COMD 332 - Language Science

Winter 2015

Section 001: 177 TLRB on T Th from 9:30 am - 10:45 am

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This class studies the way that language is processed in the mind and brain. Primarily we'll focus on how the mind and brain assemble word components (morphemes) and words themselves into conventional and meaningful sequences (syntax). We'll discuss how errors can occur in the speech and language of (a) people who are otherwise typical, (b) people who have had a brain injury, and (c) children and others who are learning language. Along the way, we'll learn several clinically useful ways of measuring and describing a person's language abilities.

Materials

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Grading Scale

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Learning Outcomes

English Sentence Structure and Development

Discuss English sentence structure and its development in children using common descriptive terms.

Evaluate Transcriptions for Syntactic Constructions

Examine a transcript of a client’s language sample and evaluate evidence that the client can use various syntactic constructions.

Grading Policy

Exams
We will have three midterm exams and a final exam. Exams are cumulative and cover class lectures, readings, and exercises. Midterm exams will consist of computer-scored multiple choice questions. I’ll give midterm exams in the testing center; the final will be a clinical, fill-in exam in our regular classroom at the scheduled time. Each midterm exam will be worth a possible 100 points; the final is also worth 100 points. You may take an exam late without penalty only when you provide advance written notice of serious or contagious illness, death, or extenuating circumstance to me (email is okay). Otherwise, late exams will be penalized 15 points per school day late. I adjust exam scores to be a percentage of the high score in the class. Thus if the high raw score on an exam were 95, I would adjust that 95 to be 100%; I would adjust a raw score of 92 as 92/95 or 97%.
Exercises
We'll have exercises and study questions due every week. NO MAKE-UPS or LATE EXERCISES/STUDY QUESTIONS WILL BE ACCEPTED. You'll upload these to Learning Suite before **11:55 p.m.** on the due date and time. A TA will check that (a) the exercise was turned in on-time and (b) you did the entire assignment. You can check the correctness or accuracy of your assignment by comparing your answers against the key which will become visible on LS right after the assignment is due.

Semester Grading
I will base semester grades on the exams, the exercises, and the study questions. Extra credit is NOT possible. I will drop the lowest exercise score and the lowest study question score.

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 an exam than after it.

Assignments

Assignment Description

Study Questions- Ch. 1

Due: Thursday, Jan 08 at 11:59 pm

[pagen numbers are in brackets such as these]
1. Why is our everyday use of language said to be *creative*? [2]
2. What is psycholinguistics? [2, 17]
3. Which three aspects of a definition of language does Harley feel are important? [2-3]
4. Which key aspect of human language does Harley feel that animal language is lacking? [3]
5. What is a lexicon, and what are syntactic rules? [3]
6. Aside from the *script* or writing style, describe four other ways in which languages differ. [4-7]
7. About how many languages are estimated to exist in the world nowadays? [8]
8. Why do languages disappear and --less often-- reappear? [8]
11. What significance has been inferred from a Neanderthal hyoid bone discovered in 1983? [15]
12. Why is the FOXP2 gene of interest to psycholinguists? [15-17]
13. What was the general method of psycholinguistic investigation carried out by Paul Broca and Carl Wernicke? [17]
14. What was the general focus of behaviorism? [18]
15. Why is psycholinguistics often said to be an interdisciplinary subject? [19]
16. What is a model in psycholinguistics? [20]
17. What does it mean that a model is falsifiable? [22]
18. What is a connectionist model? [23]
19. Other than being vaguely brain-like, what is the big advantage of connectionist models? [23-24]
20. Why is the isolation of statistical regularities in language of interest to psycholinguists? [24]
21. What, according to Harley, are the four main issues in psycholinguistics? [25; 27 for #4]
22. How do the terms nativist and empiricist apply to the nature/nurture debate? [25]
23. What is meant by the term modular, and how does this term relate to language? [25-26]
24. How does an interactive approach to describing language differ from a modular one? [26]
25. What's the issue in the east coast/west coast contrast that Harley talks about? [29, but alluded to back on pages 23 & 24]

