



# LIN510-OL

## Introduction to first and second language acquisition

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### Topics at a glance

How early does language development begin?

Language acquisition in-utero (!! ) and during early infancy

How do babies communicate before they can talk or sign?

Gesture in early development

Does baby talk hurt or help babies' language development?

Patterns of child-directed speech and sign and their effects on acquisition

When do babies learn their first word? How about their first sentence?

Milestones of language acquisition for normally developing babies

How much do babies know about other people's thoughts and intentions?

Infants' awareness of others' level of information

What are the effects of exposing deaf babies to sign language late? Why is it so hard for adults to learn an L2?

Critical period effects on language learning

How does your native language affect your second language?

Language transfer in L2 learning

What kinds of errors do second language learners make, and how do we explain them?

Phonological, syntactic and pragmatic errors in L2 learning

How can I learn how to understand linguistics papers?

Training in reading academic linguistics reports

### Formal Course Description

From Graduate Catalog

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition). The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages. The course then explores how delays in exposure affect the acquisition process, leading to the main topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is encouraged through student collection and analysis of L1 and L2 data.

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### Student Learning Outcomes

Students who have completed this course should be able to:

- summarize the major milestones in first language acquisition and the effects of delayed exposure on the acquisition process
  - apply conceptual knowledge about first and second language acquisition in their analysis of actual acquisition data
  - identify effects of modality on first and second language acquisition
  - identify the central conceptual or theoretical framework of scholarly work on language acquisition
  - complete signed and written assignments on the topic of language acquisition that demonstrate logical argumentation
  - understand and abide by all principles of responsible conduct of inquiry, including those of the Gallaudet Graduate School and the Gallaudet IRB
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## Assignments

15 points

Pretest (ungraded- for course assessment purposes only)

6 x 20 points = 120 points (drop lowest)

HW assignments

10 x 5 points = 50 points

Discussion question postings

6 x 20 points = 120 points (drop lowest)

Exit quizzes

15 points

Outline for final exam video

10 points

Peer feedback on draft video

40 points

Final exam video

15 points

Post-test (ungraded- for course assessment purposes only)

## Grade scales

At the end of the semester, divide your total points by 375, then use the appropriate grading scale below to find your letter grade.

### Graduate grading scale:

99-100%	A+
93-98%	A
90-92%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
70-77%	C
60-69%	D
59% and below	F

### UG grading scale:

90-100%	A
85-89%	B+
80-84%	B
75-79%	C+
70-74%	C
65-69%	D+
60-64%	D
59% and below	F

## Class readings and “UYR” assignments

Learning how to read carefully and effectively

Linguistics is just like any specialized field in that it takes some practice to understand the linguistic jargon used in the field. For this reason, I have deliberately limited assigned articles to no more than one or two for a given topic, most of these being very short, by linguistics standards (under 15 pages). My intention is to give students as much time as possible to read, digest and reread these articles to make sure that everyone understands the important points well enough to contribute to a rich discussion in class. You will also have two “Understanding your reading” (UYR) homeworks that will guide you in answering basic questions about the article’s context, research questions, main findings and conclusions.

## Exams with an application

Training you to answer the critical questions about deafness and acquisition

In my opinion, there are two pressing reasons why all Gallaudet students should take a language acquisition course before they graduate. The first is the fact that the US still follows the devastating and misguided policy of depriving deaf children of the right to learn a sign language from birth. Gallaudet students should be able to accurately and persuasively articulate the reasons why deaf babies should be exposed as early as possible to sign language. Also, ASL has quickly become one of the most popular second languages in America, yet there has been almost no research on how to teach sign languages as a second language. The field badly needs ASL teachers who are trained in language acquisition (both L1 and L2) to carry out research in the ASL classroom.

The goal of this course is to train you to understand L1 and L2 acquisition well enough to apply that knowledge to real-life questions, such as those listed below. In this spirit, I have designed an unorthodox final exam, in which students create informational videos answering one of the real world questions below, drawing from information from this course. The last week of the course is reserved for work on your final video, although of course you can start it earlier. I will post detailed instructions about final videos in Module 8.

