Course Overview

Instructor: Alyson Abel, Ph.D.
Email: alyson.abel@mail.sdsu.edu
Office Phone: 619-594-4694
Office Location: SLHS 227
Office Hours: Tuesday and Thursday 11 am-12:30 pm, 15 minute appointments
Sign up using Google Calendar Appointments: http://bit.ly/1ZMK1TV
Other days/times scheduled by email

Graduate Teaching Assistant: Gabriela Meade
Email: meade.gabriela@gmail.com
Office Location: SLHS 241
Office Hours: By appointment

Class Information

Time/Location
Class Days: Tuesdays and Thursdays
Class Time: 2:00-3:15pm
Classroom: PS-130

Catalog Description
Structure, acquisition, processing, and neurological organization of language in typical and disordered communication

Outcomes and Competences
This course meets the following outcomes and competencies:
SDSU Student Outcomes Assessment Program (SOAP) Outcomes:
Undergraduate Outcomes: 1A, B; 2B; 3A, 3B, 3C; 4A
By the end of the semester, given class discussions and a series of exams, students will be able to:
- describe important details of current linguistic theory and its relevance to typical and atypical language acquisition, to typical and atypical language processing in adults, and to the treatment of language disorders in children and adults.
- describe important accounts of first language acquisition.
- describe important linguistic and processing accounts of language disorders in children.
- describe important accounts of the language processing system in typical adults, including lexical access and syntactic parsing.
- describe aphasia, and the lexical and syntactic deficits found in aphasia.
- describe selected treatment research targeting disordered language.

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:
III-A: Knowledge of Basic Principles
Social/behavioral sciences
III-B: Basic Communication and Swallowing Processes
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis
III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

III-D: Principles and Methods of Prevention, Assessment, and Intervention
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical, physiological, developmental, linguistic, and cultural correlates of the disorders

III-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice

III-G: Contemporary Professional Issues
Contemporary professional issues

California Commission on Teaching Credentialing (CTC) Standards:
General Program Standards
3. Educating Diverse Learners
5. Assessment of Students

Speech-Language Pathology Standards
2. Child Development and Speech, Language, and Hearing Acquisition
3. Speech, Language, Hearing and Swallowing Disorders

Purpose and Content
This course will investigate various aspects of language, including its structure, processing, acquisition, and neurological organization. The thesis underlying this course is that to understand the various language disorders in children and adults – and to clinically manage these disorders – you should know something about the normal structure and processing of language, that is, language science. The course will cover at least the following topics: Linguistics (The Lexicon, Morphology, and Syntax), Language Acquisition (Acquisition of multiple languages, Disorders of Language in Children, Role of culture in developing language), Psycholinguistics (Lexical processing, Sentence processing, Bilingual language processing), Neurolinguistics (Brain Imaging, Disorders of Language in Adults).

Adding/Dropping Procedures
Students may add the class anytime – with instructor approval – anytime up until the schedule adjustment deadline. Students may drop the class anytime up until the university’s schedule adjustment deadline. After that date, they must obtain instructor approval per university policy. Students enrolled in the class who do not meet the prerequisite requirements will be dropped from the course during the first week of class.

Policies

Classroom Behavior
Students are expected to show respect to their professors and classmates, and for the learning environment. Please refrain from texting or surfing the web during class, as it is distracting to those around you.
Concerns Regarding Classroom Activity, Grades, or other Student Affair Matters:
Though students have the option of contacting the San Diego State University Ombudsman or the CHHS Assistant Dean for Student Affairs at any time regarding classroom activity, grades, or other student affairs matters, students are encouraged to take the following courses of actions:

1. meet with their professor first to discuss the situation. If the issue is not resolved at this level, the student should
2. contact the undergraduate advisor, Dr. Peter Torre (ptorre@mail.sdsu.edu). If the problem is not resolved at this level, the student should
3. contact the director of SLHS, Dr. Tracy Love (tlove@mail.sdsu.edu). If there are still concerns, the student should
4. contact the Assistant Dean for Student Affairs, Jessica Robinson (jmrobinson@sdsu.edu).

Recording
All students must obtain permission to record a class lecture or discussion. These recordings and all course materials provided by me are my intellectual, copyrighted property and are for individual use only and are not to be shared with anyone else or to websites or via any other public means without my written permission. This includes any social media sites created among SDSU class cohorts, even if closed/secret. On request, the instructor will usually grant permission for students to record lectures, on the condition that these recordings 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. If it is determined that a student has shared any written or recorded documents from this class without prior permission, the matter will be taken very seriously and that student may be reported for misconduct to the University.

