

SPLH 466 Language Science (3 credits)  
Fall 2018 Syllabus

Class Meetings:	Tuesday and Thursday 1:00 – 2:15 2092 Dole Human Development Center
Class Instructor:	Shelley L. Bredin-Oja; <a href="mailto:sbredin-oja@ku.edu">sbredin-oja@ku.edu</a> ; 864-4953
Office hours:	Tuesday and Thursday 2:15 – 3:00; 1027 Dole Human Development Center Additional times available by appointment
*Preferred Reference:	Dr. Bredin-Oja She, her, hers
GTA:	Brandall Bond, B.A.; <a href="mailto:b.bond@ku.edu">b.bond@ku.edu</a> ; 864-0640
Responsibilities:	Grading assignments, quizzes, and exams
Office hours:	Tuesday 4:00 – 6:00 pm (tentative) 3017 Dole
*Preferred Reference:	Brandall He, him, his

\*This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address us as indicated by our preferred names and pronouns (as listed above). We were provided with a class roster with student names as they appear in Enroll and Pay. We will learn your name and pronoun preferences through a first day survey.

### Pre-requisites

None.

### Course Description

Communication and language are not synonymous. Many species are capable of communicating but language is a uniquely human phenomenon. To understand language disorders in children and adults—and to manage these disorders clinically—you must first understand the normal structure and processing of language. This class will introduce you to the structures of language, i.e., phonology, morphology, semantics, syntax, and pragmatics; to the processes of language comprehension and production across single words, sentences, and conversation; and to research methods used to study these processes. This course is meant to prepare you for future study of language, language acquisition, and language disorders. It is recommended that you complete this course **prior** to enrolling in SPLH 566 Language Development.

### Course Objectives

This course is designed to meet the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Receptive/Expressive Language.

The goals for this class are for you to:

- Improve your understanding of what language is
- Learn basic linguistic terminology and concepts related to the structures of language (i.e., phonology, morphology, semantics, syntax, and pragmatics)

- Be introduced to different, often competing, theories of language acquisition
- Learn research methods used to investigate processes of language comprehension and production in typical language development and in language disorders
- Facilitate your ability to read research articles and other assigned material responsibly

### **Required Course Materials**

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

Blackboard course website at <https://courseware.ku.edu/>

Library at <https://lib.ku.edu/> to retrieve research articles

### **Recommended Reading**

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

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

### **Course Requirements**

#### *1. Class attendance (0 points – 0% of final grade)*

You are expected to attend all classes and actively take notes. Material presented in class will come from a variety of sources and will supplement material presented in the textbook and assigned research articles. You should not expect to do well in this class if you do not regularly attend class and take notes. Some material presented in class will be provided as handouts on blackboard; full copies of class lectures will not.

#### *2. Structured summaries of research articles (150 points – 23.44% of final grade)*

Three structured summaries of research articles are required. All articles are available electronically from the KU library. It is the student's responsibility to download the article from the KU library. The full reference for the article is listed on the calendar. Summaries must be typed and will be graded for clear and complete sentences without grammar or spelling errors, in addition to grading for content.

Read the article and write a summary **in your own words** following the organization below. Do not write exactly what the article says. Typing information from the article without the use of quotation marks and proper citation constitutes plagiarism and also will constitute academic misconduct. Quotes from articles should be used sparingly, if at all, and should appear in quotation marks with appropriate reference to the source material, using APA 6<sup>th</sup> ed. formatting.

### ***Article Structured Summaries Sections***

Your structured summary **must** contain the following 5 sections and the specified information must be included in each section. Each section should be clearly labeled (as shown below). The summary should be cohesive and easily understood by someone who has not read the article.

*Purpose:* Describe the purpose or goal of the research or the research question.

*Method:* Describe the characteristics of the participants, the independent variable (which must be clearly labeled), the dependent variable (which must be clearly labeled), and a brief description of the tasks procedures.

*Results:* Provide a brief description of the analysis approach along with the results of each analysis.

*Conclusions:* Describe the take-home message from this article.

*Impact & Application:* Describe how this research helps you understand the nature of the disorder (i.e., the fundamental problem in this disorder) and/or how the research informs clinical practice.

