Course Number: CSD 295         Spring 2011

Course Title:  Fundamentals of Speech and Language Analysis

Credits: 3 hours

Prerequisites/Corequisites: none

For Whom Planned: This course is planned for undergraduate students in Communication Sciences & Disorders but it is also open to all undergraduate students.

Instructor Information: Sandie Barrie Blackley, MA/CCC; 344 Ferguson Building; 336-256-2002; sbblackl@uncg.edu

Catalog Description: structural foundation and analytic tools for studying language and language disorders

Student Learning Outcomes: Upon completion of this course, students will be able to:

a) Introduction
   1) Name the levels of language linguistic organization, from sound to text to meaning to language use.
   2) List three reasons why studying language is essential for language interventionists.

b) Phonetics
   1) Pronounce the 40 individual English speech sounds (consonants and vowels) and describe the place and manner of their production.
   2) Count speech sounds in English words.
   3) Identify specific speech sounds in English words.

c) Phonology
   1) Differentiate between speech sounds and the letters that represent them.
   2) Count and/or Isolate the speech sounds in Standard American English words.
   3) Count the number of syllables in English words.
   4) Name the phonological error underlying specific spelling errors.

d) Morphology
   1) Identify English morphemes and classify them as inflectional or derivational.
   2) Name the type(s) of changes that occur when a derivational suffix is added to a stem.

e) Orthography
   1) List the characteristics of English words derived from Anglo-Saxon, Latin and Greek origins and identify words based on their origin.
   2) List the graphemes used for spelling specific English phonemes.
   3) List six syllable types in written English, identify examples, and describe how they predict vowel pronunciation.
   4) Group words according to the pronunciations of their inflectional suffixes.

f) Semantics
   1) List at least 5 components of a semantic field.
   2) Describe the components of a ‘definition’.
   3) Contrast:
      a) words with multiple meanings
      b) words with idiomatic and literal meanings.

g) Syntax
   1) Identify the required components of a sentence.
   2) Identify noun phrases and verb phrases in sentences.
   3) Identify phrases and clauses.
   4) Identify basic syntactic forms and functions.
   5) Given ambiguous phrases, draw tree diagrams to show the underlying ambiguities in phrase structure.

h) Pragmatics
   1) Define the pragmatic level of language.
   2) Identify 3 elements that can contribute to non-verbal pragmatics.
   3) Identify 3 elements that can contribute to verbal pragmatics.

i) Language Analysis and Instruction: Analyze and summarize error patterns in a child’s written language sample.

Teaching Strategies:

a) Guided Web-based exploration, exercises and practice (The Learning Area).
b) Weekly reading assignments (textbook chapters and information on Web-based Learning Area).

b) Blogging in response to each unit’s critical inquiry question (The Blackboard Think It Through Blog).

d) Objective Formal Exercises completed each week on Blackboard.

e) A Clinical Project for application of language structure analysis.
Evaluation Methods and Guidelines: There are 600 possible points in the course.

1. **Beginning and Ending Organization**—You will earn 5 points for posting your introduction and for completing the end-of-course evaluation. You must do both to get the 5 points. Posting your introduction on the Intro & Think-It-Through Blog may also help you identify a classmate-collaborator for the Clinical Project (see #4 below). = <1% (5 points)

2. **Blackboard Exercises** are sets of questions in an objective format (multiple choice, matching) covering the most essential information for Units 2-8. Each exercise may be re-worked up to 5 times during the assigned period to obtain the highest possible grade. **NOTE:** The last grade recorded for each exercise is the one that will be recorded! = 43% (258 points)

3. **Mid-Term Exam** is a timed (60 minute) 50 item exam administered on Blackboard. Items on the mid-term exam are worth 2 points each and will be drawn from weekly exercises for Units 2-4 = 17% (100 points)

4. **The Clinical Project** is best completed in collaboration with one or more of your classmates. You and your collaborator(s) will analyze a child’s (written) language sample across several linguistic domains. Then you will use your data to individually and independently answer questions in a administered Clinical Project Assessment on Blackboard = 19% (113 points)

5. **Final Exam**—The timed (60 minute) 62 item exam will be administered on Blackboard. See the Course Calendar & Topical Outline for scheduled dates. Questions, worth 2 points each, are similar to those in the Formal Exercises. = 21% (124 points)

**What about borderline grades?** If you are within .5 of the next highest letter grade your grade will be bumped up to the higher grade if, in the judgment of the professor, you have been an active, regular and insightful participant in the Think It Through discussions on the Blackboard Blog.

**What about making up missed Exercises?** Exercises and exams that are not submitted by the deadline will be scored as a 0. Only students with a serious emergency such as an illness, accident or family emergency will be allowed to make up missed exercises. After the missed exercise or exam the student must, within a reasonable period (e.g., a few days to a week), present the professor with acceptable, independent documentation of the emergency (e.g., a physician’s letter, police report or request from the Dean of Students). Documentation from a room mate, friend or family member will not be considered acceptable, independent documentation for such an emergency. If you miss an exercise or exam: 1) get documentation and 2) get in touch with the professor right away.

**Guidelines** for assignments and criteria will be posted on the Course Blackboard.

**Grading Scale** for assignments and criteria will be posted on the Course Blackboard.

**Grading Scale:** Evaluation Methods (2,3,4,5 above) = 600 possible points

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**Required Texts:**


**Academic Integrity Code:** Students are expected to adhere to the UNCG Academic Integrity Policy. See http://studentconduct.uncg.edu/

**Attendance Policy:** The guided, Web-based exploration, exercises and practice and class discussion on Blackboard are all designed to address the course’s Student Learning Objectives. Consult the Course Calendar for deadlines. The distance learning format is designed to be asynchronous.

**Communication:**
Please check your UNCG email and the Announcements on the Course Blackboard regularly!! These are the ONLY ways the professor has of communicating with you! Unless you have an issue of a confidential nature please post questions and issues to the course Blackboard at: Q&A for Prof. On that page you can post content questions to Questions for the Professor and questions about using Blackboard or other technologies to Technical Support. Only if you have questions or concerns of a confidential nature should you email the professor. Using the (Blackboard) group communication tools is especially important in an online class. That way everyone can participate in questions and answers and discussions.

**Additional Requirements:** N/A

Revised 12-21-10