

SPLH 466 Language Science (3 credits)  
Spring, 2021 Syllabus

Class Meetings:	In person—Tuesdays 4:00 – 5:15 1005 Haworth <b>Remaining class content is posted to Blackboard</b>
Class Instructor:	Shelley L. Bredin-Oja; <a href="mailto:sbredin-oja@ku.edu">sbredin-oja@ku.edu</a> ; 864-4953
Office hours:	Office hours will be held via Zoom only; Tuesdays and Thursdays 2:30 – 3:00 Additional times available by appointment
<b>*Preferred Reference:</b>	<b>Dr. Bredin-Oja</b> She, her, hers
GTA:	Bogi Perelmutter; <a href="mailto:bogi-perelmutter@ku.edu">bogi-perelmutter@ku.edu</a>
Responsibilities:	Grading
Office hours:	Office hours will be held via Zoom only
<b>*Preferred Reference:</b>	<b>Bogi</b> Singular they, them, theirs

\*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 preference and pronouns through a survey administered through Blackboard.

This course will be a hybrid between in-person meetings once a week and material presented through Blackboard for the second weekly class meeting. Students are responsible for accessing all class material through Blackboard.

### **Safety While on Campus and in the Classroom**

Use the CVKey app every day to assess your health and access campus buildings. The app will tell you whether your health status makes it safe to come to campus and class.

***To protect all of us, everyone must wear a mask that covers your mouth and nose in the classroom as required by the [Protect KU Pledge](#) and by University policy. Violations of the mask policy in classrooms are treated as academic misconduct. If you come to class without a mask, I will ask you to put one on. If you do not put on a mask when asked, you will have to leave class. Violations will be reported, and consequences will follow—up to and including suspension from the course.***

### **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.**

**Pre-requisites**

None.

**Course Objectives**

This course is designed to meet the requirements of American Speech Language Hearing Association (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 Readings**

Justice, L. & Ezell, H. (2016). *The syntax handbook* (2<sup>nd</sup> Ed.) Austin, TX: Pro-Ed.

**Course Requirements**

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

You are strongly encouraged to attend the in-person class and to actively participate by taking notes, asking questions, and contributing to class discussion; however, class attendance will not contribute to your overall grade. Material presented in class will come from a variety of sources and will supplement material presented in the textbook. Even though I will not be taking attendance for credit, I will still be taking attendance as a way to monitor your engagement with the class. **I ask for the courtesy of letting me know, in advance, if you are going to miss a class.** There will be no penalty, nor judgment from me, and material presented in class will be posted to Blackboard.

2. *Class Participation Activities (15 points – ~3% of final grade)*

There will be three class participation activities (5 points each) administered as assignments or discussion boards through Blackboard during the first three weeks. These activities will be graded **for completion only**—they will not be graded for the accuracy of your answers.

### 3. *Weekly Exercises (260 points – ~54% of final grade)*

There will be 13 weekly exercises, one per week for the first 13 weeks, administered through Blackboard. These weekly exercises are designed to test your knowledge of key concepts covered in readings and class presentations. Weekly exercises will be available by **10:00 am each Thursday** and will be due by **Friday at 11:59 pm**. Students should attempt to answer each question without referring to class notes, then verify their answers before submitting the exercise. ***There will be no opportunities to make-up or postpone weekly exercises for unexcused absences.*** Exercises must represent a student's own independent work.

### 4. *Research Article Discussion Forum (30 points – ~6% of final grade [plus possible 5 extra credit points])*

This assignment will take place over three weeks. In the first week, you will read an assigned research article and then answer four questions posted on a Blackboard discussion forum. In the second week, you will be required to leave five substantive comments or questions on other students' comments. Your responses must be at least two sentences long and must include content (i.e., not just "This was really interesting" or "I liked your comment"). In the third week, you will have an opportunity to earn extra credit by responding to at least two comments or questions that you received from your fellow students.

