

FALL 2012

LINGUISTICS 433: CHILD LANGUAGE: PHONOLOGY AND THE LEXICON  
COURSE TIME: M/W/F 1:00-1:50  
LOCATION: EDC 278

INSTRUCTOR: DR. SUZANNE CURTIN  
OFFICE: ADMIN 260  
PHONE: 220-7670  
E-MAIL: [scurtin@ucalgary.ca](mailto:scurtin@ucalgary.ca)  
COURSE WEBSITE: [www.blackboard.ucalgary.ca](http://www.blackboard.ucalgary.ca)  
OFFICE HOURS: FRIDAYS 2-3

EMAIL SHOULD BE USED SOLELY FOR QUESTIONS PERTAINING TO ADMINISTRATIVE ASPECTS OF THE COURSE. ANY INQUIRIES REGARDING CONTENT SHOULD BE BROUGHT UP DURING MY OFFICE HOURS.

READINGS: ALL ARTICLES FOR THE CLASS WILL BE AVAILABLE ONLINE THROUGH THE UNIVERSITY OF CALGARY LIBRARY SYSTEM.

PREREQUISITES: LING 203 AND 303.

DEPARTMENT GRADE REQUIREMENT: A student may not register in any linguistics course unless a grade of at least C- has been achieved in each prerequisite for that course.

COURSE DESCRIPTION: This course will investigate early lexical development, speech perception and speech production abilities over the course of the first few years of life.

COURSE WORK AND GRADING:

Quizzes:	60% (20% each)
Workshops:	30%
-Generating questions and responses	
In-class essays:	10% (5% each)

GRADING. Each assignment will be assigned a numerical grade, based on the total number of possible points. The final letter grade will be assigned based on the sum of the total points awarded. The following grading system will be used:

A+	97-100	B+	84-87	C+	72-75	D+	56-59
A	92-96	B	80-83	C	67-71	D	50-55
A-	88-92	B-	76-79	C-	60-66	F	0-49

(See the University Calendar for interpretation of the letter grades.)

LATE ASSIGNMENTS: A completed Physician/Counsellor Statement may be required to confirm inability to turn in an assignment on time or for missing a presentation for health reasons. Late work will only be accepted in extremely exceptional circumstances. It is the student's responsibility to contact the instructor beforehand to request accommodation if the stated deadlines cannot be met. Valid reasons include illness, birth, death, marriage, and religious holidays.

SYLLABUS  
(dates are approximate)  
(readings are subject to change)

Week 1 (Sept 10-14)

- **Emerging Lexicon – recognition of familiar words**
- Bortfeld, H., Morgan, J., Michnick Golinkoff, R., & Rathbun, K. (2005). Mommy and me: Familiar names help launch babies into speech stream segmentation. *Psychological Science*, *16*(4), 298-304.
- Bergelson, E. & Swingley, D. (2012). At 6 to 9 months, human infants know the meanings of many common nouns. *Proceedings of the National Academy of Sciences of the USA*, *109*, 3253-3258. DOI: 10.1073/pnas.1113380109
- Mandel, D.R., Jusczyk, P.W., & Pisoni, D.B. (1995). Infants' recognition of the sound patterns of their own names. *Psychological Science*, *6*(5), 315-318.
- Swingley, D. (2005). 11-month-olds' knowledge of how familiar words sound. *Developmental Science*, *8*, 432-443.

Week 2 (Sept 17-21)

- **Emerging Lexicon – learning novel words**
- Graf Estes, K., Edwards, J., & Saffran, J. (2010). Phonotactic constraints on infant word learning. *Infancy*, *16*(2), 180-197.
- Hollich, G., Jusczyk, P., & Luce, P. (2002). Lexical neighborhood effects in 17-month-old word learning. *Proceedings of the 26<sup>th</sup> Annual Boston University Conference on Language Development*, 314-323, Boston, MA. Cascadilla Press.
- MacKenzie, H., Curtin, S., Graham, S. (in press). 12-month-olds' phonotactic knowledge guides their word-object mapping, *Child Development*.
- MacKenzie, H., Graham, S. A. & Curtin, S. (2011). 12-month-olds privilege words over other linguistic sounds in an associative learning task. *Developmental Science*, *14*(2), 249-255.
- Werker, J.F., Cohen, L.B., Lloyd, V., Stager, C.L., & Casasola, M. (1998). Acquisition of word-object associations by 14-month-old infants. *Developmental Psychology*, *34*(6), 1289-1309.

