

## Language Science (ePsy 230), Fall 1993 Course Outline

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Office Hours: 1:00 - 2:45, 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 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 serves as the basis for widely-used developmental language analysis procedures such as *LARSP*, *DSS*, and *MASS*, and for the syntactic portions of Lahey's Content/Form Analysis.

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

Morenberg, M. (1991). *Doing grammar*. New York: Oxford University Press. This is a pretty darn good text; not perfect, but I'll use it until I finish writing my own text for this class, *English Grammar: A Tedious, Painful Approach*.

### Reference Books

1. My favorite reference book on traditional descriptive English grammar is:  
Greenbaum, S., & Quirk, R. (1990). *A student's grammar of the English language*. London: Longman. This book is an abridged and revised version of their definitive book,  
Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman., a text commonly known as the "Quirk Grammar."
2. Other useful references on traditionalist-descriptive grammar include:  
Gordon, K. E. (1984). *The transitive vampire: A handbook of grammar for the innocent, eager, and the doomed*. New York: Times/Random House.  
Huddleston, R. (1984). *Introduction to the grammar of English*. Cambridge: Cambridge U. Press. or his shortened version:  
Huddleston, R. (1988). *English grammar: An outline*. Cambridge: Cambridge U. Press.  
Liles, B. L. (1979). *A basic grammar of modern English*. Englewood Cliffs, NJ: Prentice Hall.  
Palmer, F. (1984). *Grammar (2nd Ed.)*. London: Penguin Books.
3. For an introduction to Chomsky's (1965) Standard Theory, I suggest:  
Lilies, B. L. (1971). *An introductory transformational grammar*. Englewood Cliffs, NJ: Prentice Hall.
4. For an introduction to more current thinking in grammar, read:  
Cook, V. J. (1988). *Chomsky's universal grammar: An introduction*. Oxford: Blackwell.  
Radford, A. (1988). *Transformational grammar: A first course*. Cambridge: Cambridge U. Press.
5. For me the classic book in the traditionalist-descriptive paradigm is:  
Fries, C. C. (1952). *The structure of English*. New York: Harcourt, Brace & World.
6. And had we time to cover language science more broadly I would have used:  
Taylor, I., & Taylor, M. M. (1990). *Psycholinguistics: Learning and using language*. Englewood Cliffs, NJ: Prentice Hall.

### 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  $\geq 90\%$  on the exams and  $\leq 10\%$  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.

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.

## 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 I might have you correct and turn back in.

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?

### **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 four weeks. Exams will be taken outside of class. Don't wait to ask questions! In class I 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 '93 --and also this time-- I'm only putting chapters 1 & 2 on the first exam, so obviously some of the material on the W'93 first exam won't be on your first exam.

### **Reading & Assignment Schedule**

#### **September**

F	3	First Day of Class; I'll cover ch. 1 and evangelize the topic of grammar
M	6	Labor Day holiday (no classes held)
F	10	Turn in corrected Ch 1 exercises (key attached), I answer questions and discuss ch 2, etc.
M	13	Last day to drop classes without receiving a "W"
F	17	Turn in corrected Ch 2 exercises
F	24	Turn in practice exam 1
T, W	28,29	Exam I in testing center

#### **October**

F	1	Have studied Ch 3
M	4	Last day to drop classes for academic reasons
F	8	Turn in corrected Ch 3 exercises
F	15	Turn in corrected Ch 4 exercises
F	22	Turn in practice exam 2
T,W	26,27	Exam II in testing center
F	29	Turn in corrected Ch 5 exercises

#### **November**

F	5	Turn in corrected Ch 6 exercises
F	12	Turn in practice exam 3
T,W	16,17	Exam III in testing center
F	19	ASHA convention (no class held)
Th-F	25-26	Thanksgiving break

#### **December**

F	3	Turn in corrected Ch 7 exercises
W	8	Last day of Fall '93 classes
Th	16	Exam IV in testing center