

Meetings: MW 11:30a–12:20p, Ballantine Hall (BH) 313
 F 11:30a–12:20p, BH 227

Professor: **Ann Bunger**
Email: acbunger@indiana.edu
Office: BH 520
Office hours: M–R 10-11a, or by appointment



Course Objectives

Newborn children start out with no apparent language skills, but by the end of their third year of life, they are often speaking in full sentences. Throughout the process of language acquisition, children are influenced both by an innate predisposition toward grammar construction and by the kind of input they receive. In this course, we will examine the roles that Nature and Nurture play as children develop their first language. Through readings, videos, in-class discussion, and writing assignments, we will explore and evaluate the biological foundations of language as well as the impact of the learning environment. We will consider typical language development as well as language learning in exceptional circumstances. This course counts fulfill the College Intensive Writing requirement.

Student Learning Outcomes

By the end of the semester, you will be able to:

- differentiate language structure vs. function vs. use, using appropriate vocabulary
- summarize the scope and time course of typical language development: What is acquired and when?
- evaluate the influence of innate and environmental factors on language development
- generate questions about the role of Nature and/or Nurture on language development and demonstrate discipline-specific argumentation skills
- identify and report appropriate resources for academic inquiry
- demonstrate discipline-specific writing skills (organization, paraphrasing, argumentation, and mechanics) through classroom activities, structured assignments, and response to peer and instructor feedback
- produce a set of writings that fulfill the IU Intensive Writing requirement (5000 words, with revisions)

Teaching and Learning Methods

Most class meetings will include presentation of material by the Instructor, class discussion, and/or group activities. Because this is an intensive writing course, you will be exploring and deepening your understanding of the material through a series of informal (response papers) and formal (essays and a final research paper) writing assignments. In order to succeed, you will need to engage actively in the material--keeping up with discussions, readings, and writing assignments.

Course Requirements

Required texts

Golinkoff, R. M., & Hirsh-Pasek, K. (2000). *How babies talk: The magic and mystery of language in the first three years of life*. Plume.

Turabian, K. L., Colomb, G. G., & Williams, J. M. (2019). *Student's guide to writing college papers*. Fifth edition. University of Chicago.

➤ These texts will be supplemented with additional articles posted to the course Canvas site.

Evaluation

Participation	15%
Response papers	20%
Essays (3)	30%
Research paper	35%

IW Requirements (completion of these requirements is built into course assignments)

- 5000 words of formal writing (only final drafts of essays and the research paper will count toward this)
- revision of one or more papers based on peer and instructor feedback

Participation

You are expected to come to every class and to arrive on time and ready to participate. When possible, please inform Dr. Bunger in advance if you must miss class. You are responsible for all notes, announcements, handouts, activities, and assignments given out in class. Final grades may be lowered up to 10% in cases of noticeably poor attendance.

Your participation score will include several discussion boards scattered throughout the semester. In addition, several classes will serve as writing workshops in which you will have an opportunity to provide (and receive) guided peer review on drafts of your writing assignments. You will lose three points from your final grade for each peer review session that you miss.

Writing Assignments

Most of your grade for the course will be based on the completion of writing assignments. All assignments should be typed, in double-spaced 12-point Times New Roman font with 1-inch margins on all sides. All writing assignments will be submitted on Canvas. Unless otherwise specified, you are expected to hand in your assignments by the beginning of class on the day they are due. Late assignments will receive a lowered grade (one letter grade for each day late).

Response papers: There will be five response papers in which you will be asked to summarize and/or reflect on topics covered in lectures and readings. Response papers should be 1-2 double-spaced pages (200–500 words). Because they involve informal writing, response papers do not count toward the IW requirement.

Essays: There will be three Essay assignments, each worth 10% of your final grade. For the first essay, you will be asked to summarize the process of typical language acquisition; for the second, you will be asked to paraphrase and evaluate a reading; for the third, you will be asked to pick a side in the Nature vs. Nurture debate and to build an argument in defense of your position. Each Essay must be between 3 and 4 pages (~1000 words) in length. You will have the opportunity to revise and resubmit each Essay after receiving peer evaluations.

Research paper: For this paper, you will be asked to carry out independent research on a topic related to diversity in language acquisition. We will work up to the final draft of these papers throughout the second half of the semester, and you will receive intermediate instructor and peer feedback as you work through the process. The final draft of your research paper must be 6–8 pages (1500–2000 words) in length.

