

I. Cognitive and Social Bases of Communication

Notes start with Joint Attention and Perception, see relevant Owens (2008) pages.

Key terms and concepts:

perception

joint focus of attention AKA joint reference AKA joint attention

distancing (as it relates to perception)

Points of emphasis:

1. List the auditory perceptual skills and preferences of young infants/children.
2. Explain the phases of the development of joint reference, including associated ages and behaviors.

II. Speech and Intentional Communication: Birth to One

Owens (2008) pp. 92-98; 125-129; 192-202; 208; 214-215; and class notes, classroom activity for Nelson's 50-word analysis

Key terms and concepts:

reflexive vocalizations

vegetative vocalizations

quasi-resonant nuclei

cooing

reduplicated babbling

variegated babbling

jargon

protowords

phonetically consistent forms

communicative intentions

Perlocutionary Stage

Illocutionary Stage

Locutionary Stage

protoimperative

protodeclarative

overextensions

underextensions

semantic feature hypothesis

functional core hypothesis

prototype hypothesis

substantive words

relational words

nominals

noun lovers

noun leavers

presupposition

demonstrative

possessor/possession

action

object

attribute

entity

agent

negation

locative

recurrence

juxtaposed utterances

successive single word utterances

expansions

recombinations

probable event strategy

Points of emphasis:

1. Know milestones of first word, 50-words, 2-word combinations and associated ages.
2. Describe the transition from single to 2-word utterances with evidence that the child is developing two-word utterances.
3. Describe and give examples for two ways that Brown believed children increased from 2 to 3 word utterances.
4. Describe what we understand about the relationship of comprehension and production for children under age 2 years. What comprehension strategies can enable a young child to appear to comprehend?

II. Preschool Pragmatic and Semantic Development

Owens (2008) Chapter 8, class notes, Directed Observation 2, and Lab 3

Key terms and concepts:

register

contingent queries

conversational repair

request for clarification

presupposition

ellipsis

deixis

speaker principle

distance principle

shifting reference

shifting boundaries

preposition

anaphora
pronoun

interrogative
fast mapping

Points of emphasis:

1. Name two types of “registers” that children can demonstrate by age 4 years.
2. Describe how young children request clarification and provide clarification during conversational breakdown.
3. Describe the early conversational skills of young children, including topic maintenance and turn taking.
4. Name some tools that speakers use to convey presupposition.
5. Describe some steps in young children’s early use of requests and how they move from direct to indirect.
6. How can children demonstrate understanding of “in” and “on” without truly comprehending the meanings of these words?
7. How does the reference point shift for fronted and nonfronted objects when it comes to interpreting spatial terms such as “in front of” or “behind?”
8. What are some developmental patterns in children’s learning of modifiers, such as big, little, tall, more, and less?
9. Describe some strategies for children’s comprehension of questions and complex utterances with temporal terms, such as “before.”

III. Preschool Morphological and Syntactic Development: Brown’s Stages I - V

Owens (2008) Chapter 9, class notes, Directed Observation 3, and Labs 4 & 5

Key terms and concepts:

morphemes, free and bound
inflectional morpheme
MLU
present progressive tense
regular 3rd person singular
regular past tense
irregular past tense
possessive -s
plural -s
forms of “be”
copula vs auxiliary

contractible vs uncontractible
articles
embedding
participle
infinitive
gerund
clause
phrase
object complement clause
wh-question clause
relative clause

tag question
subjective pronouns
objective pronouns
modals
past tense modal
semi-auxiliary verbs
comparative
superlative
agentive

Points of Emphasis:

1. Review rules for counting morphemes in utterances to determine MLU, see class notes, table in text, recall Lab 4 practice, and Directed Observation 3.
2. Label morphemes using Brown’s 14 grammatical morphemes, see class notes, relevant sections in texts, Lab 5 practice, and Directed Observation 3.
3. In learning Brown’s Stages, know associated ages, MLU ranges, and key aspects of development for Stages I – V.
4. Be able to differentiate some key points of development for morphemes, noun and verb phrase elaboration, negation, and question development across Brown’s Stages, especially for early versions produced by children in Stages II and III compared to later more adult-like productions, Stages IV and V.
5. ~~What are some early forms of sentence complexity that emerge in Stages IV and V?~~