

Course Outline: **Language Science** (ASLP 230), Winter Semester 2001

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Office Hours: 1:00-3:00 TTh., or by appointment (call my extension and leave your name, number, and message).

Scope of the Course

This class, required for majors in audiology and speech-language pathology, provides an introduction to language science. In our field we typically collect a sample of a person's spoken language, transcribe it, and, among other things, 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 which items 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 and evaluate treatment programs.

Text

Morenberg, M. (1997). *Doing grammar (Second Edition)*. New York: Oxford University Press. We'll cover the first nine chapters of this brief text. Each chapter has sentences for you to analyze and I may give you additional sentence along with each chapter; you'll do these sentences as homework, check them against a key that I will make available on the class web page, and turn in the checked and corrected sentence analyses for points (four points if complete and on time; three if less than one week late, two if incomplete or later).

Exams

We will have two midterm exams and a final exam. Exams are cumulative and cover class lectures, class discussion, and assigned exercises. Exams will consist of computer-scored multiple choice questions. I will 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%.

Term Project Report

Using the grammatical terminology covered in class, each student will compare two language samples collected from one child a year apart. Obviously, these samples have already been collected by other researchers. The samples have been transcribed and will be downloaded from the class web page. The paper will begin with a narrative summary of (a) what the child exhibited in terms of sentence structure in the first sample and (b) what changed over the year.

The second section of the paper will provide the supporting evidence upon which the first section was based; it will have sentences from the child's samples pasted under grammatical applicable structure headings such as *relative clause*, *wh-noun clause*, and other categories to be covered in the text and lectures.

The report will be graded on (a) the thoroughness and accuracy of the analysis and summary statements [75 points possible; rated on a 1 to 5 point scale with the rating multiplied by 15] and (b) clarity of presentation, which includes clarity of writing, freedom from typing, spelling, or grammatical errors [25 points possible; rated on a 1 to 5 point scale with the rating multiplied by 5].

Semester Grading

I will base semester grades on the exams, the term project, and the homework. If it helps your grade, I will drop the score on exam one and/or exam two (as all that material --plus more-- is tested again on the final) but I won't drop the final, the project report, or the homework 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.

Pace of the Term

In class I'll try to help as many people understand as I can, but if it still isn't clear, drop by, email, or call. I'd much rather answer questions before the exam than after it.

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 the incident is reported to the Honor Code Office.

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 1520 ELWC, 378-2767.

Some Dates to Remember

Jan 22 (Monday): Last day to drop classes without receiving a "W"

Feb 8, 9 (Thursday, Friday) Exam I in Testing Center

Feb 12 (Monday): Last day to drop classes for academic reasons

Feb 19 (Tuesday): Monday classes meet today

Mar 15, 16 (Thursday, Friday) Exam II in Testing Center

Apr 17 (Tuesday): Last day of this class

Apr 20-25 (Friday-Wednesday): Final Exam in Testing Center