Scope of the Course

This class introduces students to one part of the English language, its structure, which is commonly referred to as grammar. Grammar refers to assembling word components (morphemes) and words themselves into conventional and meaningful sequences (syntax). We will also discuss how grammar develops in children. Unfortunately, we won't have time to say much about learning vocabulary, the social use of language (pragmatics), or how to speak, write, or sign a language.

In speech-language pathology, we generally use published, norm-referenced tests to compare a person's language performance with that of similar people to help decide if that person needs language intervention. However, that doesn't tell us about the nature of their language abilities, but only how it compares to other people's abilities. To decide on valid treatment goals and to validly measure progress, we collect a naturalistic sample of a person's language, transcribe it, and, among other things, describe the grammatical categories ("parts of speech") and sentence structures in that sample. With children, 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 currently working on, and will next work on. With adults, we can see which language abilities still are useable after a brain injury and aspects of language that treatment might focus on. With both children and adults, language sample analysis allows us to monitor progress and evaluate treatment goals.

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

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. By the end of the class, you should be able to look at a transcript of a person's language sample and answer questions about whether there is evidence to support inferences that the person can use various syntactic constructions. This is toward the ASHA KASA ("Knowledge And Skills Acquisition") standard III-B-Linguistic.

Texts

  This text is most useful during the first half of the semester.

Course Requirements

1. Complete any assigned reading or exercises before class meetings.
2. Come to class meetings. 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 quizzes and exams are confidential and you must not share them. This prohibition includes giving other students hints as to which areas to study or not study as well as sharing specific questions from the quiz or 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, readings, and exercises. Exams will consist of computer-scored multiple choice questions. I'll give all exams in the testing
Each midterm exam will be worth a possible 100 points; the final is worth 200 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 20 points 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%.

**Quizzes**
We'll have about 10 quizzes. These quizzes will be on-line, through Blackboard, and will be about 10 multiple choice questions each. Together, the quizzes will count 100 points, the same as one exam. I will drop one quiz score, but **no make-ups are permitted**. I will also provide exercise sentences to code and an answer key for them; you'll probably want to do these to prepare for the quizzes, but the exercises will not be turned in or recorded.

**Semester Grading**
I will base semester grades on the exams and the quizzes. 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. At the end of the semester the whole-class GPA has typically been between 2.9 and 3.1.

**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.

**Preventing 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; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**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, or in D-382 ASB.

**Some Dates to Remember**
January 15 (Friday): Last day to drop classes without receiving a "W"
February 4 (Thursday) and February 5 (Friday): *Exam 1* in Testing Center
February 8 (Monday): Last day to drop classes for academic reasons
March 11 (Thursday) and March 12 (Friday): *Exam 2* in Testing Center
April 13 (Tuesday): Last day of Winter semester classes
April 16-21 (Friday-Wednesday): *Final Exam* in Testing Center