- What aspects of linguistic development will the child “miss out on” if they are not given free access to a natural language in their first year of life?
- According to the literature, how does late exposure to L1 affect children’s linguistic development (critical period)?
- What is Theory of Mind, and how does late L1 exposure affect its development in deaf children?
- According to the literature, what are the benefits of gesture, for both hearing and deaf babies?
- Compare first and second acquisition of sign language. In what ways are they similar? In what ways are they different?
- Talk about some practical ways that can you apply what you learned from this course about M2 acquisition to the ASL classroom.

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## How many hours should you spend on this course?

Remember that this is a full 3 credit course, condensed into only half a semester. That means that during these 8 weeks, Gallaudet expects you to spend 112.5 hours working on this class (including watching the video lectures, doing the readings and homework, and posting on the discussion board), or roughly **14 hours per week**. That's double the work of a normal course. Below is a **suggested schedule** to keep things under control. Of course you can modify this according to your situation. For instance, if you prefer to squeeze all your work into the weekends, you need to turn in your HW by Thursday, based on work you did the weekend *before*, then take your exit quiz the following weekend.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Download HW assignment and skim so you know what information to focus on. Do readings and watch (and re-watch) video lectures. Takes notes on the slides provided to make it easier to review material later.		Post your answer to the Discussion Questions and work on your HW. Finish HW and submit it via Bb before Thursday midnight your time. Attend office hours if you need extra help.		Revisit Discussion Board to read others' postings and review your notes while you wait to get your HW back.		Review your notes and HW one last time, then take the exit quiz.

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## Exit Quizzes

Once you've finished all the readings, lectures, discussions and HW for a module, you may take the exit quiz. Exit quizzes are online and include a variety of question formats, so read the instructions for each question carefully. **Exit quizzes can only be taken only once**, so make sure you are comfortable with the material before you attempt a quiz. Also, **your lowest quiz grade will automatically be dropped** at the end of the course.

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## Steps for Final Video

Your final video will begin with a project outline (due 10/9). Your instructor will give you feedback on your outline, then you can make your rough draft video (due 10/13). Each of you will be assigned a classmate peer reviewer, who will watch your draft video with your outline, and give feedback using a rubric (the same one that your instructor will use) by 10/15. Revise your video according to the feedback you receive, then send the improved version to your instructor (due 10/19). The peer reviews give you some extra feedback, and also provide the experience of reviewing someone else's video. We often learn best when we are teaching others, so I hope the peer review experience will give you ideas for improving your own video.

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## Discussion Board postings

This is an asynchronous online course, so we depend on the discussion board for our classroom interactions. This is also a bilingual ASL-English course, so out of the 10 discussion questions, **you are required to post at least 4 times in each language**. So, any of the following combinations are acceptable: 4 English postings + 6 ASL postings; 5 English postings + 5 ASL postings; 6 English postings + 4 ASL postings. You can decide which questions you want to answer in English and which ones you want to answer in ASL. For ASL video postings, I suggest either creating a YouTube video then embedding the link in your posting (as "Mashups"). If you are unsure how to do this, you can find various How-To documents by clicking on the Help link on the side-bar menu of our Bb page. Both ASL and English postings should be professional, courteous and clear. **Please plan your ASL postings in advance and keep them under 3 minutes**; material beyond 3 minutes will not be graded.

The discussion board is where you can talk about topics that interest you, questions you are curious about, problems you are encountering, etc. When you post something on the discussion board, your instructor can see how

well you are understanding the material, and can give feedback that will help you will HW and quizzes. For each discussion question, **you must post at least one response, or comment on someone else's response by Sunday midnight at the latest** (by Thursday is ideal); you can post more than once, but only your first post for each discussion question will be graded; **to earn maximum points, make sure you provide all the information that the discussion question asks for**. Each graded posting will be scored according to this rubric:

5 points	This is an exceptionally good answer. Your posting displays the qualities of a 4-point response below, PLUS extends the discussion by adding something new (e.g. offering a relevant examples from online video data (please include link), suggesting concrete applications for teaching ASL, or pointing out exceptions or opposing views, etc.). Demonstrates independent, advanced thinking beyond the course material.
4 points	This is a good answer, and the most typical grade for Discussion Question postings. You provided appropriate answers to all parts of the Discussion Question, with enough depth to show that you really understand the material. All aspects of the question are covered adequately according to the course material.
3 points	Your posting responds to the Discussion Question with relevant information from your coursework or outside sources and includes enough depth to show that you really understand the material. However, you overlooked and failed to respond to one or more parts of the Discussion Question.
2 points	Your posting mentions information that is relevant to the Discussion Question, but only superficially, with little or no expansion, analysis or discussion. There is not sufficient evidence from what you wrote/signed that you really understand how this material answers the Discussion Question.
1 point	You posted after Sunday midnight, too late for others to see it before taking the exit quiz for this module.
0 points	You did not post anything at all for this Discussion Question before the end of the course.

