

Module Template for New and Revised Undergraduate Modules¹

Module Code	PSU34140
Module Name	Child Language Acquisition and Development
ECTS credit weighting	5 ECTS
Semester taught	Michelmas Term
Module Coordinator/s	Jean Quigley
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<p>On completion of this module, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate detailed knowledge of the general course of child language acquisition2. Evaluate major and contemporary theories and models of language acquisition3. Discuss methods used in child language research4. Critically evaluate the evidence for and against the factors proposed to underlie and support early language learning and development5. Discuss the concept of Individual Differences in First Language Acquisition6. Demonstrate an advanced understanding of the inter-relationships among cognitive, social and communication development
Module Content	<p>This module looks at the process of first language acquisition by examining the social and cognitive mechanisms that drive language learning in the first few years of life. The module is designed to provide students with an in-depth understanding of first language acquisition with a focus on spoken language in typical healthy children. The module starts with an exploration of pre-verbal communication in infancy and tracks verbal development during toddlerhood into middle childhood. Overarching issues in linguistic theory, in the form of competing explanations of language acquisition patterns, will be discussed and key debates and current research in the field will be examined.</p> <p>Indicative topics</p> <ul style="list-style-type: none">• Theories of language acquisition and development: Formalist vs functionalist• The first year: Sound perception• Pattern recognition: Statistical language learning• Maturation (crawling, walking, gestures, memory, changing visual input)• Environment and Input: Child Directed Speech• The lexicon• Morphology• Syntax• Pragmatics and Discourse

Teaching and Learning Methods²

- Lectures, powerpoint presentations, curated and targeted reading lists

Assessment Details³

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Essay response to question	Discursive answer to a question which will require integration of ideas and theories across topics covered.	1-6	90%
Annotated bibliography	Essay to include an annotated bibliography, summarizing and evaluating in one paragraph the ideas in each of the key papers that contributed to thesis of answer.	1-6	10%

² [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

³ <https://www.tcd.ie/academicpractice/resources/assessment/>

Contact Hours and Indicative Student Workload⁴

Contact hours: 11
Independent Study (preparation for course and review of materials): 76
Independent Study (preparation for assessment, incl. completion of assessment): 38

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	x
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	x
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
<ul style="list-style-type: none"> <i>All materials available on BB, active and monitored discussion boards to facilitate student engagement</i> 	

**Indicative Reading List
(approx. 4-5 titles)**

As this is an advanced Sophister research-led taught module, there is no core textbook. State-of-the-art and up-to-date journal articles from the relevant research literature will be made available throughout the module.

Module Pre-requisite

Cognate foundation modules (e.g., Developmental psychology, Cognitive psychology, Language)

Module Co-requisite

None

**Are other
Schools/Departments
involved in the delivery of
this module? If yes, please
provide details.**

No