Week 3 (Sept 24-28)

- **Emerging Lexicon – minimal pair learning**
- Curtin, S. (2009). Twelve-month-olds learn word-object associations differing only in stress patterns. *Journal of Child Language*, *36*, 1157-1165.
- Fikkert, P. (in press). Developing representations and the emergence of phonology: evidence from perception and production. *Laboratory Phonology*, *10*.
- Pater, J., Stager, C.L., & Werker, J.F. (2004). The lexical acquisition of phonological contrasts. *Language*, *80*(3), 361-379.
- Stager, C.L., & Werker, J.F. (1997). Infants listen for more phonetic detail in speech perception than in word learning tasks. *Nature*, *388*, 381-382.

Weeks 4 (Oct 1-3, no class Oct 5<sup>th</sup>)

- **Emerging Lexicon – vowels and consonants**
- Curtin, S., Fennell, C., & Escudero, P. (2009). Weighting of acoustic cues explains patterns of word-object associative learning. *Developmental Science*. *12*, 725-731.

- Mani, N., & Plunkett, K. (2007). Phonological specificity of vowels and consonants in early lexical representations. *Journal of Memory and Language*, 57, 252-272.

OCT 3<sup>RD</sup> QUIZ #1

Weeks 5 and 6 (Oct 8-19, *no class on Oct 8<sup>th</sup> (Thanksgiving) or Oct 15<sup>th</sup>*)

- **Perception – speech sounds**
- Curtin, S., Zamuner, T., Fais, L., Archer, S.A., Engle, K., & Werker, J.F. (in prep). 12- and 20-month-olds' ability to perceive coda consonants: effects of position and voicing.
- Kuhl, P. K., Stevens, E., Hayashi, A., Deguchi, T., Kiritani, S., & Iverson, P. (2006). Infants show facilitation for native language phonetic perception between 6 and 12 months. *Developmental Science*, 9, 13-21.
- Kuhl, P. K., Williams, K. A., Lacerda, F., Stevens, K. N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. *Science*, 255, 606–608.
- Narayan, C., Werker, J., & Beddor, P. (2010). The interaction between acoustic salience and language experience in developmental speech perception: evidence from nasal place discrimination. *Developmental Science*, 13(3), 407-420. DOI: 10.1111/j.1467-7687.2009.00898.x
- Nazzi, T., Bertoncini, J., & Bijeljac-Babic, R. (2009). A perceptual equivalent of the labial-coronal effect in the first year of life. *Journal of the Acoustical Society of America*, 126(3), 1440-1446.
- Polka, L. & Bohn, O. (2003). Asymmetries in vowel perception. *Speech Communication* 41, 221-231. doi:10.1016/S0167-6393(02)00105.
- Pons, F., Albereda-Castellot, B. & Sebastián-Galles, N. (in press). The interplay between input and initial biases: Asymmetries in vowel perception during the first year of life. *Child Development*.
- Werker, J.F., & Tees, R.C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, 7, 49-63.  
Reprinted in J.L. Miller, R.D. Kent, & B.S. Atal (Eds.), *Papers in speech communication: Speech perception*. Acoustical Society of America Press, 1992.

Weeks 7 and 8 (Oct 22-31)

- **Perception – phonotactics**
- Archer, S.L. & Curtin, S. (2011). Perceiving onset clusters in infancy. *Infant Behavior and Development*, 34, 534-540.
- Chambers, K., Onishi, K., & Fisher, C. (2003). Infants learn phonotactic regularities from brief auditory experience. *Cognition*, 87, 69-77.
- Friederici, A.D., & Wessels, J.M.I. (1993). Phonotactic knowledge of word boundaries and its use in infant speech perception. *Perception and Psychophysics*, 54, 287-295.
- Jusczyk, P. W., Luce, P., & Charles-Luce, J. (1994). Infants' sensitivity to phonotactics in the native language. *Journal of Memory and Language*, 33, 630–645.
- Jusczyk, P.W., Friederici, A.D., Wessels, J.M.I., Svenkerud, V.Y., & Jusczyk, A.M. (1993). Infants' sensitivity to the sound patterns of native language words. *Journal of Memory and Language*, 32, 402-20.
- Sebastián-Gallés, N., & Bosch, L. (2002). Building phonotactic knowledge in bilinguals: Role of early exposure. *Journal of Experimental Psychology: Human Perception and Performance*, 28(4), 974-989.

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- Zamuner, T.S. (2006). Sensitivity to word-final phonotactics in 9- to 16-month-old infants. *Infancy* 10, 77-95.