## List of Discussion Questions for this semester (all required)

Here is the full list of Discussion Questions for then entire course, so that you can plan ahead and decide which questions you want to answer in ASL, and which ones you want to answer in ASL.

### Getting Started

**DQ1:** Tell us a little about your background in acquisition, and your expectations for this class. How do you hope the class will help you? What is the most fascinating, perplexing, or frustrating experience you have had with language acquisition (either as a teacher or a learner)?

### Module I Birth to 8 Months

**DQ2:** In lecture 01-02, we learned that for hearing fetuses, language learning begins even before birth. While still inside the womb, these fetuses start learning the intonational and rhythmic patterns of their mother's spoken language. What about deaf babies? What kind signals from the outside world do they receive when they are inside the womb, and can you think of any way(s) that this information might contribute to language learning?

**DQ3:** Go to Laura-Ann Petitto's website and watch the short video clip showing a hearing baby and a deaf (signing) baby from the babbling study (<http://www.utoronto.ca/~petitto/lab-info-HowChildrenAcquireLanguages.php> then scroll down to the section under the heading: The Physics of Manual Babbling: The OPTOTRAK Study.) . What differences do you notice between the hand movements of the two babies? Some researchers would say that both babies are manually babbling, while others would say that only the Deaf baby's production counts as true manual babbling. What do you think? Is it possible for children who are not exposed to any sign language to manually babble, at least at early stages? Why or why not?

### Module II Early L1 Phonology

**DQ4:** Find a clip online (make sure to include the link!) of a young child signing, and find at least two signs that differ from their target forms. For each sign, give a short analysis of the error: explain what phonological processes or patterns account for the child's form. Find a clip online or use this clip of Deaf adopted twins at <http://www.youtube.com/watch?v=5-fwQpCylW4> or this one of a Deaf toddler signing BSL- you can perform phonological analysis by comparing the child's signs to her mother's: <http://www.youtube.com/watch?v=3o8Z2lzS764>.

### Module III Lexical Learning

**DQ5:** Our book makes the interesting claim at the end of Chapter 4 (p. 104-105) that hearing babies go through a phase when they can't make an emotional facial expression and talk at the same time. The claim is that babies need time to learn how to coordinate expressions of emotion and words simultaneously. Would you predict that Deaf signing babies go through this stage, too, or might their early exposure to ASL give them some advantage over non-signing babies in this area?

### Module IV Syntax and Beyond

**DQ6:** Pretend you are reading a blog posting about baby sign. The poster writes: *I just read an amazing article about the benefits of signing with your baby. Sign language is easier than English for babies to learn, so they can learn it earlier and tell their parents what they want instead of crying. Also, signing with my baby will stimulate her brain to begin language development earlier than usual, which will give her a head start in learning English grammar and vocabulary. What a great deal, no wonder everyone is signing with their babies!* There are several over-simplifications in this post that suggest that this person has not read the research about sign and gesture development, and also does not seem to be aware of Deaf culture. Post a brief response in which you clarify some aspect of the research findings on sign acquisition, referring to at least one of your readings, and also point out the role of ASL in the Deaf community. Try to keep your tone courteous and professional.

### Module V Intro to L2 Acquisition

**DQ7:** At the end of lecture 05-02, I showed some examples of how to carry out error analysis on new signers' ASL errors. Following this model, describe one developmental error and one transfer error that new signers might make. For each error, briefly explain (a) what the target form should be, (b) how the produced form differs from the target form, (c) which linguistic level is affected (lexical, phonological, morphological, syntactic or discourse), and (d) whether the error is a developmental error, or a transfer error from L1. (If you are having a hard time thinking of errors, watch some of the new signers on YouTube for inspiration.)

