

SPLH 565: Language Sample Analysis Lab
Fall 2018 Syllabus
Wednesday 9:00am-9:50am, 10:00am-10:50am

Instructor: Juhi Kidwai

Preferred Reference: Juhi (She/ her/ hers)

Contact: j942k006@ku.edu

Office Hours: Wednesday 12:00 PM-1:00 PM at 3021 Dole

This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address me as indicated by my preferred name and pronouns. I was provided with a class roster with student names as they appear in enroll and pay and I will learn them with introductions in the first class.

Teaching Philosophy

I wish that my students recognize my genuine passion for the field of speech language pathology and realize knowledge gains from this class can make a significant difference to a client's life. I want these classes to be challenging, helpful as a clinician and fun. I hope to be a teacher that I wanted as a student. To achieve this goal, I integrate things I have learnt in my classes, clinical experiences and student feedback.

Course Objectives

Upon completion of the class, students should have the knowledge and skills necessary to:

1. Describe the principles associated with language sample collection.
2. Transcribe orthographic language samples.
3. Analyze language samples with respect to phonology, morphology, syntax, semantics and pragmatics.

Recommended Software

Students will transcribe and analyze language samples using the Systematic Analysis of Language Transcripts (SALT) software. SALT is available on all computers in the lab (3049 Dole). I expect you to purchase the SALT Student Software (www.saltsoftware.com → click on "Products" → "For Students") for this hybrid course.

Policies and Procedures

1. It is the student's responsibility to access the readings and other online course content prior to the submission deadlines.
2. If you prefer in-class instruction and want to use lab computers for SALT access, then you are strongly encouraged to attend classes on scheduled times on Wednesday.

Course Requirements

1. **Readings:** The readings are posted on Blackboard for each module. The assigned readings should be completed prior to taking the quiz.
2. **Lab Assignments:** The lab assignments for each module are 15 points and supposed to be completed on successive Wednesdays. Late assignments will not be accepted. Students must work independently on the assignments.

3. **Quizzes:** The quizzes will cover the assigned readings. The quizzes are 10 points each and students are expected to complete them in 30 minutes on successive Mondays. Assisting others with the quiz or receiving assistance is considered plagiarism.
4. **Projects:** Projects will close at 11:59PM on submission dates. Projects will encourage the use of SALT. Students are expected to complete them independently. Course and teaching evaluation is mandatory requirement for submission of final project.
5. **In-Class Participation:** In-class participation will include class discussions and simple activities given on alternate Wednesdays (when there are only assigned readings). Active responses to class discussion and online submission of class activity responses(if you are not attending class) will help you acquire 5 brownie points at the end of the semester.

Course Schedule

Module	Quiz	Assignments
1	08/27/2018	08/29/2018
2	09/10/2018	09/12/2018
3	09/24/2018	09/26/2018
Project 1-10/08/2018		
5	10/15/2018	10/17/2018
6	10/29/2018	10/31/2018
7	11/12/2018	11/14/2018
8	11/26/2018	11/28/2018
9	12/03/2018	12/05/2018
Project 2- 12/12/2018		

Grading

Grades will be determined based on performance on quizzes, lab assignments, and projects and in-class participation. Grades will be posted on Blackboard. Discussion regarding the grading of any assignments or projects must occur prior to the last day of class. The point distribution is as follows:

<u>Grade</u>	<u>Percentage</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Academic Misconduct

Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations. Students are expected to observe all University Guidelines pertaining to academic misconduct as stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing

of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research."

Accommodations

<http://access.ku.edu/syllabus-statement-0>

"The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately regarding your needs in this course."

References

- Hughes, D., McGillivray, L., & Schmidek, M. (1997). *Guide to Narrative Language*. Eau Claire, WI: Thinking Publications.
- Justice, L.M., & Ezell, H.D. (2002). *The Syntax Handbook: Everything You Learned About Syntax (But Forgot)*. Eau Claire, WI: Thinking Publications.
- McCabe, A., & Bliss, L.S. (2003). *Patterns of Narrative Discourse: A Multicultural, Life Span Approach*. Boston: Allyn and Bacon.
- Miller, J.F., Andriacchi, K., & Nockerts, A. (2011). *Assessing Language Production Using SALT Software*. Middleton, WI: SALT Software LLC.
- Pence Turnball, K.L., & Justice, L.M. (2012). *Language development from theory to practice (2nd Edition)*. Upper Saddle River, NJ: Pearson Learning Inc.
- Retherford, K.S. (2000). *Guide to Analysis of Transcripts*. Eau Claire, WI: Thinking Publications.
- SALT Software, LLC. (2016). *SALT Software*. Retrieved from: <http://www.saltsoftware.com>
- Stoel-Gammon, C., & Dunn, C. (1985). *Normal and abnormal phonology in children*. Austin, TX: Pro-Ed. Inc.