Course Outline: **Language Science** (ComD 230), Fall Semester 2006

Professor: Ron Channell, PhD  
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Office Hours: T,Th 8:30-9:15, 3:00-4:00 or by appointment, or drop by

**Scope of the Course**  
This class, required for majors in Communication Disorders (formerly Audiology and Speech-Language Pathology), provides an introduction to language science. The class discusses clinical language measurement, primarily of syntax (the description of words and word order), using mainly the analysis of naturalistic language samples. The class also discusses automated clinical language sample analysis.

In our field we generally use a traditionalist-descriptive model of grammar. To decide if a child needs language intervention, we generally use published, norm-referenced tests. To decide on treatment goals and to measure progress, 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.

**What will you be able to do after successfully completing this course?**

- You will be able to explain basic concepts of language behavioral measurement as standardization, reliability, and validity; you'll be able to explain why these concepts matter.
- You will be able to describe English sentence structure in children and adults using common descriptive terms like "noun" or "relative clause;" this is sort of like describing the anatomy of sentences.
- You will know how to format language sample transcripts so that they can be processed using the SALT (Systematic Analysis of Language Transcripts) software. The SALT software can compare your client's language sample to data on hundreds of other children to point out areas of strength and concern.
- You will be able to do a DSS (Developmental Sentence Scoring) analysis of a child's language sample, and you will be able to explain how and why software can do this analysis faster but less accurately.
- All these skills work toward your meeting ASHA's KASA ("Knowledge And Skills Acquisition") standard III-B.

**Texts**


**Course Requirements**

1. Complete any assigned reading or 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 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 any assigned exercises. Exams will consist of fill-in (short essay) questions and/or computer-scored multiple choice questions. I'll give all exams in the testing center. Each exam will be worth a possible 100 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 20% 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 on the exams. 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, 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. At the end of the semester the whole-class GPA is typically between 2.7 and 3.1.

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 teaching 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 it.

Aims of a BYU Education
A BYU education should be spiritually strengthening, intellectually enlarging, and character building, leading to lifelong learning and service (BYU Catalog). This class should, too.

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 grounding in language measurement, primarily the grammatical structure of spoken language.

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
Sept 18 (Monday): Last day to drop classes without receiving a "W"
Sept 28 (Thursday) and Sept 29 (Friday): * Exam 1 in Testing Center
Oct 9 (Monday): Last day to drop classes for academic reasons
Nov 2 (Thursday) and Nov 3 (Friday): * Exam 2 in Testing Center
Nov 16 (Thursday): * No class: ASHA Convention
Nov 21 (Tuesday): * No class: Friday classes held today
Nov 23 (Thursday) * No class: Thanksgiving Day
Dec 14 (Thursday): Last day of Fall classes
Dec 16-21 (Saturday-Thursday): * Final Exam in Testing Center