Course Outline: **Language Science** (ePsy 230), Fall 1996

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Office: 128 TLRB  
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Office Hours: 9-11:45, 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 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. This 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**.

**Instructional Goals**  
Mainly you'll learn to identify word types and grammatical structures that you have been using effortlessly for year and years. The target structures of the course are those covered in our texts and in the lectures.

**Required Texts**
   This book is fun to read and its chapters are short (about 12 pages each) and are easily digested. We will read all chapters except #13. Two other chapters have a total of 3 example sentences which include profane words. If you prefer, you may bring your copy of the text by my office and I will locate and white-out the offensive words for you.
   We'll cover all 7 chapters of this brief text. Each chapter also has 50 sentences for you to analyze; you'll do these as homework, check them against a key that I will provide, 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:

**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. Exams will necessarily be cumulative and will cover class lectures, class discussion, and assigned readings. Here is the reading for each of our 4 exams:

- Exam 1: Aitchison chapters 1, 2, 3, 4, 9, 10 (pp. 1-50, 99-120)
- Exam 2: Aitchison chapters 5, 6; Max chapters 1, 2, 3
- Exam 3: Aitchison chapters 7, 8, 11, 12; Max chapters 4, 5
- Final Exam: Aitchison chapters 14, 15, 16, 17, 18, 19, 20; Max chapters 6, 7

Exams 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. 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 ≥ 90% on the exams and ≤ 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 texts, given that we have more chapters than weeks. We'll 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
Sept 16 (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