**Study Questions - Ch. 2**

Due: Tuesday, Jan 13 at 11:59 pm

1. How do ants communicate the location of food using pheromones? [32]
2. How do bees use a dance to communicate the location and the distance of food? [33]
3. Why does Harley say (i.e., what evidence does Harley present) that "Insect communication systems are very impressive, but they aren't language."? [34]
4. In which ways are non-human primate social and communication systems complex? [34]
5. Why do non-human primate communication systems fall short of being like human language? [34]
   [** Note: the term anthropomorphize (anthropomorphise) on page 36 means "to ascribe human form or attributes to some object or animal." ]
7. Which aspects of language are missing in the communication of dolphins and whales that keeps them from having language? [36-37]
8. Describe the communication skills and linguistic limitations of Rico the border collie [37]
9. Describe the communication skills and linguistic limitations of Alex the African grey parrot [38]
10. Describe the communication skills and linguistic limitations of the chimpanzees Gua and Vickie [39]
11. What is cross-fostering? [39]
12. Why did the Gardiners choose to teach ASL to Washoe, and how much did Washoe learn? [40]
13. Which two criticisms have been made regarding Washoe’s communication? [41-42]
14. Describe the training setting, communication skills, and linguistic limitations of the chimpanzees Sarah and Nim Chimpsky. [42-43]
15. Why does Harley feel that Kanzi is important. [44-45]
16. How does the idea of recursion help to explain why animals are relatively poor at language? [47-48]

Exercise 1

Due: Tuesday, Jan 20 at 11:59 pm

Mean Length of Utterance: Carly sample

Using the calculation techniques we discussed in class, determine two things:
1. The length in morphemes of each complete & intelligible utterance Carly produced in this sample. Put the number of morphemes ahead of the "c" speaker code for each utterance.
   *Don't do the 'e' speaker lines (or, at least, don't include them in MLU calculation).

2. The MLU of the Carly sample
   Put this number at the front of the sample, on the line: +Gender: F MLU:

Then, upload your annotated Carly sample to Learning Suite (LS). If LS is acting funky (funkily?), email it to your TA.

Study Questions- Ch. 3A

Due: Tuesday, Jan 20 at 11:59 pm

1. What is meant by applying the descriptor telegraphic speech to children's language? [50]
2. What are the typical child's accomplishments in language at 4, 6, 9, 12, 18, 24, and 36 months? [50]
3. What part (frequency range) of the speech signal can a baby (fetus) hear in its mother's womb? [51]
4. What do heart rate changes during nursery rhymes suggest about fetal hearing? [51]
5. How was sucking used to build the case that babies could tell French from Russian? [51]
6. If you undergo habituation, how does this suggest you have learned something? [51]
7. Which linguistic nuances are and aren't distinguishable from inside the womb? [51]
8. What are reduplicative (reduplicated) babbling and variegated (non-reduplicated) babbling? [52]
9. Which aspects of babbling seem to be independent of the language community (and of hearing ability) and which aspects change according to the language heard and hearing abilities? [53]
10. Which three reasons argue against a continuum between babbling and early speech? [53]
11. What is meant by saying that there is no discontinuity between the babbling phase and early speech? [53]
12. So, what is the likely function of babbling? [54]
13. Other than the help of pauses, how do children learn to segment the stream of speech sounds into words? [54-55]
14. How does bootstrapping relate to the idea that average 10-month-old understands 40 words? [55]
15. What, according to Nelson (1973) makes a child fall in the referential or the expressive group? [56]
16. When does the vocabulary spurt happen? [56]
17. Presumably why does the vocabulary spurt happen? [56]
18. Why do some researchers doubt that the vocabulary spurt happens at all? [56]
19. Why do we think that children shorten the sound of the first words? [57]
20. What is the mapping problem, and what is fast mapping? [58]
21. How do adults help children solve the mapping problem? [58]
22. What are some constraints or biases that help solve the mapping problem? [58]
23. How does language itself provide clues to solve the mapping problem? [58]
24. Where do we think that constraints that help language learning might come from? [59]
25. What is over-extension in naming? [59]
26. How did Clark and Clark (1977) feel that the nature of over-extensions developed? [59]
27. Why did Chomsky claim that language input to the child was degenerate? [60]

Exercise 2
Due: Thursday, Jan 22 at 11:59 pm

Put the utterances in the Martha language sample file into SALT format.
1. "Slash code" regular plural with /s, regular 3rd person singular with /3s, possessive 's with /z, progressive -ing on main verbs (those with aux BE) as /ing, regular past and past participles with /ed.