### Module VI Sign L2 Acquisition

**DQ8:** Watch the YouTube video embedded in our discussion board for this module. Pretend this woman is a student in your ASL class. Identify and analyze 2 phonological errors from the video, using Rosen (2004) and Mirus et al. (2001) as your guides (please do not choose the same two signs as someone before you-- don't worry, there are plenty of errors in this clip!). Then describe how you would address these errors to the student. Would you correct her (how?) or just ignore the error (why?)?

**DQ9:** Identify one thing you have learned about M2 sign acquisition in this class and explain how you can apply this in a concrete way to in your ASL classrooms. You can make up a classroom activity, describe how you will use this information in your evaluation of students, etc.

### Module VII Critical Period

**DQ10:** Pretend that you are reading a blog by a hearing mother who just gave birth to a deaf baby. She writes: *We are planning on getting a cochlear implant for our baby around 11 months, so that she will still be exposed to English early enough to learn it well. I asked the doctors if we should learn sign language in the meantime, but they said that there is no evidence that signing helps cochlear implanted children, and it may even delay speech acquisition. So I guess we'll just wait out these first 11 months and hope for the best.* Knowing what you now know about critical period effects and the risks of delaying language exposure by even one year, how would you respond to this mother? Base your arguments on research rather than on emotion.

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### Muddiest Point blog

One the menu along the left-hand side of our Bb site, you will see a link to the "Muddiest Point blog." Click on this blog any time to post questions that you have about the course, and your instructors will post answers where everyone can access them. Chances are, if you have a question, you're not the only one, so check this blog often during the course to see if there is anything new there.

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### Ungraded self-check activities

Occasionally, there will be self-check activities to help you monitor your understanding of the course material before you turn in your homework or take the exit quiz. These activities are short and ungraded, and provide a low-stakes way for you to test your knowledge.



## Textbook:

Golinkoff, R. and K. Hirsh-Pasek. 2000. *How babies talk: The magic and mystery of language in the first three years of life*. Plume. ISBN: 0-452-28173-3 (**Required**)

## Additional required readings (posted on Blackboard website):

- Anderson, Diane & Judy Reilly (2002) The MacArthur Communicative Development Inventory: The Normative Data for American Sign Language. *Deaf Studies and Deaf Education* 7: 83-106.
- Boyes Braem, Penny (1990), Acquisition of the Handshape in American Sign Language: A Preliminary Analysis. In: Volterra, Virginia/Erting, Carol (eds.), *From Gesture to Language in Hearing and Deaf Children*. Washington, DC: Gallaudet University Press, 107–127.
- Chen Pichler, Deborah (2008), Views on Word Order in Early ASL: Then and Now. In: Quer, Josep (ed.), *Signs of the Time. Selected Papers from TISLR8*. Seedorf: Signum, 293–315.
- Chen Pichler, Deborah (2009) Sign language development. In K. de Bot et al. (eds.) *Language development over the lifespan*. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 217-241.
- Chen Pichler, Deborah (2011), Sources of Handshape Error in First-time Signers of ASL. In: Napoli, Donna Jo/Mathur, Gaurav (eds.), *Deaf Around the World. The Impact of Language*. Oxford: Oxford University Press, 96–121.
- Chen Pichler, Deborah (2012) Language acquisition. In R. Pfau, B. Woll and M. Steinbach (eds.) *Handbook of Linguistics and Communication Science: Sign Language*. Berlin: de Gruyter
- Chen Pichler, D. (submitted) Psycholinguistics: Baby Signs, in P. Boudreault, G. Gertz and G. Golson (eds.) *The Deaf studies encyclopedia*, Sage Publications.
- Fromkin, V., R. Rodman & N. Hyams (2003) *An introduction to Language, 7th edition*. Boston: Heinle.
- Mayberry, R. I., Lock, E. & Kazmi, H. (2002). Linguistic ability and early language exposure. *Nature*, 417, 38.
- McIntire, Marina/Reilly, Judy (1988), Nonmanual Behaviors in L1 & L2 Learners of American Sign Language. In: *Sign Language Studies* 61, 351–375.
- Mirus, Gene, Rathmann, Christian, and Meier, Richard (2001), Proximalization and Distalization of Sign Movement in Adult Learners. In: Dively, Valerie/Metzger, Melanie/Taub, Sarah/Baer, Anne Marie (eds.), *Signed Languages: Discoveries from International Research*. Washington, DC: Gallaudet University Press, 103–119.
- Morford, Jill and Rachel Mayberry (2000) A reexamination of "early exposure" and its implications for language acquisition by eye. In C. Chamberlain, J. Morford and R. Mayberry (eds.) *Language acquisition by eye*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Morgan, Gary and Judy Kegl (2006) Nicaraguan Sign Language and theory of mind: the issue of critical periods and abilities. *Journal of Child Psychology and Psychiatry*, 47:8, 811-819.
- Özçalışkan, Şeyda & Susan Goldin-Meadow (2005) Gesture is at the cutting edge of early language development. *Cognition* 96:B101-B113.
- Parker, F. & K. Riley (1999) *Linguistics for Non-Linguists: A Primer with Exercises, 4th edition*. Boston: Allyn & Bacon, 2010.
- Petitto, Laura Ann & Paula Marentette. 1991. Babbling in the manual mode: Evidence from the ontogeny of language. *Science*, 251:1493-1496.
- Pizer, G., Shaw, K. M., and Meier, R. (2008) Joint Attention and Child-Directed Signing in American Sign Language. *Supplement to Proceedings of the 32nd Boston University Conference on Language Development*.
- Rosen, Russell S. (2004), Beginning L2 Production Errors in ASL Lexical Phonology. In: *Sign Language Studies* 7, 31–61.
- Saville-Troike, M. 2006. *Introducing second language acquisition*. Cambridge University Press. ISBN 0-521-79407-2
- Tyler, Andrea & Vyvyan Evans (2004) Applying cognitive linguistics to pedagogical grammar: the case of over. In M. Achard & S. Niemeier (Eds.), *Cognitive Linguistics, Second Language Acquisition, and Foreign Language Teaching*. Berlin: Mouton de Gruyter, 257-280.
- Woolfe, Tyron/Herman, Rosalind/Roy, Penny/Woll, Bencie (2010), Early Lexical Development in Native Signers: A BSL Adaptation of the MacArthur-Bates CDI. In: *Journal of Child Psychology and Psychiatry* 51, 322–331.