### 3. Exams (400 points – 62.5% of final grade)

Three exams are scheduled during regular class times (see calendar on pages 8-10 of this syllabus). All exams will evaluate your understanding of key terms and concepts, as presented in lectures and assigned readings. Each exam is worth 100 points and will consist of 50 objective questions. *There will be no opportunity to make-up or postpone exams for unexcused absences.*

In addition, there will be a cumulative final exam scheduled for Wednesday, December 12<sup>th</sup>, 1:30 – 4:00. The cumulative exam will be worth 100 points and will consist of objective exam questions.

All students will be afforded an equal opportunity to concentrate and to complete exams under optimal test-taking conditions. For this reason, the following procedures will be followed on exam days to minimize class disruptions. All books, backpacks, coats, etc. will be left at the front of the room. During exams, students will be allowed a pencil and eraser. Students should sit in every other seat so that they will not bother their neighbor while taking the exam. No one should sit in the front row of seats. This front row is reserved for students who need to ask questions. Students should complete the exam and mark any items they wish to ask questions about. Students should then move to the front row of seats where the instructor will be available to answer questions. Students will then complete their exam at a seat in the front row. You may leave the classroom when you have completed the exam. Please be courteous of your fellow classmates and leave the classroom as quietly as possible once you have handed in your exam.

### 4. Weekly exercises (90 points – 14.06% of final grade)

Weekly exercises will provide students with sample questions that may be asked on exams, help students identify key concepts covered in readings and lectures, and provide extra practice applying course concepts to language samples. Weekly exercises will be administered through Blackboard. Weekly exercises will be available by **10:00 am each Friday** and will be due by each **Tuesday at 10:00 am**. Students should attempt to answer each question without referring to class notes, then verify their answers before submitting the exercise. Eleven exercises are scheduled, each worth 10 points. Only the best 9 of the 11 exercises will be counted towards the

final grade (i.e., 2 exercises can be dropped). ***There will be no opportunities to make-up or postpone weekly exercises for unexcused absences. Exercises must represent a student's own independent work. E-mail the GTA if you have any difficulty completing your weekly exercise.***

### **Course Grade**

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality.

2.2.1.2 The grade of B will be reported for achievement of high quality.

2.2.1.3 The grade of C will be reported for achievement of acceptable quality.

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality.

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course.

Individual schools of the College may adopt the use of plus or minus to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

In this course, quality of achievement will be evaluated through points earned on exams, weekly exercises, and assignments.

Exam Points	Quality of Achievement	Letter Grade (GPA)
94-100	Outstanding	A (4.0)
90-93		A- (3.7)
87-89	High	B+ (3.3)
84-86		B (3.0)
80-83		B- (2.7)
77-79	Acceptable	C+ (2.3)
74-76		C (2.0)
70-73		C- (1.7)
67-69	Minimal	D+ (1.3)
64-66		D (1.0)
60-63		D- (0.7)
≤59	Inadequate	F (0.0)

Article Summary Points	Quality of Achievement	Letter Grade (GPA)
47-50	Outstanding	A (4.0)
45-46		A- (3.7)
44	High	B+ (3.3)
42-43		B (3.0)
40-41	Acceptable	B- (2.7)
39		C+ (2.3)
37-38		C (2.0)
35-36		C- (1.7)
34	Minimal	D+ (1.3)
32-33		D (1.0)
30-31	Inadequate	D- (0.7)
≤29		F (0.0)

Total Course Points	Quality of Achievement	Letter Grade (GPA)
602-640	Outstanding	A (4.0)
576-601		A- (3.7)
557-575	High	B+ (3.3)
537-556		B (3.0)
512-536	Acceptable	B- (2.7)
493-511		C+ (2.3)
474-492		C (2.0)
448-473		C- (1.7)
429-447	Minimal	D+ (1.3)
410-428		D (1.0)
384-409	Inadequate	D- (0.7)
≤383		F (0.0)

If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor or GTA during office hours or by appointment to improve the quality of your learning of course material.

