

## Course Outline: Language Science (ASLP 230), Fall 1997

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Office Hours: 8:30-10:45, T Th., or by appointment (call my extension and leave (your) name, number, and message).

### Scope of the Course

This class, required for majors in audiology and speech-language pathology, provides an introduction to describing sentence structure. In our field we generally use a traditionalist-descriptive model of grammar. We typically collect a sample of a person's spoken language, transcribe it, and describe the grammatical categories ("parts of speech") and sentence structures in that sample. We can then compare the sentence structures from a child's language sample to developmental information to see what the child has mastered, is working on, and will next work on. With both children and adults, language sample analysis allows us to monitor progress, anticipate problems, and design treatment programs.

### Required Text

Morenberg, M. (1997). Doing grammar (Second Edition). New York: Oxford University Press.

We'll cover the first 9 chapters of this brief text. Each chapter has 50 sentences for you to analyze; you'll do these as homework, check them against a key that I will make available, and turn in the checked and corrected sentence analyses for points (4 points if complete and on time; 2 if incomplete or late).

### Reference Books

Other useful references on traditionalist-descriptive grammar include:

- Greenbaum, S (1996). The Oxford English Grammar. New York: Oxford U. Press.
- Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. London: Longman.

### 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.

### 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 receive a failing grade for the course and a report of the incident is sent to the Honor Code Office.

#### Exams

We will have two midterm exams and a final exam. Exams will necessarily be cumulative and will cover class lectures, class discussion, and assigned readings. Here are the chapters for each of our exams:

Exam 1: Ch. 1, 2, 3 Exam 2: 4, 5, 6 Final Exam: 7, 8, 9

Exams will consist of "objective" question types, mainly fill-in.

I'll give all exams in the testing center. Each midterm exam will be worth a possible 100 points; the final will be double weighted and thus worth a possible 200 points. 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 will drop any exam score except the final. 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

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

Sept 15 (Monday): Last day to drop classes without receiving a "W"

Sept 26 (Thursday) and Sept 27 (Friday): Exam 1 in the Testing Center

Oct 7 (Monday): Last day to drop classes for academic reasons

Oct 17 (Thursday) and Oct 18 (Friday): Exam 2 in the Testing Center

Nov 14 (Thursday) and Nov 15 (Friday): Exam 3 in ye olde Testing Center

Nov 21 (Thursday): \* No class: ASHA Convention  
Nov 28 (Thursday): \* No class: Thanksgiving  
Dec 11 (Wednesday): Last day of Fall '96 classes  
Dec 18 (Wednesday) and Dec 19 (Thursday): Final Exam in the Testing Center