

## Course Outline: **Language Science** (ePsy 230), Fall 1995

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Office Hours: 1-2:00, TTh., or by appointment (call my extension and leave (your) name, number, and message).

### **Scope of the Course**

This class, required for majors in speech-language pathology, provides an introduction to linguistic description as used by clinical language pathologists. In this field we generally use a traditionalist-descriptive framework mixed with insights from Chomsky's (1965) Standard Theory. Such a grammatical model provides a framework for discussing syntax and parts of morphology and semantics. This model also serves as the basis for widely-used developmental language analysis procedures such as *LARSP* and *DSS*.

### **Instructional Goals**

Mainly you'll just learn to identify grammatical structures that you have been using effortlessly for year and years. The target grammatical structures of the course are those covered in our text and in the lectures.

1. Given a target grammatical structure such as *noun* or *present participial phrase*, write an original sentence which uses that constituent structure.
2. Identify the target grammatical structures in instructor-presented sentences.
3. Draw diagrams for instructor-presented sentences which label constituents and show the hierarchical relations among constituents.
4. Given a sample of a child's language, write a valid description of the child's grammatical abilities development.

### **Required Text**

Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. London: Longman. This is a pretty good text; not perfect, but I'll use it until I finish writing my own text for this class, *English Grammar: A Tedious, Painful Approach*.

### **Reference Books**

Other useful references on traditionalist-descriptive grammar include:

- Morenberg, M. (1991). *Doing grammar*. New York: Oxford University Press.
- Gordon, K. E. (1984). *The transitive vampire: A handbook of grammar for the innocent, the eager, and the doomed*. New York: Times/Random House.
- Liles, B. L. (1979). *A basic grammar of modern English*. Englewood Cliffs, NJ: Prentice Hall.
- Fries, C. C. (1952). *The structure of English*. New York: Harcourt, Brace & World.

For an introduction to Chomsky's (1965) Standard Theory, I suggest:

- Lilies, B. L. (1971). *An introductory transformational grammar*. Englewood Cliffs, NJ: Prentice Hall.

### **Course Requirements**

1. Complete the assigned reading and any assigned exercises before class.
2. Come to class. Borrowing notes is a nuisance to other students and is a poor substitute for your own encoding of class material.
3. Take all examinations on time and do well.

### **Honor Code**

I expect you to adhere to the Honor Code. Too many qualified people are not admitted to BYU because of enrollment ceilings to allow a space to be wasted on someone who isn't keeping their commitment to obey the Code. Remember that the code applies to your behavior both on- and off-campus. Contents of exams are confidential and you must not share them until I have passed back the exam and thus made it public information. This prohibition includes giving other students hints as to which areas to study or not study as well as reciting or

paraphrasing specific questions from the exam. Students caught cheating on an exam by Testing Center personnel will receive a failing grade for the course and a report of the incident will be sent to the Honor Code Office.

### **Exams**

We will have three midterm exams and a final exam. Each midterm exam will be worth a possible **100** points; the final will be worth a possible **200** points. Exams will necessarily be cumulative and will cover class lectures, class discussion, and assigned readings. They will consist of a variety of "objective" question types: fill-in, labeling, and write-a-sentence-which-contains-a-particular-grammatical-structure, and so on.

I'll give all exams in the testing center. You may take an exam late without penalty **only** when you provide written proof of serious illness, death, or extenuating circumstance to me. Otherwise, late exams will be penalized **15%** per school day late. I record exam scores as a percentage of the high score in the class. Thus if the high raw score on an exam were 95, I would record the person scoring 95 as 100%; I would record a raw score of 92 as 92/95 or 97%.

### **Semester Grading**

I will base semester grades  $\geq 90\%$  on the exams and  $\leq 10\%$  on class participation (which includes turning in written assignments and pop-quizzes on assigned reading). I won't drop any exam scores. The grading scale I use at the end of the semester is 95-100% of the possible points for an A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and below 60%, an E. Extra credit is not possible. Please do well on exams; they are then much easier to grade.

### **Pace of the Term**

Obviously, we'll have to move quickly through the text, given that we have 15 chapters and 14 weeks. We'll cover a chapter every week and have an exam every 3 weeks. Exams will be taken outside of class. Don't wait to ask questions! In class I'll try to help as many people understand as I can, but if it still isn't clear, drop by or call. I'd much rather answer questions before the exam than after.

### **Students With Disabilities**

If you have any disability which may impair your ability to successfully complete this course, please let the instructor know during the first week of class. Accommodations are coordinated through the instructor in consultation with the Services for Students with Disabilities (SSD) Office and may require medical and/or psychological documentation. The SSD Office is located in 160 SWKT, 378-2767.

### **Some Dates to Remember**

September 18 (Monday) Last day to drop classes without receiving a "W"

September 26 (Tuesday) and 27 (Wednesday) \* **Exam 1** in Testing Center

October 9 (Monday) Last day to drop classes for academic reasons

October 19 (Thursday) and 20 (Friday) \* **Exam 2** in Testing Center

November 14 (Tuesday) and 15 (Wednesday) \* **Exam 3** in Testing Center

November 23 (Thursday) \* No class: Thanksgiving

December 7 (Thursday) \* No class: ASHA Convention

December 13 (Wednesday) Last day of Fall '93 classes

December **18 (Monday ) ONLY** \* **Final Exam** in Testing Center