

Updated 8/31/2019

COMD 332 (Section 1)
Language Science
Fall 2019

Name	Douglas B. Petersen, Ph.D.
Office	164 TLRB
E-mail	dpeter39@byu.edu
Phone/Text	435-213-5262
Course Days/Time	Tues, Thurs 8:00-9:15
Location	3106 JKB
Office hours	Tues 1:00, Thurs 1:00, or by appointment

Teaching Assistants

My TAs can help with course content. If you need to meet with my TAs at a time other than her/his office hours, please contact them via email.

Required Texts

Yule, G. (2017). *The study of language* (6th Ed.). Cambridge: Cambridge University Press.

Justice, L.M. & Ezell, H.K. (2017). *The syntax handbook: Everything You Learned About Syntax...But Forgot!* (2nd Ed.). Austin TX: Pro-ed.

Recommended Reading

Pinker, S. (1994). *The language instinct*. New York: Morrow.

Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. First Harvard University Press.

Morenberg, M. (2014). *Doing Grammar* (5th Ed). New York: Oxford University Press.

Spaulding, T. J., Plante, E., & Farinella, K. A. (2006). Eligibility criteria for language impairment: Is the low end of normal always appropriate? *Language, Speech, and Hearing Services in Schools*, 37, 61-72.

Hutchinson, T.A. (1996). What to look for in the technical manual: Twenty questions for users. *Language, Speech & Hearing Services in Schools*, 27, 109-121.

McCauley, R.J. (1996). Familiar strangers: Criterion-referenced measures in communication disorders. *Language, Speech & Hearing Services in Schools*, 27, 122-131.

Smart, J. F., & Smart, D. W. (2006). Models of disability: Implications for the counseling profession. *Journal of Counseling & Development*, 84, 29-40.

Course description

Developing the skill to analyze words, utterances, and sentences into their component parts and to explain how those parts work together is considered the essence of a Language Science class in the field of speech-language pathology (SLP). Some of those component parts are so well studied that they have names, and these names are used in test manuals, textbooks, journal articles, and clinical reports; we'll want to learn those. We use skill and knowledge in grammatical analysis to describe the language abilities of child or adult clients. And the best way to learn grammar is by doing grammar. We'll also discuss areas where our grammatical analysis skills and our grammatical knowledge can be applied.

Course objectives and expected learning outcomes

By the end of this class, students should:

- Understand 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.
- Understand the construct of 'language', and how it is distinct from speech, hearing, and communication and relate that construct to assessment and intervention approaches and theories.
- Understand the nature of the *lexicon* (mental dictionary) and principles of *morphology* (structure of words)
- Understand fundamentals of *syntax* (sentence structure)
- Understand how language is used (semantics, pragmatics, language and culture)
- Understand how each area of language science relates to topics such as language acquisition, language disorders, and the psychological and neural bases of language
- Understand theories of language and connect those theories to speech-language pathology and treatment goals.
- Understand the connection between language and literacy
- Develop a multi-cultural perspective that supports or contradicts theory

(Course Schedule Goes Here)

ASSESSMENT: SUMMARY

Measure	Points	Percent of Grade
Dynamic Assessments	45	10%
Narrative Assessment	50	11%
Syntax Handbook Exercises	30	7%
Exam 1	100	22%
Exam 2	100	22%
Exam 3 (Final)	125	28%
TOTAL	450	100%

ASSESSMENT DESCRIPTION

There are 450 points in this class.

Exams (325 points)

This course is organized into three major sections. Section One covers an overview of language and language theory. Section Two covers a functional overview of syntax and language sample analysis. Section Three covers language assessment science (psychometrics). There are 3 exams that roughly correspond with these three major sections. The first two exams are worth 100 points each and the final is worth 125 points. All exams are cumulative, but will focus on newer material from their respective sections. Exams include multiple choice, short answer, problem solving, and essay questions. Exams include material covered in lectures and the assigned readings.

Dynamic Assessments (DA) (45 points)

There are five dynamic assessment pretests. These pretests are not graded. They are designed to help you identify your strengths and weaknesses. There are also three dynamic assessment (DAs) posttests that are not part of the other three exams. These dynamic assessment posttests are short quizzes that reflect material from the dynamic assessment pretests (not graded) and the teaching phases of the course. Those three posttests are worth 15 points each. Dynamic assessment pretests and posttests start promptly at the beginning of class, and you will have only

15 minutes, so don't be late! Dynamic assessments contain true/false, multiple choice, and short answer questions based on the lectures and readings. The dynamic assessments will serve three purposes; a) the student can monitor his or her own learning progress, b) the professor can monitor the extent to which the students are learning the material, and c) the written questions on the progress monitoring assessments will approximate (in style and complexity) the written questions on the exams, thereby providing students with a model preparing them for the exams.

Narrative Language Sample Assignment (50 points)

Students will be given access to an audio file with several narrative retells and generations. Stories will be scored in real-time and transcribed, segmented into C-units, and analyzed using different methods. We will practice these procedures in class and much more information about this assignment will be shared with you in class during Section Two.

Justice & Ezell Syntax Handbook Exercises (30 points)

Exercises at the end of each chapter from the Justice and Ezell Syntax Handbook are to be completed and the book should be turned in by the due date on the syllabus. Students will receive credit for successfully completing the chapter exercises. Turn in the Justice and Ezell book outside my office door in the appropriate marked box.

Re-grading policy and Due Dates

The TAs, and I make every effort to grade your work as accurately and fairly as possible. If we make an error in grading your work, please contact me within one week of receiving the grade and I'll gladly correct any errors. Assignments are due by midnight of the due date. Please email the assignments to dpeter39@byu.edu. Save your assignments with your first initial, your last name, and a description of the assignment (e.g., DPetersenNarrativeAssignment.docx).

Grades

Grades	Percent
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%

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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the

original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Learner Outcomes for COMD Coursework Relative to ASHA 2014 Standards

	IV-B	IV-C 1	IV-C 2	IV-C 3	IV-C 4	IV-C 5	IV-C 6	IV-C 7	IV-C 8	IV-C 9	IV-D	IV-E	IV-F	IV-G	IV-H	V-A	V-B	V-B	V-B
Learner Outcomes	Basic Processes	Articulation	Fluency	Voice and Resonance	Language	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Aug/Alt Communication	Prevention, Assess, and Intervention	Ethics	Research	Professional Issues	Professional Credentials	Professional Communication Skills	Evaluation	Intervention	Interaction and Personal Qualities
What 'language' is, and how it is distinct from speech, hearing, and communication	x				x			x	x										
The nature of the <i>lexicon</i> (mental dictionary) and principles of <i>morphology</i> (structure of words)	x				x														
Fundamentals of <i>syntax</i> (sentence structure)	x				x														
How language is used (semantics, pragmatics, language and culture)	x				x			x	x										
How each area of language science relates to topics such as language acquisition, language disorders, and the psychological and neural bases of language	x				x			x	x										

ASHA standards can be found at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>