcripts of child data
- Test experimental hypotheses through analysis and interpretation of a corpus of child

data and communicate the findings

Assessment tasks

- Assignment 1
- Assignment 2
- Final Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Test experimental hypotheses through analysis and interpretation of a corpus of child data and communicate the findings

Assessment tasks

- Assignment 1
- Assignment 2

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Evaluate experimental methodologies used to assess children's grammatical competence and command the ethical issues surrounding working with children

Assessment task

- Final Exam