Language Science (ePsy 230), Fall 1994
Course Outline

Prof. Ron Channell, PhD
Office: 128 TLRB
Phone: 378-6457
Office Hours: 8:30-10 & 1-2:30, 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.

On the graduate level, speech-language pathology students will learn of more recent and
more explanatory theories of grammar and models of language acquisition. However, the
discussion of these more satisfying models requires the firm grasp of language-descriptive terms
such as relative clause, cleft sentence, and absolute phrase which you'll gain in this class.

Required Text
pretty darn good text; not perfect, but I'll use it until I finish writing my own text for this class,

Required Syllabus
I've created a syllabus for this course which contains (a) diagrams of all the exercise
sentences in Max's text, (b) changes I've made from the text, (c) old exams and their keys, (d)
information on Margaret Lahey's Content/Form Analysis method, which we'll cover in class.
You'll want to buy (or copy) a copy of this syllabus.

Reference Books
1. The book which covers Content/Form Analysis is:
2. My favorite reference book on traditional descriptive English grammar is:
   This book is an abridged and revised version of their definitive book,
   language. London: Longman, a text commonly known as the "Quirk Grammar."
3. Other useful references on traditionalist-descriptive grammar include:
4. For an introduction to Chomsky's (1965) Standard Theory, I suggest:
5. For an introduction to more current thinking in grammar, read:
6. For me the classic book in the traditionalist-descriptive paradigm is:
Course Requirements

1. Complete the assigned reading and exercises before each 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.

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, sentence diagramming, and write-a-
sentence-which-contains-a-particular-grammatical-structure.

I'll give 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 ≥ 90% on the exams and ≤ 10% on class participation (which
includes turning in written assignments and pop-quizzes on assigned reading). I don'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.

Instructional Goals

Mainly you'll just learn to identify grammatical nuances that you have been using
effortlessly for year and years. The target grammatical structures of the course are those
covered in Max's text, chapters 1-7 and in the syllabus.

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 "tree" 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 syntactic
   abilities and semantic development.

Role of the Exercises

I have you do the 50-sentence exercise at the end of each of Max's chapters. You'll correct
them yourself (using a different color of pencil or ink and my answer key) and turn the
corrected exercises in. I'll give you a token amount of points (4 pts if on time, 2 pts if late) for
doing the exercise but the function of the exercises is to prepare you to take the exams. I'll also
give you practice exams which you'll complete, correct, and turn back in for similar token
credit.
I realize that some people may merely recopy my key and turn it in; this is seriously short-sighted. Such behavior should alert you to other moral and spiritual stupidities in your life. You can try to save face and buy time for later change --and serious study-- but hey, it won't happen; you can't change a shallow, dishonest lifestyle overnight and you have bigger problems than any grade in a beginning class will indicate.

Rather, use the answer key to get feedback on your best efforts. If you want more sentences for practice see me and I'll give you some and I'll be glad to go over your analysis of them with you. Isn't it strange how academics sometimes mirrors life?

Software
I've written some software that allows a person to practice sentence analysis using Lahey's C/F model. It's called SAP (Sentence Analysis Practice) and only runs on the Macintosh. It's also free. It includes several hundred sentences that we've analyzed in terms of constituents and semantic relations; it has you make analysis decisions and gives hints, definitions, and feedback on your decisions. You can use it on your own Mac or in one of the campus Mac labs (MCKB, etc.). It's not great but it's the only software for learning this analysis method.

Pace of the Term
Obviously, we'll have to move quickly through the text, given that we have 7 chapters and 14 weeks. We'll cover a chapter every other week and have an exam every 3-4 weeks. Exams will be taken outside of class. Don't wait to ask questions! In class --and especially on Friday-- 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.

Sample Exams
Copies of all previous exams and practice exams (and keys for these exams) are available for your use. In W'93 semester we had 3 exams, over chapters 1-3, 4 & 5, and 6 & 7. In Spring and Fall '93, I put only chapters 1 & 2 on the first exam, so obviously some of the material on the old first exams won't be on your first exam. However, with the class going from 2 to 3 credit hours, the Lahey material is new and hasn't been on exams in this class before.

General Schedule

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<td>M  5</td>
<td>Labor Day holiday (no classes held)</td>
<td>M  12</td>
<td>Last day to drop classes without receiving a &quot;W&quot;</td>
<td>T, W 20, 21</td>
<td>Exam I in testing center covers: Lahey on Content/Form/Use, constituents, verb relations, and Max's chapter 1.</td>
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<td>T, W 11, 12</td>
<td>Exam II in testing center covers: Lahey on non-verb relations and Max's chapters 2 and 3.</td>
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<td>Exam III in testing center covers: Lahey on multi-verb relations and Max's chapters 4 and 5.</td>
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<td>ASHA convention (no class held)</td>
<td>Th, F 24, 25</td>
<td>Thanksgiving break</td>
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<td>Th, F 15, 16</td>
<td>Exam IV in testing center covers: Lahey on deriving goals from children's language samples, the &quot;focused stimulation&quot; treatment method, and Max's chapters 6 and 7.</td>
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