

Course Title	Psycholinguistics				
Course Code	ENG 341				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 <sup>rd</sup> year / 5 <sup>th</sup> semester				
Teacher's Name	Kleanthes K. Grohmann				
ECTS	5	Lectures / week	2	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course is an introduction to central issues in first language acquisition (L1A). We will primarily focus on typical, monolingual child language development. Areas of examination include phonetic and phonological development (e.g. acquisition of sounds, phonemic contrasts, sound substitutions and omissions); early lexical and semantic development; acquisition of morphology (e.g. tense, subject-verb agreement marking, case, etc.); syntactic development including word order, null subjects, embedded clauses, movement (e.g. questions, relative clauses, passives); and pronoun reference (i.e. binding theory). Finally, we will briefly compare typical linguistic development with atypical linguistic development resulting from genetic disorders such as Autism, Down Syndrome, and Williams Syndrome.</p>				
Learning Outcomes	<p>Students are expected to gain familiarity with the course of typical development in acquiring the phonological system, vocabulary, morphological rules, and syntactic structure in a child's first language and be able to explain key concepts and principles in L1A research. They will understand the major methodologies in L1A research, and why they are used, and have an understanding of some of the major debates in current L1A research.</p>				
Prerequisites	ENG 161	Required	N/A		
Course Content	<ul style="list-style-type: none"> <li>▪ Stages of child language development</li> <li>▪ Faculty of language and poverty of stimulus</li> <li>▪ Lexicon: First language acquisition of words</li> <li>▪ Phonology: First language acquisition of sounds</li> <li>▪ Morphology: First language acquisition of word formation</li> <li>▪ Syntax: First language acquisition of sentence structure and rules</li> <li>▪ Atypical and impaired language development: autism spectrum disorders</li> <li>▪ Atypical and impaired language development: Down and Williams syndromes</li> </ul>				
Teaching Methodology	<p>There are two main components to the teaching in this course: transfer of knowledge regarding theoretical concepts in child language acquisition and empirical results coming out of research studies that have been conducted. Teaching will thus often be problem- or evidence-based by presenting empirical studies and introducing theoretical notions through the findings. The main textbook will be a rough guide along which students can check their advancement of knowledge coupled with published research articles made available.</p>				
Bibliography	<p>Guasti, M. T. (2004). <i>Language Acquisition: The Growth of Grammar</i>. Cambridge, MA: MIT Press.</p> <p><u>additional readings:</u></p> <p>Berko, J. (1958). The child's learning of English morphology. <i>Word</i> 14:150–177.</p> <p>Brown, R. (1973). <i>A First Language</i>. Cambridge, MA: Harvard University Press.</p> <p>de Houwer, A. (1995). Bilingual language acquisition. In P. Fletcher &amp; B. MacWhinney</p>				

	<p>(eds.), <i>The Handbook of Child Language</i>, pp. 219–250. Cambridge, MA: Blackwell.</p> <p>O' Grady, W. (1997). <i>Syntactic Development</i>. Chicago: University of Chicago Press.</p> <p>Poeppel, D. &amp; Wexler, K. (1993). The full competence hypothesis of clause structure in early German. <i>Language</i> 69: 1–33.</p> <p>Radford, A. (1990). <i>Syntactic Theory and the Acquisition of English Syntax: The Nature of Early Child Grammars of English</i>. Oxford: Basil Blackwell.</p> <p>Rizzi, L. (1994). Early null subjects and root null subjects. In T. Hoekstra &amp; B. Schwartz (eds.), <i>Language Acquisition Studies in Generative Grammar</i>, pp. 151–176. Amsterdam: John Benjamins.</p> <p>Song, J., Sundara, M. &amp; Demuth, K. (2009). Phonological constraints on children's production of English third person singular –s. <i>Journal of Speech, Language, and Hearing Research</i> 52: 623–642.</p> <p>Theodore, R. M., Demuth, K. &amp; Shattuck-Hufnagel, S. (2011). Acoustic evidence for position and complexity effects on children's production of plural –s. <i>Journal of Speech, Language, and Hearing Research</i> 54: 539–548.</p> <p>Theodore, R. M., Demuth, K., &amp; Shattuck-Hufnagel, S. (2015). Examining the locus of positional effects on children's production of plural –s: Considerations from local and global speech planning. <i>Journal of Speech, Language, and Hearing Research</i> 58: 946–953.</p>
Assessment	1 quiz (take-home), 1 mid-term (in-class), 1 project (take-home), 1 final exam (take-home)
Language	English