2. Slash code all contractions (e.g., we/'ll, she/'s go/ing, can/'t, does/n't)

3. Note let's, does, and don't are considered irregular and not slash coded. Also, /ed and /ing are not coded on predicated adjectives.

4. Some SALT things are already done for you: Fillers, false starts, repetitions/revisions are already in parentheses, as well as header information, speaker codes, and interrupted ^ and abandoned > utterances have been noted.

5. Much more optional information is available on the SALT software web site, for example tutorials about SALT and its format. Address: http://www.saltsoftware.com/ under the heading "Training"

Upload this SALT-formatted file to Learning Suite. (LS). Again if LS is having issues, email your assignment to your TA.

**Study Questions- Ch. 3B**

Due: Tuesday, Jan 27 at 11:59 pm

1. How is child-directed speech (CDS) different than other speech? [60-61]
2. Why is CDS widespread but not essential, and what has been proposed as an explanation for this contradiction? [61]
3. How does the content of the mother's CDS make a difference? [61-62]
4. Why are two-word utterances said to be grammatical? [62-63]
5. What makes children's early sentences telegraphic? [63]
6. How do children implicitly learn grammatical categories such as noun and verb? [63-64]
7. How might linking rules help a child perform semantic bootstrapping? [64]
8. What two main problems are there with the semantic bootstrapping explanation? [64]
9. How does a distributional account explain how kids learn grammatical categories? [64-65]
10. What evidence suggests that language acquisition never stops? [65-66]
11. What evidence suggests that we are driven to use an expressive language with grammar? [66-68]
12. What does a mirror neuron do? [68]
13. Why is selectively reinforced imitation insufficient for learning language? [68-69]
14. Why would a graph of a child's correctness at using the past tense be described as U-shaped? [70]
15. What are the two "hotly debated" theories about children's learning of the past tense? [70-71]
16. Which two pieces of evidence support Chomsky's *poverty of the stimulus* argument? [71-72]
17. To support their belief in an innate basis to language, nativists propose *universals* and *parameters*. What are universals and parameters? [72-73]
18. Which three arguments against nativism does Harley give? [73-74]
19. How are the FOX2 gene and the KE family of London related? [75]
20. What is the *critical period* hypothesis for learning language in a typical environment? [77]
21. In language learning, how does *age* relate to *total time spent on task* and native accent? [77-8]
22a. What is the outcome if children are deprived of language input during the hypothesized critical period? [78-81]
22b. Why might it be shaky to generalize regarding the critical period hypothesis from cases such as Genie, Danielle, or Jim? [78-81]
23. What is *neural plasticity*? [81]
24. How is *hemi-decortication* related to the critical period hypothesis? [82]
25. Why is *equipotentiality* debated? [82]
26. What are *simultaneous* and *successive* bilingualism? [84]
27. What are advantages and disadvantages of bilingualism? [84-85]
28. According to Harley, what is the best way to learn a second language? [86-87]

Exercise 3

Due: Thursday, Jan 29 at 11:59 pm

Morpheme Development: Jordan and Carly samples

a. Count the frequencies of the inflectional morphemes /s, /z, /3s, and /'s to compare the samples.

<table>
<thead>
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<th>Jordan</th>
<th>/s</th>
<th>/z</th>
<th>/3s</th>
<th>/'s</th>
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<tbody>
<tr>
<td>Carly</td>
<td>/s</td>
<td>/z</td>
<td>/3s</td>
<td>/'s</td>
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b. List the different verbs in the Jordan sample: (note: *go*, *goes*, *went*, *going*, *gone* would all be forms of the verb *go*: you'd only need to list *go.*)

c. List the different verbs in the Carly sample:

Upload a document containing your tabulations to Learning Suite. (LS). If LS is having issues, email your assignment to your TA before the deadline.

Exam 1
Due: Thursday, Feb 05 at 10:00 pm

Exam 1 in Testing Center Sept. 27, 28, & 29.