Student Privacy
In accordance with FERPA and to protect student privacy, assignment feedback and grades will only be provided during private instructor-student interactions. No student work will be retained beyond the end of the semester or used as example for future students without written permission from the student.

Attendance and Participation
Class meetings will be of a lecture/discussion format. Coming to class prepared (e.g., completing readings before class, printing notes and activities), attending class regularly, and participating in class discussion are requirements of this course.

Makeups/Incompletes
There will be no opportunity for make-ups or incompletes except under emergency situations as determined by the instructor or in special circumstances where arrangements are made in advance. To be fair to all students, late work will be deducted one letter grade for each day it is late, beginning immediately after class on the due date. Major exams, after permission has been granted by the instructor, may only be made-up at the end of the semester during the last scheduled class period (after the Final Exam review).

Deferred Action for Childhood Arrivals (DACA)
All students with questions or concerns regarding DACA are encouraged to see the College of Health and Human Services Assistant Dean for Student Affairs, Jessica Robinson (jmrobinson@sdsu.edu).

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”
**Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation**

The University is committed to providing reasonable academic accommodation to students with disabilities. The [Student Disability Services Office](#) provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. To avoid any delaying the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Commitment to Diversity and Inclusion**

The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

**Nondiscrimination Policy**

- San Diego State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.
- SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Students should direct inquiries concerning San Diego State University’s compliance with all relevant disability laws to the Director of Student Disability Services (SDS), Calpulli Center, Room 3101, San Diego State University, San Diego, CA 92128 or call 619-594-6473 (TDD: 619-594-2929).
- SDSU does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. More detail on SDSU’s Nondiscrimination Policy can be found in the SDSU General Catalog, University Policies. Students should direct FERPA, Title IX, Discrimination, Harassment or any other protected categories inquiries and concerns to the office of Employee Relations and Compliance, phone number is 619-594-6464 and their website is [http://oerc.sdsu.edu/](http://oerc.sdsu.edu/)

**Academic Honesty**

Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s [Center for Student Rights and Responsibilities](#), students may be expelled, suspended, or put on probation for academic dishonesty. In addition to a University review of the incident(s), the School of Speech, Language and Hearing Sciences may also take disciplinary action which, depending on the severity of the incident, could result in one or all of the following sanctions: a grade of "F" on the assignment in question, dropping of one letter grade from your final grade in the class, or, for multiple or severe incidents, a grade of "F" in the class. You may receive an incomplete in a class, which will be removed once the investigation of the incident has been completed.

Per [SDSU’s Standards for Student Conduct](#), examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage;
furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Cheating** shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. **Examples of cheating** include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

**Plagiarism** shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source. **Examples of plagiarism** include, but are not limited to, (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) copying and pasting work from an online or offline source directly and calling it your own; (f) submitting as one’s own work papers purchased from research companies and (g) submitting a piece of work you did for one class to another class.

Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty. If you have questions on what is plagiarism, please consult the policy.

**California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.**

**Requirements**

**Required Materials**
The Study of Language, 5th Edition, 2014, George Yule, will serve as the primary text for the course. There will also be additional required readings (available for download from Blackboard). Students are responsible for required readings and are expected to have read the readings prior to the date they are assigned, as I will refer to them in lecture and assume that students are familiar with the content. Students should be familiar with the required readings throughout the semester, as content will be integrated across classes.

**Course Site:** [SDSU Blackboard Site](http://blackboard.sdsu.edu/)
This course is available on Blackboard, where announcements, handouts, assignments, requirements, external links, due dates, and grades are accessible. All enrolled students are automatically enrolled on this course site. To access the site, go to the above link, and enter your username (Student Red ID) and password (PIN). These are the same as the username and password for WebPortal.

**NOTE:** Because class announcements will be generated via email through the course site, it is critical that students have a current email account in this class. Please visit the following website to report your email address to the online course site: [http://www.sdsu.edu/e-services/](http://www.sdsu.edu/e-services/).
**Attendance and Participation**
Due to the number of students in the class, class meetings will be of a lecture/discussion nature, but time will also be devoted to review and discussion of difficult concepts and problem-solving. Class participation is strongly encouraged. Further, students are encouraged to make use of the time before or after class and my office hours to ask questions or further discuss concepts that are interesting or challenging.