### Course Policies

#### **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.

### **Religious Observances**

<http://policy.ku.edu/governance/USRR#art1sect4>

Should a regularly scheduled class meeting or final examination schedule for this course conflict with your mandated religious observance, please contact me **at the beginning of the semester** so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities that conflict with mandated religious observances. Students are responsible for contacting the instructor to reach a mutually acceptable solution.

### **Diversity, Equity, and Inclusion**

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

### **Medical Crisis**

<http://policy.ku.edu/governance/USRR#art1sect4>

1.4.4 "Students with a verifiable medical crisis should be excused from being present for scheduled examinations and tests. It is the responsibility of the student to initiate discussion with the instructor, prior to the examination/test if possible. The instructor and student shall come to a mutually agreeable method of making up the missed work."

1.4.5 "Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled examinations and tests. It is the responsibility of the student to contact the instructor, prior to the examination/test if possible or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work."

### **Intellectual Property**

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. **Video and audio recording of lectures and review sessions or photos of lecture slides without the consent of the instructor is strictly prohibited.** On request, the instructor may grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

### **Studying**

<http://policy.ku.edu/governance/FSRR#ArticleV>

Significant learning may start in the classroom but it should continue to grow outside the classroom when students become actively engaged with the material. In this course, you will be

actively engaged with the material outside of class through completion of readings and weekly exercises. As stated in the Faculty Senate Rules and Regulations (5.1.1) “One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered.”

### **Academic Misconduct**

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 their 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.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

### **Commercial Note-Taking Ventures**

Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

### **Concealed Carry**

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#).**

Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier’s custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

### **Tests and Quizzes**

Instructors are allowed by Kansas Board of Regents policy, to require backpacks, purses and other bags be placed at the front of the classroom during exams and quizzes, and as such those items will not be under the constant control of the individual. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and

are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

### Fall 2018 Schedule of Classes

\*Course schedule, with the exception of exam dates, is subject to change

August 21	Introduction and Syllabus
August 23	What is language and how is it different from communication? —Defining Properties
	Read Yule Chapters 1 & 2

August 28	How do we acquire language?
August 30	Theories of language acquisition continued
	Read Yule Chapter 13
	<b>August 31 – September 4 (10 am) Weekly Exercise 1</b>

September 4	Sounds of language (Phonetics)
September 6	Phonetics continued
	Read Yule Chapter 3
	<b>September 7 – September 11 (10 am) Weekly Exercise 2</b>

September 11	Sound systems of language (Phonology)
September 13	Phonology continued
	Read Yule Chapter 4
	<b>September 14 – September 18 (10 am) Weekly Exercise 3</b>

September 18	Words and parts of words (Morphology)
September 20	Morphology continued
	Read Yule Chapters 5 & 6
	<b>September 21 – September 25 (10 am) Weekly Exercise 4</b>



September 25      Word learning  
 September 27      Word learning continued

**September 27      Article Summary 1 Due**

Storkel, H. L., & Hoover, J. R. (2010). Word learning by children with phonological delays: Differentiating effects of phonotactic probability and neighborhood density. *Journal of Communication Disorders*, 43(2), 105-119.

**September 28 – October 2 (10 am) Weekly Exercise 5**

October 2            **Exam 1**  
 October 4            Word meaning (Semantics)

Read Yule Chapter 9

October 9            Semantics continued  
 October 11          Phrases and Sentences (syntax)

Read Yule Chapters 7 & 8

**October 12 – October 16 (10 am) Weekly Exercise 6**

October 16          Syntax continued  
 October 18          Syntax continued

**October 19 – October 23 (10 am) Weekly Exercise 7**

October 23          Syntax continued  
 October 25          Syntax continued

**October 25            Article Summary 2 Due**

Fey, M. E., Leonard, L. B., Bredin-Oja, S. L., & Deevy, P. (2017). A clinical evaluation of the competing sources of input hypothesis. *Journal of Speech, Language, and Hearing Research*, 60(1), 104-120.

