

SPLH 966: SEMINAR ON LANGUAGE DEVELOPMENT

Fall, 2006

Professor: Mabel Rice

Meeting time: 3:00-5:00, Wednesdays, 3031 Dole

In this seminar we will discuss current research reports on the topic of language acquisition, with a particular focus on Specific Language Impairment, possible genetic mechanisms, issues of identification, and intervention. We also will be examining developmental trajectories and bilingual acquisition. The format will be assigned papers for discussion at each session, designated students as class leaders for each session, and written assignments described below

The format is two student discussion leaders per session. The role of the discussion leaders is to briefly synthesize the content of the papers and to highlight the key contributions to the literature, how the paper fits into broader issues in the literature, and any significant gaps or limitations of the paper. This format will need some adjustment to the fact that the format of the selected papers is not uniform: The opening papers are more synthetic in nature; later papers are conventional research reports. Discussion leaders do not need to provide a detailed summary of the paper; it will be expected that students will have read the papers and be able to summarize if needed. It is also expected that the class discussion will be framed by the overlap and differences in the perspectives of the two discussion leaders.

August 23, 2006: First session, group planning for semester's agenda.

August 30: Rice, M.L., (in press) Children with Specific Language Impairment: Bridging the Genetic and Developmental Perspectives. To appear in Hoff, E & Schatz, M (Eds) *Handbook of Language Development*, Blackwell Publishing.

Discussion Leaders: Andrea, Alyson

September 6: Rice, M.L. & Smolik, F. (in press) Genetics of language disorders: Clinical conditions, phenotypes, and genes. To appear in Gaskell, G. (Ed), *Handbook of Psycholinguistics*.

Discussion Leaders: Filip, Pedro

September 13: Conti-Ramsden, et al. Estimating familial loading in SLI *JSLHR*, 2006, 88-101

Bishop, et al., High heritability of speech and language impairments in 6-year-old twins...*Behavior Genetics*, 36, 173-184

Discussion Leaders: Connie, Andrea

September 20: Class discussion of papers

Paper 1 due.

September 27: Hadley & Short, 2005, The onset of tense-marking in children at risk for SLI, *JSLHR*, 48, 1344-1362

Westerlund et al. (2006) Can severely language delayed 3-year-olds be identified at 18 months? *JSLHR*, 49, 237-247

Discussion Leaders: Connie, Pedro

October 4: Rice et al., (2006) Mean length of utterance in children with SLI... *JSLHR*, 49, 793-808.

Discussion Leaders: Filip, Alyson

October 11: Leonard, et al., (2006) Tense and agreement morphemes in the speech of children with SLI during intervention: Phase 2. *JSLHR*, 49, 749-770.

Discussion Leaders: Andrea, Alyson

October 18: Vasilyeva, et al, (2006) Effects of language intervention on syntactic skill levels in preschoolers. *Developmental Psychology*, 42, 164-174.

Discussion Leaders: Connie, Filip

October 25: Discussion of papers.

Paper 2 due.

November 1: no class; Rice out of town

November 8: Conboy & Thal (2006) Ties between the lexicon and grammar: Cross-sectional and longitudinal studies of bilingual toddlers. *Child Development*, 77, 712-735.

Owen & Leonard, (2006) The production of finite and nonfinite complement clauses by children with SLI and their typically developing peers. *JSLHR*, 49, 548-571.

Discussion Leaders: Andrea, Pedro

November 15: No class; ASHA convention

November 22: No class; Thanksgiving holiday

November 30: Thal, et al (2005) Nonword repetition and language development in 4-year-old children with and without a history of early language delay. *JSLHR*, 48, 1481-1495

Stokes, et al (2006) Nonword repetition and sentence repetition as clinical markers of SLI: The case of Cantonese. *JSLHR*, 49, 219-236.

Discussion Leaders: Connie, Pedro, Alyson

December 6: Last day of class: Discussion of papers

Paper 3 due.

COURSE REQUIREMENTS/ASSIGNMENTS

The requirements and assignments are as follows:

1. Attend class and participate in discussion.
2. Carry out class leader duties as noted on the schedule.
3. Prepare 3 short papers (~7-12 pages), due on September 20, October 25, and December 6.

Paper 1: Based on the readings, summarize the issues and findings related to possible genetic contributions to SLI. Be sure to include the topics of phenotype and interpretations.

Paper 2: Based on the readings, discuss issues related to identification of young children with language impairments, benchmarking to the developmental trajectory, and implications for intervention.

Paper 3: Based on the readings, either summarize the relevance of studies of bilingual children to children with SLI, or discuss issues related to identification of young children incorporating cross-linguistic and developmental factors.