**Assignments**
Unless mentioned specifically in the assignment instructions, all activities/assignments are to be completed individually and are due before class begins on the date stated. Group work will be viewed as a violation of academic conduct and will be treated as such.
All assignments will be graded for content, originality, and accuracy as well as grammar, spelling, and punctuation. Students are strongly encouraged to proofread their work several times. Reading aloud is particularly helpful for finding grammatical mistakes. There will be no opportunities to make up or postpone the course requirements. There will be no opportunities to earn extra credit.

**Quizzes (6 total; 10 points each = 60 total points)**
There will be six 10-point quizzes on Blackboard that cover readings and concepts from class. The purpose of these quizzes is as follows: 1) to facilitate comprehension of the readings and their relevance to the class discussions, 2) to explore concepts that we may not have time to cover in class, 3) to gain practice with language problem-solving. Thus, in MOST cases, quizzes will cover content from the readings that has not (yet) been covered in class. This is intentional, as it allows students to be actively involved in the learning and knowledge-seeking process. The quizzes will be posted to Blackboard one week prior to the due date.

**Clicker (25 points total; spread throughout semester)**
You are required to purchase an i>clicker2 remote or use REEF mobile (formerly i>clickerGo) for in-class participation. This semester in this class, you have the option of using either the i>clicker2 handheld remote or REEF mobile. REEF enables you to vote via a web-enabled device such as a laptop or app on your iOS or Android device. i>clicker2 is a handheld remote which you must purchase and bring to class every day. The SDSU Bookstore offers discounts for both REEF and i>clicker2. If you already have an i>clicker2 remote, you can use it in this class. Active i>clickerGO accounts have transitioned to REEF. i>clicker will be used every day in class. You are responsible for registering and bringing your device every day.

[Note: Not all faculty allow mobile use. Don’t buy REEF until you are sure you can use it. Get the two week FREE trial to make sure this works for you before buying an activation code.]

To receive participation credit in the course:
1. i>clicker2 remote: register your remote on any of your SDSU courses by going to Tools =>i>clicker Registration => Enter your remoteID which is on the back of the remote => Submit. MAKE SURE YOU SEE A REGISTRATION DATE or your clicker might not be registered.
   Once registered, your i>clicker2 remote can be used in all classes that require i>clicker and should not need to be re-registered.
2. REEF: Use the FREE two-week trial before purchasing to make sure REEF works in your classroom. You can purchase activation codes from the SDSU Bookstore. Go to http://www1.iclicker.com/ or download the iOS app from your app store. Create an account. Your REDID is your StudentID. Register your activation code on the Blackboard site the once you purchase it (Tools =>i>clicker Registration => Enter your activation ID.
3. If you have more questions about i>clicker or REEF, check http://support.reef-education.com/ or http://support.iclicker.com/ first. If you do not find an answer there, contact the Student Computing Center at 619-594-3189 or scc@rohan.sdsu.edu
4. i>clicker2 remotes will be used every day in class beginning February 2. You are responsible for bringing your i>clicker2 remote daily. It is recommended that you also have a spare set of batteries or an alternate power source for your mobile device.
5. 35 i>clicker points will be available throughout the semester after the February 2 start date and 25 points will be counted toward your grade. Therefore, you can “miss” answering i>clicker questions (e.g., absences, equipment malfunction, dead batteries) and will still be able to get 25 points. I am not qualified to provide technical support on i>clickers and cannot change points after class has ended. If you cannot respond to i>clicker questions during class, you will miss those points. Responding using someone else’s clicker for them will be considered academic dishonesty and will be handled as such.

Labs (3 total; 15 points each = 45 total points)
The purpose of these labs is to give students hands-on experience with some of the fundamental aspects of language science. Labs will be made available on Blackboard and assignments will be submitted via Blackboard as well.

Exams (3 total; 100 points each = 300 points)
There are three non-cumulative 100-point exams that will consist of multiple choice, fill in the blank, true/false, and/or short answer questions. Exams will cover content from lecture, required readings, and in class assignments. You will need a red ParScore form for each exam. If you do not include your RedID or bubble your RedID incorrectly on the ParScore form, you will receive a grade of 0 on your exam.