Exercise 4

Due: Thursday, Feb 19 at 11:59 pm

Here are 30 utterances drawn from the Carly sample. Label each word in each utterance as to its grammatical category. You can shorten the label names of the categories as well. Here are the categories to use, with some suggested short abbreviations:

in: initiator
d: determiner
aj: adjective
n: noun
pp: pronoun-personal
po: pronoun-other
am: auxiliary-modal
ao: auxiliary-other
v: verb
cp: copula
pt: verb particle
av: adverb
if: intensifier
pr: preposition
ng: negation
c: coordinating conjunction
s: subordinating conjunction
to: infinitive marker
(you won't need th: existential there or lt: let's). You can insert them after the word using a caret or underscore like this: we <pp like <v tacos <n OR you can add a separate line for labels like this:
we like tacos.
pp v n
Remember to skip material in parentheses, and you don't need to tag punctuation marks. Upload the tagged utterances as a document to Learning Suite.

c she read/3s first grade really good story/s.
c today she read us Ping.
c (if you she) he does/n't want to be the last one on the boat because you get a spank on the back.
c and so he hid in the grass.
c (and) and the lifeside boat left without him.
c (and um the) this boy he jump/ed out.
c and (um) he (ah) caught him.
c and then (the dad her mom) his mom said that she'll cook him.
c and the boy go/3s "I do/n't want to cook him".
c my duck/'s too beautiful to be cook/ed.
c and then while nobody/'s look/ing the little boy let him out.
c and he found a lifeside boat.
c but he did/n't care if he was spank/ed.
c and so he (took ah) got to be the last one on.
c but at least he was on his boat that he was on.
c I like to go camping and swimming.
c (my favorite) we're gonna to go camping for my birthday.
c we're gonna (ah) swim in the lake.
c but we just might swim in the stream.
c one year we went camping.
c we use/ed to go camping everyday almost.
c (ah,) once when we were camp/ing for my birthday, (we) we went to a place that had a bridge.
c and we'd stand (on the) on the bridge.
c and my dad he would push us off the bridge and hurry and run down and catch us.
c but sometimes we'd get up on the bridge.
c and then he would be on the stream.
c and then we'd fall in the water.
c we'd jump in the water.
c we use/ed to go camping a lot.
c but my dad won't let us until he get/3s out of school in the summer.

Exercise 5

Due: Thursday, Feb 26 at 11:59 pm

Code clausal structure of the utterances in the Jordan sample
Label the clausal elements in each client ("c") utterance in the Jordan sample.
Use the LARSP labels: S, V, Oi, Od (or just O if there's no Oi), C, A, Q, s, c, let, do, tag. If you can't tell from context whether something is an S or an O, use X.
You might also need to label a Vocative or two. Type these labels under the first letter of the constituent, or you may underline each constituent and put the label in the middle of the underlined constituent. For example:
I am eating fresh tacos.     OR     I am eating fresh tacos.
Study Questions - Ch. 7

Due: Tuesday, Mar 03 at 11:59 pm

[**Note: the Pennines are a mountain range in northern England. Train spotting is a label for a narrow, somewhat nerdy, esoteric fascination or hobby.]
1. What is parsing? [188-189]
2. What is a lexical ambiguity? [190]
3. What is a garden path sentence? [191-192]
4. What is the garden path model of parsing sentences? [193]
5. In which two main ways does the constraint-based model of parsing differ from the garden path model? [193-194]
6. In the garden path model, what are the biases or principles called minimal attachment and late closure? [194-197]
7. Which experimental finding showed that semantic knowledge may not be enough to over-ride minimal attachment and late closure? [197-198] **Note: this finding gets qualified or limited on p. 203.
8. What is a N400 wave, and what causes it? [198]
9. What is a P600 wave, and what causes it? [198]
10. [In support of the constraint-based parsing model] how can providing an appropriate context eliminate the garden path effect? [199-203]
11. So, according to Harley, how does the HSPM work? [204]
12. In remembering material that we understand, how well do we remember (a) the wording, (b) the syntax, or (c) the meaning? [204-205]
13. What effect does context have on recall of details? [205-207]
14. What is the difference between logical, bridging, and elaborative inferences? [208-210]
15. How are indirect requests related to conversational implicature? [211-213]
**Note: the section "How do we link new information with old?", which starts on page 213, deals with two main tasks, anaphora (pronoun use) and focus, which are particularly challenging for people with language impairment.
16. What are antecedents, anaphors, and the parallel function strategy? [214]
17. Which cues in the sentence help people resolve pronouns? [214-215]
18. In the construction-integration model, what is a proposition? [217]
19. When you write something, how can you minimize the number of times the reader has to dip into their propositional network? [218]
20. Which things are impaired in pure word deafness versus word meaning deafness? [218-219]
21. Which impairments are common in right hemisphere damage? [219-220]

