

Course Outline: **Language Science** (ASLP 230), Winter Semester 2005

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Office Hours: T,Th 8:30-9:15 or by appointment or drop by

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Scope of the Course

This class, required for majors in audiology and speech-language pathology, provides an introduction to language science. The class focuses on clinical language measurement, primarily on syntax (the description of words and word order). The class also focuses on Developmental Sentence Scoring as one example of a clinical language sample analysis method, and the class touches on automated clinical language sample analysis. 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, 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.

Course Objectives

1. Students will learn to describe English sentence structures in children and adults. This is toward meeting ASHA's KASA ("Knowledge And Skills Acquisition") standard III-B.
2. Students will describe the sentence structure of language-impaired children using Developmental Sentence Scoring (Lee, 1974). [This works toward KASA standard III-C • expressive language, morphology and syntax]

Aims of a BYU Education

A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service (2004 BYU Catalog). This class mainly emphasizes intellectual enlargement, but your efforts to be pure and to receive spiritual help, to perform tests and exercises with integrity and honesty, and to master this material to be eventually of better use to your clients should guide your efforts in the class.

Course Alignment with the Aims of the David O. McKay School of Education (MSOE)

The Conceptual Framework Aims of the MSOE are to (a) embrace and apply the moral dimensions of teaching, (b) demonstrate academic excellence, (c) model collaboration, and (d) act with social competence. This course addresses the issue of academic excellence by providing a thorough grounding in the description of sentence structure, primarily the grammatical structure of children's spoken language. The issue of collaboration will be discussed in the context of a team approach in describing children's language and the possible impairment of this language. Working effectively as a team requires that clinicians understand and respect the expertise and roles of other professionals with whom they will interact, thus demonstrating a high level of social competence.

Text

1. Morenberg, M. (2002). *Doing grammar* (Third Edition). New York: Oxford University Press. We'll cover the first nine chapters of this brief text. Each week I will assign sentences for you to analyze; you'll do these as homework, check them against a key that I have posted on Blackboard, and turn in the checked and corrected sentence analyses for points (four points if complete and on time; two if incomplete or late).
2. The last third of the course will require readings on Developmental Sentence Scoring; these readings will be posted on the class web page. We will do homework exercises on DSS; the utterances and the key will be posted on Blackboard.

Course Requirements

1. Complete 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 sharing 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.

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 probably consist of computer-scored multiple choice questions. 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 about 90% on the exams and about 10% on written assignments. 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.

Lab & Help Sessions

About four hours of outside assistance per week will be offered in Lab & Help Sessions. These sessions are optional but encouraged. The sessions will be run by a SLP graduate assistant. The schedule for these sessions will be worked out in class and sessions will start after the second week of class.

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, e-mail me, call, or drop by. I'd much rather answer questions before the exam than after.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Some Dates to Remember

Jan 18 (Tuesday): Last day to drop classes without receiving a "W"

Feb 3 (Thursday) and Feb 4 (Friday): **Exam 1** in Testing Center

Feb 8 (Tuesday): Last day to drop classes for academic reasons

Feb 22 (Tuesday): Monday classes meet today

Mar 17 (Thursday) and Mar 18 (Friday): **Exam 2** in Testing Center

Apr 13 (Wednesday): Last day of class

Apr 16-21: **Final Exam** week