Citation Format

We will be using APA Style for references and citations in this course. It is your responsibility to learn how this style differs from others you may be familiar with and to use it accurately. See www.apastyle.org for details.

Writing Resources

Turnitin

All papers uploaded to Canvas will be submitted to the Turnitin service (turnitin.com) to be assessed for text originality and documentation of sources. You will have access to Turnitin reports for your own papers, and may find the feedback useful for identifying areas of text that require additional paraphrasing of source material or proper acknowledgement of sources.

Writing Tutorial Services

You are strongly encouraged to visit IU's Writing Tutorial Services (WTS, first floor of Wells Library, open weekdays) as you work on your writing assignments this semester. The WTS provides (free!) assistance for students at any stage of the writing process—from generating and organizing ideas to polishing your final draft. Walk-in tutorials may be available, but advance appointments are preferred. Call 812-855-6738 to make an appointment, and see www.indiana.edu/~wts for more information.

Course Outline

Readings and Assignment due dates (subject to change)

		M	W	F
Week 1 8/22– 8/26	What is Language?	—	Pinker 2007 ch1, Gopnick 2016 (optional: Pinker video)	Chomsky 1986 Response 1 due
Week 2 8/29– 9/2	Acquisition Timeline: Intro	G&HP Intro	G&HP ch1	G&HP ch2 Response 2 due
Week 3 9/5– 9/9	Acquisition Timeline: Sound	LABOR DAY NO CLASS	Kuhl 2004	Response 3 due
Week 4 9/12– 9/16	Acquisition Timeline: Words	G&HP ch4	G&HP ch5	Macaulay 2011 ch3; Turabian ch18 Discussion 1 due
Week 5 9/19– 9/23	Acquisition Timeline: Syntax	G&HP ch6	G&HP ch7 Essay 1 due	E1 peer review
Week 6 9/26– 9/30	Nurture	Hart & Risley 2003; NPR	Talbot 2015; Quenqua 2014	Essay 1 revision due
Week 7 10/3– 10/7	Nurture	Kaplan 2016 ch5 Discussion 2 due	LSA 2004; Berlin 2013 Essay 2 due	E2 peer review
Week 8 10/10–10/14	Nature	Gleitman & Newport 1995	Kuhl TED talk; Curtiss 1990	Essay 2 revision due FALL BREAK NO CLASS
Week 9 10/17– 10/21	Nature	Kaplan 2016 ch6 Discussion 3 due	Carnie 2013 ch1.4 Essay 3 due	E3 peer review
Week 10 10/24–10/28	Signed Languages	Language Files 1.5; Brentari & Goldin-Meadow 2017; Radiolab segment	Radiolab segment	Turabian ch1–3 Essay 3 revision due
Week 11 10/31–11/4	Research Paper: Getting Started	Karmiloff-Smith 1998 Discussion 4 due	RP Wiki step 3 due	NO CLASS Response 4 due
Week 12 11/7–11/11	Animal Communication	Napoli & Lee-Schoenfeld 2010 ch6 RP Wiki step 4 due	Kaplan 2016 ch4	Response 5 due (follow-up to wiki step 4)

Week 13 11/14–11/18	Writing Workshops	Macauley 2011 ch4; Turabian ch 19 (opt. ch 22) RP Wiki Step 5 due	Turabian ch4&5 RP Wiki Step 6 due	Turabian ch9&10 RP Wiki steps 7&8 due
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THANKSGIVING 11/21–11/25

Week 14 11/28–12/2	Individual meetings with Dr. Bunger	NO CLASS Turabian ch 6–8 RP Wiki steps 9&10 due	NO CLASS RP Wiki steps 9&10 due	NO CLASS Turabian ch 12 RP Wiki step 11 due
Week 15 12/5–12/9	Wrap-up	RP Wiki steps 12&13 due (WIP presentations)	RP draft 2 due	RP peer review (Wiki step 15)

Plagiarism Quizzes, Extra Credit, and Final Drafts of Research Papers due by 7:20p, Wednesday Dec 14

Additional Policies and Resources

Accessibility

<http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

This semester is likely to be chaotic in ways that we can't yet anticipate. Please know that I care about your mental, emotional, and physical health and are open to finding creative solutions to any issues that may come up. I am dedicated to making sure this course and its associated content are accessible to all students. If you encounter any material that is not easily accessible to you (e.g., file sizes too large for internet capacity, text incompatibility with e-readers), or if there are other issues that affect your ability to make progress, please let me know as soon as possible so that we can find a solution. In addition, any student who would like to discuss accommodations for a qualified disability is requested to speak directly to the Office of Disability Services for Students (Wells Library, Suite W 302; iubdss@indiana.edu; 812-855-7578) and to me as early as possible in the semester (preferably within the first week of class). These services are confidential, but they may take time to put into place, and they are not retroactive.