### 5. *Research Article Summary (75 points – ~16% of final grade)*

This assignment will give you practice reading research papers by choosing a research question that interests you, then finding a peer-reviewed research paper that addresses this question. You will also provide feedback to another student in a format similar to scientific peer review. You will have four weeks to complete this assignment, with one activity in each week. In the first week, you will develop your research question; in the second week, you will conduct a search of the literature to find a relevant research paper; in the third week, you will write your summary following a modified PICO (Population, Intervention, Comparison, Outcome) format and post it to Blackboard; in the fourth week, you will read a fellow student's summary (and article) and provide written feedback. More guidance regarding this assignment will be given during the semester.

### 6. *Cumulative Final Exam (100 points – ~21% of final grade)*

There will be a cumulative final exam on May 13<sup>th</sup>.

## **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 weekly exercises, class participation activities, research article assignments, and a cumulative final exam.

Research Article Summary	Quality of Achievement	Letter Grade (GPA)
70-75	Outstanding	A (4.0)
67-69		A- (3.7)
65-66	High	B+ (3.3)
63-64		B (3.0)
60-62		B- (2.7)
57-59	Acceptable	C+ (2.3)
55-56		C (2.0)
52-54	Minimal	C- (1.7)
50-51		D+ (1.3)
48-49		D (1.0)
45-47		D- (0.7)
<u>&lt;44</u>		Inadequate

Final 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	Minimal	C- (1.7)
67-69		D+ (1.3)
64-66		D (1.0)
60-63		D- (0.7)
<u>≤59</u>		Inadequate

Total Course Points	Quality of Achievement	Letter Grade (GPA)
451-480	Outstanding	A (4.0)
432-450		A- (3.7)
417-431	High	B+ (3.3)
403-416		B (3.0)
384-402	Acceptable	B- (2.7)
369-383		C+ (2.3)
355-368		C (2.0)
336-354		C- (1.7)
321-335	Minimal	D+ (1.3)
307-320		D (1.0)
288-306	Inadequate	D- (0.7)
≤ 287		F (0.0)

If you are having any difficulties meeting the requirements for the course and are thinking about dropping, or if your level of achievement during the course is falling short of your goal, please reach out to me. I would like to have the chance to hear about what you are struggling with to see if there is a way to help you meet the outcomes of the course.

Spring, 2021 Schedule of Classes  
\*Course schedule is subject to change

Date	Topic	Weekly Assignments
<b>In-person</b> 2/2	What is language and how is it different from communication? —Defining Properties of Language —How do we encode our thoughts into speech?	<b>Before in-person class:</b> Read Yule chapters 1 & 2  <b>After in-person class:</b> (1) Complete student information sheet (2) Complete Class Participation Activity 1 (5 points) <b>DUE 2/4 by 11:59 PM</b> (3) Complete weekly exercise 1 (20 points) <b>DUE 2/5 by 11:59 PM</b>
<b>In-person</b> 2/9	How do we acquire language? —Theories of language acquisition	<b>Before in-person class:</b> (1) Read Yule chapter 13 (2) Review lecture outline  <b>After in-person class:</b> (1) Complete Class Participation Activity 2 — discussion board (5 points) <b>DUE 2/11 by 11:59 PM</b> (2) Complete weekly exercise 2 (20 points) <b>DUE 2/12 by 11:59 PM</b>
<b>In-person</b> 2/16	Sounds and sound systems of English and other languages —Phonetics & Phonology  The Linguistic Genius of Babies	<b>Before in-person class:</b> (1) Read Yule chapters 3 & 4 (2) Review lecture outline  <b>After in-person class:</b>

	<a href="https://www.youtube.com/watch?v=M-ymanHajN8">https://www.youtube.com/watch?v=M-ymanHajN8</a>	(2) Complete Class Participation Activity 3 – youtube video and discussion board (5 points) <b>DUE 2/18 by 11:59 PM</b> (3) Complete weekly exercise 3 (20 points) <b>DUE 2/19 by 11:59 PM</b>
<b>In-person</b> 2/23	Words and parts of words and how we form them —Morphology	<b>Before in-person class:</b> (1) Read Yule chapters 5 & 6 (2) Review lecture outline  <b>After in-person class:</b> (1) Complete weekly exercise 4 (20 points) <b>DUE 2/26 by 11:59 PM</b>
<b>In-person</b> 3/2	Morphology continued	<b>Before in-person class:</b> (1) Review lecture outline  <b>After in-person class:</b> (1) Complete weekly exercise 5 (20 points) <b>DUE 3/5 by 11:59 PM</b> (2) Read assigned research article and answer four questions on Blackboard discussion form <b>DUE 3/7 by 11:59 PM</b>
<b>In-person</b> 3/9	How do infants learn words?	<b>Before in-person class:</b> (1) Review lecture outline  <b>After in-person class:</b> (1) Complete weekly exercise 6 (20 points) <b>DUE 3/12 by 11:59 PM</b> (2) Respond, substantively, to five fellow students' comments <b>DUE 3/14 by 11:59 PM</b>
<b>In-person</b> 3/16	The meaning of words and how we store them in our brain —Semantics	<b>Before in-person class:</b> (1) Read Yule chapter 9 (2) Review lecture outline  <b>After in-person class:</b> (1) Complete weekly exercise 7 (20 points) <b>DUE 3/19 by 11:59 PM</b> (2) Optional – Respond to at least two comments that you received FOR EXTRA CREDIT (5 points) <b>DUE 3/21 by 11:59 PM</b>
<b>In-person</b> 3/23	Parts of speech, phrases, clauses, and the rules for making sentences —Syntax	<b>Before in-person class:</b> (1) Read Yule chapters 7 & 8 (2) Review lecture outline  <b>After in-person class:</b> (1) Complete weekly exercise 8 (20 points) <b>DUE 3/26 by 11:59 PM</b>

<b>In-person</b> 3/30	Syntax continued	<p><b>Before in-person class:</b> (1) Review lecture outline</p> <p><b>After in-person class:</b> (1) Complete weekly exercise 9 (20 points) <b>DUE 4/2 by 11:59 PM</b></p>
<b>In-person</b> 4/6	Language Use —Pragmatics	<p><b>Before in-person class:</b> (1) Read Yule chapter 10 (2) Review lecture outline</p> <p><b>After in-person class:</b> (1) Complete weekly exercise 10 (20 points) <b>DUE 4/9 by 11:59 PM</b> (2) Develop research question <b>DUE 4/11 by 11:59 PM</b></p>
<b>In-person</b> 4/13	Discourse Analysis —Narratives and Conversation —Cohesion and Coherence	<p><b>Before in-person class:</b> (1) Read Yule chapter 11 (2) Review lecture outline</p> <p><b>After in-person class:</b> (1) Complete weekly exercise 11 (20 points) <b>DUE 4/16 by 11:59 PM</b> (2) Find relevant peer-reviewed research article that addresses your question <b>DUE 4/18 by 11:59 PM</b></p>
4/20	Variation within a language — Tuque?? What's a tuque?? Dialects and accents—it's not wrong, just different	<p><b>Before in-person class:</b> (1) Read Yule chapters 18 &amp; 19 (2) Review lecture outline</p> <p><b>After in-person class:</b> (1) Complete weekly exercise 12 (20 points) (2) Write summary and post to Blackboard <b>DUE 4/25 by 11:59 PM</b></p>
<b>In-person</b> 4/27	How we access and process language —Language and the brain	<p><b>Before in-person class:</b> (1) Read Yule chapter 12 (2) Review lecture outline</p> <p><b>After in-person class:</b> (1) Complete weekly exercise 13 (20 points) <b>DUE 4/30 by 11:59 PM</b> (2) Peer review of a fellow student's summary <b>DUE 5/2 by 11:59 PM</b></p>
<b>In-person</b> 5/4	Review of everything you have learned	<p><b>Before in-person class:</b> Study</p> <p><b>After in-person class:</b> Study some more</p>
<b>In-person</b> 5/13	Cumulative final exam on Blackboard 1:30 – 4:00	

## Course Policies

### Accommodations

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

The Student Access Center (SAC) 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 SAC, 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 [www.access.ku.edu](http://www.access.ku.edu). Please contact me privately in regard to 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, assignments, 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, 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