## Course Policies

### 🗣 Graduate School and University policies:

Please take a moment to familiarize yourselves with important Graduate School and University policies regarding OSWD accommodation, academic integrity, course registration and withdrawal, grading and the academic appeals procedure. You can access the current text for all these policies by clicking on the *Policies* link in the menu along the left side of our class Blackboard site, or by visiting .

### 🗣 Submitting LIN 510 homework:

When you are ready to start a HW assignment, download the Word document by clicking on the link in your module. Some HW assignments are based on video clips; for these, I will always give you URLs that link to the videos. Type your answers directly on the Word document, then **rename it (eg. LIN510-HW2-Smith.doc)** and upload it back through Blackboard. **Please do not email HW unless you have made special arrangements in advance with your instructor.**

### 🗣 Late assignments:

**HW assignments are always due by Thursday at midnight (your local time).** Please submit your homework via Blackboard by the due dates listed on your syllabus. If you have an emergency and know you will not be able to hand in an assignment on time, it is your responsibility to your instructor in advance so we can agree on an alternative plan. Otherwise, I will expect you to hand in assignments on time. If you've finished the material early, you can turn your HW in earlier, of course. Your instructor will work hard to return your HW by Friday night, so that you have feedback before taking the exit quiz for that module.

🗣 **Redos on assignments:** Due to the very short duration of this class, students are **only allowed to redo one HW assignment**. If you decide to redo an assignment, you must hand it in within a week of getting it back from your instructor (initial grading). Your final grade on the assignment will be the average of your original grade and the grade on your redo. Also, remember that at the end of the semester, **your lowest HW grade will automatically be dropped.**

🗣 **Getting extra help:** All instructors will hold regular office hours each week for extra help. Dates and times will be determined at the beginning of the semester. You can also email any instructor at any time, or request to video chat, but **please keep in mind that your instructor will not always be able to respond to you immediately when you contact him/her**, especially between Thursday and Friday, when we will be working under a tight deadline to grade your HW within 24 hours. Finally, we strongly encourage students to form study groups to discuss and review course material.