Exercise 6
Code the Clause structure in the CarlySimple file, using the codes S, V, Oi, Od, C, A, Q, and c as you did in Exercise 5. The CarlySimple file is under the heading Content -> Software and Other Materials. Then upload your coded file to Learning Suite.

Exam 2

Due: Thursday, Mar 12 at 11:00 pm

Exam 2 in Testing Center Nov. 1, 2, & 3.

Study Questions- Ch. 8A

Due: Thursday, Mar 19 at 11:59 pm

1. Why --according to Harley-- is speaking more demanding than listening? [221-222]
2. What is a slip of the tongue? [222]
3. If a person meant to say "a weekend for maniacs" and instead said "a maniac for weekends", which three things went on? [222-223]
4. Give an example for each of these sorts of slips of the tongue: anticipation, perseveration, deletion, exchanges (Spoonerism), word exchange, word blend, word substitution. [223-224]
5. What is a Freudian slip, and what is Harley's take on them? [224-225]
6. How do content words and function words relate to word transposition or substitution errors? [227]
7. How are word errors and sound errors subject to different constraints? [227]
8. What are the five levels of the Fromkin-Garrett model? [228]
9. What happens on each of the five levels of the Fromkin-Garrett model? [228]
10. How does the Fromkin-Garrett model explain the different constraints for word errors and sound errors? [229]
11. Why is lexicalization a two-stage process? [229]
12. What is a malapropism? [230]
13. What is a lemma? [231]
14. What is feedback in terms of expressive language production? [232]
15. What is cascading processing in terms of expressive language production? [232-3]
16. How does a familiarity bias relate to slips of the tongue? [234]
17. How does a similarity bias relate to slips of the tongue? [235]
18. What is mediated priming? [235]

Exercise 7

Due: Tuesday, Mar 24 at 11:59 pm
Sample from a client with Broca’s aphasia:
http://www.youtube.com/watch?v=f2lIMEbMnPM
a. transcribe both the clinician and client utterances in this short sample. Using SALT slash-coding is optional but will make the next step easier.
b. compute the clinician’s MLU and the client’s MLU
c. label the client’s PHrase-level categories
   a. also label coordinating conjunctions, with "c"
   b. label minor utterances (such as "yeah" or "no") as Minor or Mnr
d. Upload your transcription and analysis to LS.

**Study Questions- Ch. 8B**

Due: Thursday, Mar 26 at 11:59 pm

1. Describe a *tip-of-the-tongue* state. [236-238]
2. How might the *blocking* hypothesis help to explain *tip-of-the-tongue* states? [238-239]
3. How might the *partial activation* hypothesis help to explain *tip-of-the-tongue* states? [239]
4. Why is spoken language processing said to be *incremental*? [240]
5. Why is choosing a verb important in planning a sentence? [240-241]
6. How do we organize syntactic production to make the listeners task easier? [241]
7. What is *syntactic persistence* and why does it get used? [242-243]
8. What are the two complementary processes that help agreement run smoothly? [245]
9. What are conversational *turns*? [247]
10. What are *back channel responses*? [247]
11. What are *transitional relevant places*? [247]
12. What causes *aphasia*, and what is it? [248]
13. Who was Paul Broca, where is Broca’s area, and what is Broca’s aphasia (also called non-fluent aphasia)? [248]
14. Who was Carl Wernicke, where is Wernicke’s area, and what is Wernicke’s aphasia (also called fluent aphasia)? [248-249]
15. What are the three major characteristics of agrammatism? [249]
16. How is a *paraphasia* different from a *neologism*? [250-251]
17. What is *anomia*? [251; note that it’s about names of things and not proper names here]

**Exercise 8**

Due: Tuesday, Mar 31 at 11:59 pm
A client with fluent aphasia responds to the Cookie Theft Picture from the Boston (BDAE), which can be viewed on Google Images, if you wish.