Grading Scale
Grades will be calculated out of 430 total points.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>399-430</td>
<td>A</td>
</tr>
<tr>
<td>387-398</td>
<td>A-</td>
</tr>
<tr>
<td>374-386</td>
<td>B+</td>
</tr>
<tr>
<td>356-373</td>
<td>B</td>
</tr>
<tr>
<td>344-355</td>
<td>B-</td>
</tr>
<tr>
<td>331-343</td>
<td>C+</td>
</tr>
<tr>
<td>313-330</td>
<td>C</td>
</tr>
<tr>
<td>301-312</td>
<td>C-</td>
</tr>
<tr>
<td>288-300</td>
<td>D+</td>
</tr>
<tr>
<td>270-287</td>
<td>D</td>
</tr>
<tr>
<td>258-269</td>
<td>D-</td>
</tr>
</tbody>
</table>

Class Success
There are a few things that you can do to help yourself succeed in this class:
1. **Come to class.** Some of what is presented in class is not covered directly in your text or readings; in those cases the text and readings are intended as supplements.
2. Use Blackboard.
3. After each class or each section go over the handouts and your notes. Please ask questions if you don’t understand! The class works best when we get some discussions going.
4. Don’t expect everything in this class to have direct clinical consequences (though some of it does); this class is about the basic science of language.
5. Be prepared: This class is not about memorizing facts; it’s about critical thinking, theories, the big picture.
SLHS 300 – Spring 2017 Tentative Class Schedule
This is a tentative schedule. Changes and further details about specific course requirements and due dates will be made accessible via the online course site.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Assignment Due</th>
<th>Topic</th>
<th>Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Course introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The origins of language</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Animals and human communication</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>31</td>
<td>LAB 1</td>
<td>Lexicon</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Feb 2</td>
<td>QUIZ 1 DUE (opens 1/26)</td>
<td>Morphology (part 1)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Start using clickers</strong></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td>Morphology (part 2)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>QUIZ 2 DUE (opens 2/2)</td>
<td>First language acquisition (part 1)</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>First language acquisition (part 2)</td>
<td></td>
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<tr>
<td>16</td>
<td>Exam review</td>
<td></td>
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<tr>
<td>21</td>
<td></td>
<td><strong>Exam #1</strong></td>
<td></td>
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<tr>
<td>23</td>
<td></td>
<td>Syntax (part 1)</td>
<td>Chapters 7,8</td>
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<td>28</td>
<td></td>
<td>Syntax (part 2)</td>
<td></td>
</tr>
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<td>Mar 2</td>
<td>LAB 2</td>
<td>Syntax (part 3)</td>
<td>Shapiro, “Syntax Tutorial”</td>
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<tr>
<td>7</td>
<td>QUIZ 3 DUE (opens 2/28)</td>
<td>Semantics (part 1)</td>
<td>Chapter 9</td>
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<tr>
<td>9</td>
<td></td>
<td>Semantics (part 2)</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td>Language processing (part 1)</td>
<td>Poirier &amp; Shapiro chapter</td>
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<tr>
<td>16</td>
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<td>Language processing (part 2)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>QUIZ 4 DUE (opens 3/14)</td>
<td>Pragmatics</td>
<td>Chapter 10</td>
</tr>
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<td>23</td>
<td></td>
<td>Discourse</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td><em>No class: Spring Break</em></td>
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<tr>
<td>30</td>
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<td><em>No class: Spring Break</em></td>
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<td>Apr 4</td>
<td></td>
<td>Exam Review</td>
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<td>6</td>
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<td><strong>Exam #2</strong></td>
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<tr>
<td>11</td>
<td>QUIZ 5 DUE (opens 4/4)</td>
<td>Language disorders in children (part 1)</td>
<td>Gleason &amp; Ratner chapter</td>
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<tr>
<td>13</td>
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<td>Language and the brain (part 1)</td>
<td>Chapter 12</td>
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<td>18</td>
<td>LAB 3</td>
<td>Language and the brain (part 2)</td>
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<td>Second language acquisition</td>
<td>McLaughlin et al. (2004)</td>
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<tr>
<td>25</td>
<td>QUIZ 6 DUE (opens 4/18)</td>
<td>Language variation (part 1)</td>
<td>Chapters 17-20</td>
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<tr>
<td>27</td>
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<td>Language variation (part 2)</td>
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<td>May 2</td>
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<td>Research methods</td>
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<tr>
<td>4</td>
<td></td>
<td>Wrap up</td>
<td>Exam review</td>
</tr>
<tr>
<td>9:1–3pm</td>
<td></td>
<td></td>
<td><strong>Exam #3</strong></td>
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