**October 26 – October 30 (10 am) Weekly Exercise 8**

October 30          **Exam 2**  
 November 1        Uses of language (Pragmatics)

Read Yule Chapter 10

November 6            Pragmatics continued  
 November 8            Discourse analysis

Read Yule Chapter 11

**November 9 – November 13 (10 am) Weekly Exercise 9**

November 13            Discourse analysis continued  
 November 15            Variation in language

Read Yule Chapters 18 & 19

**November 16 – November 20 (10 am) Weekly Exercise 10**

November 20            Language and the Brain (Processing and accessing words and sentences)

November 22 – No Class

Read Yule Chapter 12

November 27            Language and the Brain continued  
 November 29            Language and the Brain continued

**November 29            Article Summary 3 Due**

Van Gompel, R. P., Pickering, M. J., Pearson, J., & Jacob, G. (2006). The activation of inappropriate analyses in garden-path sentences: Evidence from structural priming. *Journal of Memory and Language*, 55(3), 335-362.

**November 30 – December 4 (10 am) Weekly Exercise 11**

December 4            **Exam 3**  
 December 6            Review for Cumulative Final

**December 12 Wednesday 1:30-4:00            CUMMULATIVE FINAL EXAM**

### ***Additional Issues for Article Structured Summaries***

#### **Mechanics of Writing**

Points will be awarded both for the content of your response as well as the clarity of your response. You should (1) spell check your responses; (2) proofread your responses for incorrect word choice, missing words, punctuation; (3) revise your responses to make sure that they are clear and straightforward (it may help to make an outline of your response to each question before attempting to write your response).

#### **Quotes**

Quoting directly from the article (i.e., copying a sentence(s) word for word) without indicating that the quotation is a verbatim copy from the article by the use of quotation marks (i.e., “xxx”) is considered plagiarism (i.e., academic misconduct). Generally, you should NOT copy your responses directly from the article. I am interested in whether you UNDERSTAND what you have read (not whether you can re-type the article). Thus, all your responses should be written in your own words to show your understanding of the author’s points. MINIMAL, IF ANY, quotations should be used.

#### **KU Writing Center**

You are encouraged to visit the KU Writing Center for help communicating your interpretation of the article in written form. Visit their website [www.writing.ku.edu](http://www.writing.ku.edu), e-mail [writing@ku.edu](mailto:writing@ku.edu), or call 864-2399 for more information about the services offered by the KU Writing Center (4017 Wescoe).

SPLH 466 Article Structured Summary Grading Rubric							
Student		Grader		Assignment			
Trait	Skills	SPLH 466 Notes	Grader Assessment/Comments	Grade			
				Mastered	Emerging	Basic	Absent
<b>Content</b>	Content is appropriate for topic/question/assignment	Purpose	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)	All skills present (21 points)	Most skills present (14-20 points)	Few skills present (7-13 points)	All skills absent (0-6 points)
	Content is accurate	Participants	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
	Content is complete/sufficient in scope	Independent Variable	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
		Dependent Variable	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
		Procedures	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
		Analysis	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
	Results	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)	points =	points =	points =	points =	
<b>Critical Thinking</b>	Appropriate critique/critical evaluation of content	Conclusions	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)	All skills present (9 points)	Most skills present (6-8 points)	Few skills present (3-5 points)	All skills absent (0-2 points)
	Accurate interpretation/conclusions from content	Relationship to Class	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
	Appropriate integration between topics/articles or with content from course	Impact & Application	Correct(3)-Partially Correct(2)-Minimally Correct(1)-Missing(0)				
<b>Clarity/ Organization</b>	Logical flow/sequencing. Organized and cohesive.	N/A		All skills present (10 points)	Most skills present (6-9 points)	Few skills present (2-5 points)	All skills absent (0-1 points)
	Writing is easy to understand upon first reading.						
	Writing is appropriate to the type of audience (e.g., professional) and level of audience (e.g., advanced vs. naïve).						
<b>Mechanics</b>	Punctuation and spelling are error free.	N/A		All skills present (10 points)	Most skills present (6-9 points)	Few skills present (2-5 points)	All skills absent (0-1 points)
	Word choice and sentence structure are appropriate (i.e., no awkward phrasing or word use).						
	Professional conventions are adhered too (e.g., appropriate citation conventions).						
<b>Grade</b>							
Content Points (21 max)							
Critical Thinking Points (9 max)							
Clarity/Organization Points (10 max)							
Mechanics (10 max)							
<b>Total Points (50 max)</b>							