Attendance

Regular engagement is essential to achieving the learning outcomes of this course. You are expected to attend and to arrive on time for all lectures and discussion sections. When possible, please inform me in advance if you must miss class. You are responsible for all notes, announcements and handouts given out in class. If you would like to obtain materials for a class that you missed for reasons other than an emergency or documented illness, first speak to a friend in the class. And please visit my office hours if there is something that requires clarification! Final grades may be lowered up to 10% in cases of noticeably poor attendance.

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class. I will work with students in this situation on a case-by-case basis to make up missing or delayed work.

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations (<https://vpfaa.indiana.edu/faculty-resources/teaching-resources/religious-observances-information.html>). The form must be submitted at least 2 weeks prior to the anticipated absence.

Emotional Wellbeing and Support

<http://healthcenter.indiana.edu/counseling/>

If you are struggling with your emotional well-being, please consider contacting IU's Counseling and Psychological Services (CAPS: 812-855-5711). The instructional team for this course is happy to listen to you, but we have no counseling training and the folks at CAPS do. In addition, we may be legally required to report certain things that you share with us (e.g., reports of sexual assault, suicidal thoughts).

Inclusion

Respect for cultural and biological diversity are central to the field of Linguistics. From both a scientific and a human perspective, there is value in considering the different opinions, backgrounds, and experiences that individuals contribute to the classroom. As we share ideas in this course, we may not always agree with each other, but we will work together to maintain an atmosphere of openness and respect for all perspectives. If you witness or experience a bias incident on campus, you may report it online at biasincident.indiana.edu or by calling the Dean of Students Office (812-855-8187).

Land Acknowledgement

We acknowledge the indigenous communities native to this region and recognize that Indiana University–Bloomington was built on indigenous homelands and resources. We recognize the Miami, Delaware, Potawatomi, and Shawnee people as past, present and future caretakers of this land.

Misconduct of various sorts

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct, including responsibilities to uphold and maintain academic and professional honesty and integrity. More information about the Code and how instances of alleged violations are handled is available online. In particular, Part II-G of the Code provides detailed descriptions of types of academic misconduct that will not be tolerated, including cheating and plagiarism. Ignorance of what constitutes misconduct is not a valid excuse. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, or a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

In addition, you should be aware that selling the instructor’s notes/study guides or uploading course assignments to the web in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct (Violation of Course Rules). among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Modality and COVID Policies

This course is scheduled to be taught face-to-face. We will follow current federal, state, county, city, and campus guidelines with respect to COVID-related health policies. As of the time I write this, IU requires vaccinations for everyone on campus and that all IU students, faculty, staff and visitors mask up indoors.

IU did not take social distancing into account when assigning classrooms for this semester, but you may want to as you select a seat in which you feel comfortable. If at any time you feel your emotional or physical safety is being threatened, you are welcome to step out of class without consequence.

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class.

Things are likely to change as the semester progresses, and we’ll work together to monitor and adapt as needed. Keep an eye on iu.edu/covid for updates.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Student Academic Center

<https://sac.indiana.edu/>

If you are struggling academically, or just want to hear about new learning strategies, perspectives, and behaviors that can facilitate academic success, the Student Academic Center offers a range of free on-line and face-to-face resources to support student academic success.

Student Assistance (Administrative, Financial, Food Insecurity, etc.)

<https://studentaffairs.indiana.edu/student-advocates/>

The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis.

<https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

If you have limited access to nutritionally adequate or safe foods, you might be interested in visiting Crimson Cupboard, an on-campus food pantry (located in Campus View Apartments, 800 N. Union St.) that offers free healthy food to IU Bloomington students. Students can visit the pantry once a week.

Student Rights

Any student who believes another person in a class is threatening their personal safety or the class may step out of class without consequence.

Technology

It is your responsibility as a member of our classroom community to avoid the use of technological devices that may distract others. Photos, videos, and audio recordings may not be made of this class without prior permission from Dr. Bunger.

Supplemental Readings (and examples of APA style!)

- Abumrad, J., & Krulwich, R (Hosts) (2010, August 9). Words [Audio podcast episode]. In *Radiolab*. WNYC Studios.
<https://www.wnycstudios.org/podcasts/radiolab/episodes/91725-words> (Links to an external site.)
- Berlin, R. L. G. (2013, Oct 29). Bringing up baby bilingual [Johnson blog post]. *The Economist*.
<http://www.economist.com/blogs/prospero/2013/10/multilingualism-0> (Links to an external site.)
- Brentari, D., & Goldin-Meadow, S. (2017). Language emergency. *Annual Review of Linguistics*, 3, 363–388.
- Carnie, A. (2013). *Syntax: A generative introduction* (3rd ed.). Wiley-Blackwell.
- Chomsky, N. (1986/2004). Knowledge of language as a focus of inquiry. In B. Lust & C. Foley (Eds.), *First language acquisition: The essential readings* (pp. 15–24). Wiley-Blackwell.
- Curtiss, S. (2006). What happens if you are raised without language? In E.M. Rickerson & B. Hilton (Eds.), *The five minute linguist* (pp. 110–113). Equinox.
- DeLoache, J. S., Chiong, C., Sherman, K., Islam, N., Vanderborgh, M., Troseth, G. L., Strouse, G. A., & O’Doherty, K. (2010). Do babies learn from baby media? *Psychological Science*, 21, 1570–1574.
<https://doi.org/10.1177/0956797610384145> (Links to an external site.)
- Gleitman, L. R., & Newport, E. L. (1995). The invention of language by children: Environmental and biological influences on the acquisition of language. In L.R. Gleitman & M. Liberman (Eds.), *An invitation to cognitive science. 2nd Edition*. MIT Press.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2000). *How babies talk: The magic and mystery of language in the first three years of life*. Plume.
- Gopnick, A. (2016, July 30). What babies know about physics and foreign languages. *New York Times*.
<https://www.nytimes.com/2016/07/31/opinion/sunday/what-babies-know-about-physics-and-foreign-languages.html> (Links to an external site.)
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age three. *American Educator*, Spring, 4–9.
- Kaplan, A. (2016). *Women talk more than men: ... And other myths about language explained*. Cambridge University Press.
- Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Science*, 2 (10), 389–398. [https://doi.org/10.1016/S1364-6613\(98\)01230-3](https://doi.org/10.1016/S1364-6613(98)01230-3) (Links to an external site.)
- Kuhl, P. K. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews: Neuroscience*, 5, 831–843.
- Kuhl, P. (2011, February). *The linguistic genius of babies* [Video]. TED.
https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies
- Macauley, M. (2011). *Surviving linguistics: A guide for graduate students*. Cascadia Press.
- Mihalicek, V., & Wilson, C., Eds. (2011). *Language files: Materials for an introduction to language and linguistics* (11th ed.). The Ohio State University Press.
- Napoli, D. J. & Lee-Schoenfeld, V. (2010). *Language matters: A guide to everyday questions about language* (2nd ed.). Oxford University Press
- National Public Radio (2015, December 5). *Simple number, complex impact: How many words has a child heard?*
<http://www.npr.org/2015/12/05/458501823/simple-number-complex-impact-how-many-words-has-a-child-heard> (Links to an external site.)
- Pinker, S. (2007). *The language instinct*. Harper Perennial.
- Pinker, S. (2011, September). *Linguistics as a window to understanding the brain* [Video]. *The Floating University*.
https://www.youtube.com/watch?v=Q-B_ONJIEcE
- Quenqua, D. (2014, Oct 16). Quality of words, not quantity, is crucial to language skills, study finds. *New York Times*.
<http://www.nytimes.com/2014/10/17/us/quality-of-words-not-quantity-is-crucial-to-language-skills-study-finds.html> (Links to an external site.)
- Sorace, A., & Ladd, B. (2004). *Raising bilingual children* [pamphlet]. Linguistic Society of America.
https://www.linguisticsociety.org/sites/default/files/Bilingual_Child.pdf (Links to an external site.)

Sosa, A. V. (2016). Association of the type of toy used during play with the quantity and quality of parent-infant communication. *Journal of the American Medical Association: Pediatrics*, 170, 132–137.

Talbot, M. (2015, Jan 12). The talking cure. *The New Yorker*. <http://www.newyorker.com/magazine/2015/01/12/talking-cure> (Links to an external site.)

Turabian, K. L., Colomb, G. G., & Williams, J. M. (2010). *Student's guide to writing college papers* (5th ed.). University of Chicago.