In keeping with our proposed program change, I am proposing a change to the course PSY 458. I believe that this change will benefit students and bring the substance and requirements of this course more in line with other quality university programs across the state and nation.

Please refer to the following table, which shows the planned changes for this course at both the undergraduate and graduate levels. The modified course, with additional class time, will allow a wider range of topics to be discussed in class (including recent developments within the field), a greater array of reading assignments, and more time for classroom discussion.

Students will also engage in significantly more writing in this 4-credit format than in the 3-credit format.

<table>
<thead>
<tr>
<th>Hours of Class Room Lecture &amp; Discussion</th>
<th>4 hours per week</th>
<th>3 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reading</td>
<td>1 Book; Journal Articles (Outlined in Syllabus)</td>
<td>1 Book; Journal Articles (Outlined in Syllabus)</td>
</tr>
<tr>
<td>Requirements &amp; Grading</td>
<td>3 Exams: 25% each; Reaction paper: 17.5%; HW/Writing Activities: 7.5%</td>
<td>2 Exams: 33% Each; Paper: 24%; HW/Writing Activities: 10%</td>
</tr>
</tbody>
</table>
**Language Acquisition**

**PSY458/558**  
**Enforced Prerequisites:** PSY 350  
**Class time:** TBA  
**Marge Reed, Ph.D.**  
**Phone:** 541-737-1362  
**Email:** mreed@oregonstate.edu  
**Credits:** This is a 4 credit course  
**Format:** 4 hours of lecture each week.  
**Office:** 110 Moreland Hall  
**Office hours:** TR 2:30-4:00, W 3:30-4:30, or by appointment

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**Overview**  
This course will focus on psychological processes involved in the acquisition and use of language throughout childhood. Biological, cognitive, and social influences on language will be discussed, as well as personal uses of language, such as language in thought and reading.

**Textbook**  

**Student Learning Outcomes for PSY 458/558**

**PSY 458** students will be able to:  
1. Describe language acquisition from early infancy to adolescence.  
2. Explain the theories used in the study of language acquisition.  
3. Identify, describe and evaluate common paradigms used in studying language acquisition.  
4. Evaluate the theoretical explanations for language acquisition phenomena using existing empirical data.  
5. Read and evaluate articles from the primary literature on language acquisition.

**PSY 558** students will be able to: (All undergraduate outcomes also apply to graduate students)  
1. Integrate theoretical constructs from various theories in language acquisition.  
2. Synthesize a body of research literature to develop a class presentation on the topic.  
3. Apply theoretical ideas to generate possible solutions practical problems in language acquisition.

**Exams**  
There will be 2 midterm examinations and a final examination. Each of these will be worth 100 points. All of the exams will be essay, with a mixture of short and longer essay questions. A week before the exam you will be given a set of long essay study questions. One of these questions (chosen at random) will be 1/3 of the test. The rest of the test will be short essay questions taken from the other study questions. Graduate student's exams will be evaluated separately and are expected to show a greater level of depth.

**Papers and Writing for PSY 458/558**

**PSY 458:** Undergraduate students will be required to write a short paper. These papers will be summaries, evaluations, and your reactions toward selected articles on language acquisition. The reaction paper will be worth 70 points and is due June 6. Further details on these papers are on the handout. It would be a good idea to wait until the class has covered a topic before you try to write the paper. An additional 30 points will be based on a series of in class and homework writing activities.
PSY 558: Graduate students will be required to write 2 short reaction papers. These papers will be summaries, evaluations, and your reactions toward selected articles on language acquisition. In addition to meeting the requirements for undergraduate papers, graduate papers must include information on how these ideas addressed in the articles could be used in practical applications. Each reaction paper will be worth 70 points. The papers are due June 6. Further details on these papers are on the handout. It would be a good idea to wait until the class has covered a topic before you try to write the paper. An additional 30 points will be based on a series of in class and homework writing activities.

Presentations for PSY 558
Graduate students will give half hour class presentations covering a language acquisition topic of their choice. Topic selection must be discussed with me, and an appropriate time in the class will be scheduled. Class presentations will be worth 50 points.

Required Reading for PSY 558

Accommodations for Disabilities
"Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098."

Academic Honesty
If you have any doubts about the definitions of cheating or plagiarism, please review the OSU definitions at http://www.oregonstate.edu/admin/stucon/achon.htm. At the very least, if you are caught cheating on a test you will receive an F for the work and will be reported to the Student Conduct and Mediation program. Under university policies, penalties for academic dishonesty can be as severe as failing the entire course.

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>April 4-11</td>
<td>Introduction: Issues and Theories</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>April 13-18</td>
<td>The Brain and Language Acquisition</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>April 20</td>
<td>Prelinguistic Abilities-Communication</td>
<td>pp. 248-258</td>
</tr>
<tr>
<td>April 25</td>
<td>Prelinguistic Abilities-Phonology</td>
<td>Ch.</td>
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<tr>
<td>APRIL 27</td>
<td>MIDTERM EXAM 1</td>
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<tr>
<td>May 2-4</td>
<td>Semantics-Word meanings</td>
<td>Ch. 4</td>
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<tr>
<td>May 9-11</td>
<td>Early Syntax &amp; Grammar Acquisition</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>May 16</td>
<td>Developing Pragmatics</td>
<td>Ch. 6</td>
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<tr>
<td>MAY 18</td>
<td>MIDTERM EXAM 2</td>
<td></td>
</tr>
<tr>
<td>May 23-25</td>
<td>Atypical Language Acquisition</td>
<td>Ch. 7</td>
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<tr>
<td>May 30-June</td>
<td>Bilingual Language Acquisition</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>June 6-8</td>
<td>Reading &amp; Writing</td>
<td>pp. 393-408 &amp; reserve</td>
</tr>
<tr>
<td>June 6</td>
<td>PAPERS DUE</td>
<td>readings</td>
</tr>
</tbody>
</table>

FINAL EXAM --Thursday, June 9, 6:00-7:50 pm