## Course Schedule (to be followed in order)

Revisions will be posted on our class Blackboard site. NOTE: HBT = *How Babies Talk* (required textbook)

Module	Ppt	Individual Topics	Readings	Assignments
Getting started			Review Module 0 if you need a quick refresher on linguistics.	Take pre-test by 8/25, <b>before</b> beginning any readings and lectures.
Opens 8/20				Post DQ1
Module 1: Birth to 8 months	01-01	Introduction: What is language acquisition?	HBT Intro	
Opens 8/22	01-02	Birth to 3 months: Babies know an awful lot about language	HBT Chap. 1	Post DQ2
	01-03	Child-directed language (“Motherese”)		
	01-04	Joint attention; How to write a UYR	Pizer et al. (2008)	HW 1 (due 8/28 at midnight)
	01-05	Vocal and Manual babbling	HBT Chap. 2 (through “How we babble to babies”) Petitto & Marentette (1991)	Post DQ3
Exit Quiz				Take Exit Quiz I
Module 2: Early phonology	02-01	Basic concepts in phonology		
Opens 8/29	02-02	Crash course in spoken phonology	IPA and mouth charts	
	02-03	L1 sign phonology	Chen Pichler (2012) SL phonology excerpt Boyes Braem (1990)	
	02-04	How to do L1 phonological analysis for sign		Post DQ4
	02-05	L1 phonology and phonological analysis for speech	Fromkin et al. (2003) excerpt	HW 2 (due 9/4 at midnight) Make sure to finish the practice activity (on the last two slides) first!
Exit Quiz				Take Exit Quiz 2
Module 3: Lexical learning	03-01	Breaking into the lexicon: Segmenting the sign and speech streams	HBT Chap. 2 (from “What’s a word worth?”) and Chap. 3	
Opens 9/5	03-02	First words, 9-12 months	HBT Chaps. 4 & 5	
	03-03	Early sign vocabulary development	Anderson & Reilly (2002) Woolfe et al. (2010)	Post DQ5 HW 3 (due 9/11 at midnight)
Exit Quiz				Take Exit Quiz 3



Module	Ppt	Individual Topics	Readings	Assignments
Module 4: 18-36 months, Syn- tax and be- yond  Opens 9/12	04-01	Word order	HBT Chap. 6 Chen Pichler (2008)	
	04-02	Introduction to gesture		
	04-03	How gesture leads early syntax	Özçalışkan et al. (2005) Chen Pichler (submitted)	Post DQ6 HW 4 (due 9/18 at midnight)
	04-04	Later syntax	HBT Chaps. 7 & 8	
Exit Quiz				Take Exit Quiz 4
Module 5: Introduction to L2 acquisi- tion  Opens 9/19	05-01	Introduction to SLA (L2) research	Saville-Troike Chapters 1 & 2	
	05-02	Contrastive Analysis and Error Analysis	Saville-Troike Chap. 3	Post DQ7
	05-03	Internal vs. External focus	Tyler & Evans (2004)	
	05-04	Focus on language transfer		HW 5 (due 9/25 at midnight)
Exit Quiz				Take Exit Quiz 5
Module 6: Sign L2 ac- quisition  Opens 9/26	06-01	Understanding beginning M2 signers	Chen Pichler (2009)	
	06-02	Focus on M2 sign phonology	Rosen (2004)	Post DQ8
	06-03	M2 transfer and markedness	Chen Pichler (2011)	HW 6 (due 10/2 at midnight)
	06-04	M2 Proximalization	Mirus et al. (2001)	
	06-05	M2 nonmanuals & prosody	McIntire & Reilly (1988);	Post DQ9
Exit Quiz				Take Exit Quiz 6
Module 7: Critical Pe- riod  Opens 10/3	07-01	Introduction to Critical Period: the linguistic impact of language delay	Morford & Mayberry (2000)	
	07-02	Late L1 acquisition ≠ L2 acquisition	Mayberry et al. (2002)	Post DQ10
	07-03	Cognitive impact of language delay; Theory of Mind	Morgan & Kegl (2006)	HW 7 (due 10/9 at midnight) Outline to instructor by 10/9
Exit Quiz				Take Exit Quiz 7
Module 8: Final video week Opens 10/3		Send your partner draft video		by 10/13/2013
		Send feedback to your partner		by 10/15/2013
		Final video due to instructor		by 10/19/2013
		Post-test & Course evaluations		Due 10/20/2013