NOV 2<sup>ND</sup> QUIZ #2

Week 9 (Nov 5-9, *Reading Days: Nov 9-12 no classes*)

- **Production – babbling**
- Boysson-Bardies, B., & Vihman, M. M. (1991). Adaptation to language: Evidence from babbling and first words in four languages. *Language*, 67, 297–320.
- Goldstein, M.H., Schwade, J., Briesch, J., & Syal, S. (2010). Learning while babbling: Prelinguistic object-directed vocalizations indicate a readiness to learn, *Infancy*, 15(4), 362 – 391.
- Goldstein, M.H., & Schwade, J. (2008). Social Feedback to Infants' Babbling Facilitates Rapid Phonological Learning, *Psychological Science*, 19(5), 515-523.
- Levelt, Clara, L. (2012). Perception mirrors production in 14- and 18-month-olds: The case of coda consonants, *Cognition*, 123, 174-179.
- Ramsdell, H.L., Oller, D.K., Buder, E.H., Ethington, C.A., & Chorna, L. (2012). Identification of Prelinguistic Phonological Categories, *Journal of Speech, Language, and Hearing Research*, Online early view. doi:10.1044/1092-4388(2012/11-0250)

Weeks 10 and 11 (Nov 14-23)

- **Production – phonological patterns**
- Kirk, C., & Demuth, K. (2006). Accounting for variability in 2-year-olds' production of coda consonants. *Language Learning and Development*, 2, 97-118.
- Rose, Y., & Inkelas, S. (2011). The interpretation of phonological patterns in first language acquisition. In Marc van Oostendorp, Colin Ewen, Elizabeth Hume and Keren Rice (eds.), *Blackwell Companion to Phonology*. Blackwell. Vol. 4, Ch. 101.
- Seidel, Amanda and Buckley, Eugene. (2005). On the Learning of Arbitrary Phonological Rules. *Language Learning and Development*, 1(3&4), 289–316.
- Zamuner, T.S., Gerken, L.A., & Hammond, M. (2004). Phonotactic probabilities in young children's production of coda consonants. *Journal of Child Language*, 31, 515-536.
- Zamuner, T.S. (2009). Phonological probabilities at the onset of language development: Speech production and word position. *Journal of Speech, Language, and Hearing Research*, 52, 49- 60.

Week 12 (Nov 26-30)

- **Theoretical Frameworks**
- Curtin, S., Byers-Heinlein, K., & Werker, J.F. (2011). Bilingual beginnings as a lens for theory development. Special Issue of *Journal of Phonetics*, 39(4), 492-504. DOI: 10.1016/j.wocn.2010.12.002
- Jusczyk, P.W. (1993). From general to language-specific capacities: the WRAPSA Model of how speech perception develops. *Journal of Phonetics*, 21, 3-28.
- Werker, J.F. & Curtin, S. (2005). PRIMIR: A Developmental Framework of Infant Speech Processing. *Language Learning and Development*, 1(2), 197-234.

NOV 30<sup>TH</sup> QUIZ #3

Weeks 13 (Dec 3-7)

- **IN CLASS ESSAYS – 5% EACH**

## **Course Regulations**

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during

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office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course. Please also note the emergency instructions located here: <http://www.ucalgary.ca/emergencyplan/node/28>

### **Student Organizations**

Linguistics students may wish to join the U of C Linguistics Club (Verbatim). They are located in SS803.

**Student Union VP Academic:** Phone: 220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Representative Information**

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

For students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre, Room MSC 251, on 403-220-6551, by email [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca), or visit their website <http://www.su.ucalgary.ca/>

The Student Ombuds Office is in the Administration Building, Room A166, or you can contact them on 403-220-6420, by email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) or visit their website <http://www.ucalgary.ca/provost/students/ombuds>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 21, 2012**. Last day for registration/change of registration is **September 24, 2012**. The last day to withdraw from this course is **December 7, 2012**.

### **Undergraduate Advisor**

The Undergraduate Advisor for the department is Dr. Robert Murray. If you need advice on any aspect of the program in Linguistics please contact him at: [lingadv@ucalgary.ca](mailto:lingadv@ucalgary.ca).

### **Faculty of Arts Student Information**

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building, please contact them by phone 403-220-3580 for their current office location, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library, or you can contact them on 403-220-5881, by email [success@ucalgary.ca](mailto:success@ucalgary.ca), or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them on 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

### **SAFEWALK Information**

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors.

Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk