

SPLH 466 Language Science
Spring 2013 Syllabus
Tuesdays & Thursdays 2:30-3:45, Dole 2096

Instructor: Megan Blossom (I am also listed as Megan Prentice on some KU directories. Please call me Megan or Ms. Blossom.)

Email: blossom@ku.edu

Office: Dole 3025

Office hours: Tuesdays 1-2:30, and Fridays 11-1

GTA: Min Kyung Han

Email: minhan@ku.edu

Office: Dole 3046

Office hours: Tuesdays & Thursdays 3:45-4:45

Course Description

This course is a survey of the research and theories related to the structure and function of human language. In terms of structure, topics will include phonology, morphology, semantics, syntax, and pragmatics. In terms of function, topics will include language production and comprehension in terms of single words, sentences, and conversation/discourse. Across these topics, spoken and written language by both normal and clinical populations will be considered. This course will provide a foundation for the future study of language, language acquisition, and language disorders. It is **recommended** that students 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. During this course, students will learn:

1. Basic linguistic terminology & concepts related to phonology, morphology, the lexicon (word forms and semantics), and syntax;
2. The evidence supporting the psychological reality of these concepts in terms of how different aspects of language are stored in the mind and accessed for production and comprehension by speakers with normal language and those with impaired language;
3. The research methods used to investigate storage and access of language (e.g., elicited probes, priming, error analysis, lexical decision, AX task, sorting, triad, language games, mispronunciation detection, grammaticality judgment, gating, ERP, eye-tracking);
4. To critique language research in terms of stimulus and task selection as well as interpretation of results.
5. To read and understand a research article as well as apply the research findings to clinical practice.

Course Materials

Recommended Readings (available at KU Bookstore):

Fernández, E. M. & Cairns, H. S. (2011). *Fundamentals of Psycholinguistics*. Hoboken, NJ: Wiley-Blackwell.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An Introduction*. New York, NY: Cambridge University Press.

Required Readings:

Articles will be assigned throughout the semester. There will be six REQUIRED article assignments. More information about article assignments is described below. All articles can be accessed through the KU library website.

Requirements

1. Recommended Readings:

The recommended books are meant to complement the lectures, and may be helpful for students who like to see materials presented in more than one way. Relevant book chapters will be noted at the beginning of each unit, and relevant page numbers will be given during lectures when applicable. Recommended readings **will NOT** be explicitly summarized in class. It is not assumed that students will have read the recommended readings.

2. Weekly Exercises (90 points)

Weekly exercises will provide students with sample questions that may be asked on exams, help students identify key concepts covered in articles and lecture, 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 12:00 PM (except where noted in the calendar)**. Students should attempt to answer each question without referring to class notes, then verify their answers before submitting the exercise. Ten exercises are scheduled, each worth 10 points. Only the best 9 of the 10 exercises will be counted towards the final grade (i.e., 1 exercise 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.*

3. Article Assignments (180 points)

There will be six article assignments throughout the semester (two per unit), each worth 30 points. We will discuss in each article in class. Each article assignment involves two parts: A 10-point "pre-discussion" assignment, which students will prepare BEFORE the class discussion, and a 20-point

“post-discussion” assignment, which students will prepare AFTER the class discussion. In order to receive full credit for each assignment, students must complete BOTH parts. Both parts will be turned in to the instructor at the BEGINNING of the class day on which they are due. The precise nature of each article assignment will be slightly different for each article as we move through the semester. Detailed instructions for each article assignment will be provided at least one week before it is due.

For each unit, there will also be one optional article assignment that can be completed to replace a low article assignment grade. Details about the optional article assignments will be provided at least one week before they are due.

4. Exams (300 points)

Three exams are scheduled (see Calendar on pages 7-9 of this syllabus). All exams will evaluate your understanding of key terms and concepts, lectures, and articles discussed in class. Each exam is worth 100 points and will consist of 50 objective questions. *There will be no opportunities to make-up or postpone exams for unexcused absences.*

In addition, there is an **optional cumulative final exam** scheduled for **Wednesday, May 15, 1:30-4:00 pm**. The cumulative final exam will be worth 100 points and will consist of objective exam questions. You may take this final exam to replace one of your other exam grades. Thus, if you earn a low score on Exam 1, 2, or 3, you may take the cumulative final exam and your score will replace your lowest previous exam score (provided that you earn a higher score on the cumulative final). Alternatively, if you miss Exam 1, 2, or 3, you may take the cumulative final exam to replace your score of 0 for the missed exam. If you are satisfied with your scores on Exams 1-3, you do NOT need to take the optional cumulative final exam.

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.

Audio or Video Taping Lecture

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 without the consent of the instructor is prohibited. On request, the instructor will usually 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

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, weekly exercises, article reports, and article summaries. 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.”

Written Assignments

Article assignments will entail a written response to specific questions/prompts. If you need assistance communicating your interpretations in written form, you may wish to consult the KU Writing Center (4017 Wescoe). The following statement from the writing center details the type of assistance available to students. “Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, we call our student writing centers Writer’s Roosts. When you visit, bring your work in progress and an idea of what you would like to work on – organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; check the website at www.writing.ku.edu for current locations and hours. The Roosts welcome both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to writing@ku.edu.”

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

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a

normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled exam, paper, or quiz is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Faculty Supervisor: The faculty supervisor for this course is Dr. Holly Storkel, storkel@ku.edu, 864-0497

Grading

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

- 1.2.1.1 The grade of A will be reported for achievement of outstanding quality
- 1.2.1.2 The grade of B will be reported for achievement of high quality
- 1.2.1.3 The grade of C will be reported for achievement of acceptable quality
- 1.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

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, article reports, article summaries, and on-line weekly exercises. Points assigned for each requirement will be in-line with the above described scale. ***This course will be using the +/- grading system to indicate intermediate levels of performance.*** The relationship between total points accumulated and quality of achievement is as follows:

Total Course Points	Quality of Achievement	Final Letter Grade (GPA)	
528-570	Outstanding	A	(4.0)
511-527		A-	(3.7)
494-510	High	B+	(3.3)
471-493		B	(3.0)
454-470		B-	(2.7)
437-453	Acceptable	C+	(2.3)
414-436		C	(2.0)
397-413		C-	(1.7)
380-396	Minimal	D+	(1.3)
357-379		D	(1.0)
340-356		D-	(0.7)
0-339	Inadequate	F	(0.0)

Exam Points	Quality of Achievement	Letter Grade
93-100	Outstanding	A
90-92		A-
87-89	High	B+
83-86		B
80-82		B-
77-79	Acceptable	C+
73-76		C
70-72		C-
67-69	Minimal	D+
63-66		D
60-62		D-
0-59	Inadequate	F

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.

SPLH 466 Language Science
Spring 2013 Calendar

Unit 1: Sounds & Words

January 22	Introductions, Syllabus, & Overview of Course Topics
January 24	Linguistics: Phonology
January 29	Psycholinguistics: Phonological Decoding & Encoding *Weekly Exercise 1 DUE 10 AM*
January 31	Article 1 Discussion Pre-discussion article assignment 1 DUE at the BEGINNING of class
February 5	Linguistics: Word-forms & the Lexicon *Weekly Exercise 2 DUE 10 AM*
February 7	Psycholinguistics: Lexical Access Post-discussion article assignment 1 DUE at the BEGINNING of class
February 12	Article 2 Discussion *Weekly Exercise 3 DUE 10 AM*
February 14	Psycholinguistics: Lexical Access Pre-discussion article assignment 2 DUE at the BEGINNING of class
February 19	Unit 1 Wrap-up *Weekly Exercise 4 DUE 10 AM*
February 21	Psycholinguistics: Lexical Access Post-discussion article assignment 2 DUE at the BEGINNING of class EXAM 1: Sounds & Words

Unit 2: Words & Meaning

February 26	Linguistics: Semantic Relationships
February 28	Psycholinguistics: Semantic Representations <i>Optional Article Assignment 1 DUE</i>
March 5	Psycholinguistics: Lemma Access *Weekly Exercise 5 DUE 10 AM*
March 7	Article 3 Discussion Pre-discussion article assignment 3 DUE at the BEGINNING of class
March 12	Linguistics: Derivational Morphology *Weekly Exercise 6 DUE 10 AM*
March 14	Psycholinguistics: Representations of Complex Words Post-discussion article assignment 3 DUE at the BEGINNING of class

SPRING BREAK

March 26	Article 4 Discussion *Weekly Exercise 7 DUE 10 AM* Pre-discussion article assignment 4 DUE at the BEGINNING of class
March 28	Unit 2 Wrap-up Post-discussion article assignment 4 DUE at the BEGINNING of class

Unit 3: Sentences

April 2	EXAM 2: Words & Meaning
April 4	Linguistics: Grammatical Morphology

April 9	Psycholinguistics: Production & Judgment <i>Optional Article assignment 2 DUE</i> *Weekly Exercise 8 DUE 10 AM*
April 11	Article 5 Discussion Pre-discussion article assignment 5 DUE at the BEGINNING of class

April 16	Linguistics: Grammatical categories *Weekly Exercise 9 DUE 10 AM* Post-discussion article assignment 5 DUE at the BEGINNING of class
April 18	Linguistics: Basic phrase structure

April 23	Psycholinguistics: Sentence Processing *Weekly Exercise 10 DUE 10 AM*
April 25	Article 6 Discussion Pre-discussion article assignment 6 DUE at the BEGINNING of class

April 30	Unit 3 Wrap-up Post-discussion article assignment 6 DUE at the BEGINNING of class
May 2	EXAM 3: Sentences

May 7	Putting it all together <i>Optional Article assignment 3 DUE</i>
May 9	Review for Optional Cumulative Final