1. Calculate the MLU (of the complete utterances, don't include the one abandoned utterance).
2. Code the PHrase-level grammatical categories for each word
3. Upload your analyzed sample to Learning Suite

(c (well) this is>
c Mother is away here, working her work out off here to get her better, but when she's looking, the two boys looking in the other part.
c one their small tile into her time here.
c she's working another time because she's getting, too.
c so the two boys work together, and one is sneaking around there, making his work and his further fun as his time he had.
c he and the other fellow were running around the work here.
c while the mother another time she was doing that without everything wrong here.
c it isn't right, because she's making a time here of work time here.
c letting mother getting all wet here about something.
c the kids aren't right here because they don't just say one here and one here.
c that all right, although the fellow here is breaking between the two of them, they're coming around too.
<end>

**Exercise 9**

Due: Thursday, Apr 02 at 11:59 pm

Specify whether each of these 22 utterances contains a noun clause, an adverbial clause, a relative clause, or no embedding.

1. it's a robot and you can have a battling match with it.
2. it's like a ring and there's two Transformers which don't transform.
3. you will hit them on the chest after they start.
4. you're boxing and you hit them under here.
5. then when you do, their head will pop off.
6. you said that this was still in the same place.
7. then when you hit them on the belt, their head pops off.
8. that's how you win.
9. it's like a little paddle which you make things like Legos and you push a button.
10. if it goes backwards, you push that button.
11. I want SpaceLegos because I could make space things.
12. I made one that you pull it up, and it comes up.
13. I just followed the directions that they did, but I didn't use those directions.
14. those directions was bigger than mine.
15. he said he wanted EddieMurphy.
16. the door was locked, and so he just broke into it.
17. it's hard and they can't explain it.
18. if you stop on something, you go around once on the board.
19. I see what happened.
20. it said you should open the blue door.
21. there's things that come out.
22. and they are like little things that you hold on to.

Exercise 10

Due: Tuesday, Apr 07 at 11:59 pm

Here are 20 utterances from the Martha sample (with a tiny amount of editing). Diagram these utterances LARSP-style by specifying labels at the CL, SC, PH, and WD levels. Also state the type(s) of embedding in each utterance.

1. I always think that's kind of funny when they say what state you're born in.
2. and I went to school in Montgomery county schools until I was in third grade.
3. (because I was) I don't think I was a hyperactive child.
4. being on a ship was just boring even though it was a really big one;
5. because we got there, they hadn't registered us in time to get us into the normal international school that normal diplomatic children attend.
6. (um) I was engaged when I met him to a guy who was a physicist back in Maryland.
7. we'd been married about three and a half years when the missionaries tracked us out.
8. they would just drive by, thinking it was the driveway.
9. I think his first public school was eighth grade or ninth grade.
10. and I was Methodist because the church across the street was Methodist.
11. (um) and that's where we were tracked out.
12. but compared to Illinois in the winter, it's really quite pleasant.
13. and the year that I snapped was the year that we had a month in a row that didn't get above zero for the daytime highs.
14. I guess the most callings I ever had in Alabama was nine between ward and stake.
15. when we moved to Alabama, I had basically a job offer from every place I applied.
16. and when I prayed about it, the answer was I should work at this place that manufactured (um) furniture foam.
17. this is what you should do.
18. (so, you know) I guess just putting your future in the Lord's hands is better than keeping it in your own.
19. I mean I never would have associated with anybody who had come up with that idea.
20. so you see what I'm saying?

**Exam 3**

Due: Thursday, Apr 09 at 11:59 pm

**cours eval**

Due: Tuesday, Apr 14 at 11:59 pm

**Final Exam**

Due: Friday, Apr 17 at 10:00 am

The Final Exam is Friday, April 17 at 8:00 a.m. in our regular classroom.

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
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<tr>
<td>T Jan 06</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>Th Jan 08</td>
<td><strong>Study Questions- Ch. 1</strong></td>
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<td><strong>Study Questions- Ch. 2</strong></td>
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<td>M Jan 19</td>
<td><strong>Martin Luther King Jr. Holiday</strong></td>
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<td>T Jan 20</td>
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**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and every
instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.