



**SLP 532: Clinical Linguistics**  
**Department of Speech Pathology and Audiology**  
**University of South Alabama**  
Fall Semester 2010

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**SCHEDULE:** Th/Th 9:30 AM to 10:45 AM  
**LEVEL:** Graduate  
**CREDITS:** 3 semester hours  
**INSTRUCTOR:** Brenda L. Beverly, Ph.D., CCC-SLP  
HAHN 1072  
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**INSTRUCTOR WEBSITE:**

<http://www.southalabama.edu/alliedhealth/speechandhearing/bbeverly/Beverly.htm>

**OFFICE HOURS:** Available by appointment

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**Course Description:** This course gives students an overview of linguistic theories and approaches that are relevant to the field of speech and language science. There is a particular emphasis on those areas of linguistics that underpin the diagnostic and assessment procedures used in speech pathology.

**Required Text/Materials:**

- Harley, T. A. (2008). *The Psychology of Language, 3<sup>rd</sup> Ed.* New York, NY: Psychology Press.
- Miller, J., & Iglesias, A. (2010). *Systematic Analysis of Language Transcripts (SALT), Student Version 2008* [Computer Software], SALT Software, LLC.

**Supplementary Texts/Materials:**

Websites:

- The Harley (2008) textbook has a web site that includes practice test questions for each chapter: <http://www.psypress.com/harley/>
- The SALT web site has excellent links, demo videos, and training modules that you will be expected to use: <http://www.saltsoftware.com/training/>

Texts:

- Cairns, H. S., (1999). *Psycholinguistics: An Introduction.* Austin, TX: Pro-Ed.
- Cipollone, N., Keiser, S. H., & Vasishth, S. (Eds.). (1998). *Language Files, 7<sup>th</sup> Ed.* Columbus, OH: Ohio State University Press.
- Clark, H. H., & Clark, E. V. (1977). *Psychology and Language: An Introduction to Psycholinguistics.* New York, NY: Harcourt Brace.
- Gerken, L. (2009). *Language Development.* San Diego, CA: Plural.
- Miller, J. F. (1981). *Assessing Language Production in Children: Experimental Procedures.* Baltimore, MD: University Park Press.
- Pinker, S. (1994). *The Language Instinct.* New York, NY: HarperCollins.
- Retherford, K. S. (2000). *Guide to Analysis of Language Transcripts.* Greenville, SC: Thinking Publications, Div of Super Duper Inc.
- Tomasello, M. (1998). *The New Psychology of Language: Cognitive and Functional Approaches to Language Structure.* Mahwah, NJ: Lawrence Erlbaum.
- Parker, F., & Riley, K. (2010). *Linguistics for Non-linguists: A Primer with Exercises, 5<sup>th</sup> Ed.* Boston, MA: Allyn & Bacon.

**Students with Special Needs:** If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from the Disability Services (also known as Special Student Services), located in the Student Center, Room 270, phone 460-7212, director Ms. Andrea Agnew.

**Policy on Academic Misconduct:** Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. (See The Lowdown, Student Academic Conduct Policy.)

**Privacy Rules:** The USA Speech and Hearing Center is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). As part of this class, you may be required to directly and/or indirectly observe (i.e., videotape shown during class time) therapy procedures conducted with actual clients. In compliance with HIPAA, the patients and/or patient representatives have given authorization to allow for the observations. Additionally, the amount of Protected Health Information (PHI) that is provided to you will be limited to the “minimum necessary.” As part of our department’s efforts to meet the requirements of HIPAA, you will be trained in these procedures. And, you may be asked to show evidence that you have successfully completed HIPAA training in order to complete all of the activities of this class. We require you, as future professionals in the field of Speech Pathology and Audiology, to be respectful of the learning opportunity afforded to you through these observations.

**Program Accreditation:** The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), under the auspices of the American Speech Language Hearing Association (ASHA), has accredited two of this department’s graduate degree programs, the Master of Science degree in Speech-Language Pathology and the Doctor of Audiology programs. This means that credentials obtained by graduates of these programs will be accepted by ASHA when these graduates apply for certification. If for any reason, students wish to contact CAA, they may do so at the following address:

Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

**BEHAVIORALLY DEFINED COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILL:**  
**Course content addresses ASHA Standard III-B, Knowledge of basic human communication processes; ASHA Standard III-D, Knowledge of principles and methods of assessment of language disorders; ASHA Standard IV-B, Skill in written communication.**

Upon completion of the course, the student will have developed an understanding of linguistic and psychological principles related to the study of communication disorders, specifically the student will:

1. Describe various perspectives of language – definitions, terms, components – and the history of the field of psycholinguistics, including theories of modularity, cognitive science, and neuro-imaging evidence.
2. Define key linguistic terms in order to understand the early work of Chomsky as well as more current linguistic theories.
3. Understand the biological foundations of language including how lateralization develops, the concept of critical periods for language development, and theories regarding the relationship between thought and language.
4. Discuss theories of universal grammar, language acquisition device, empiricism and rationalism with regard to language development, and distributional information in language development.

5. Consider how children learn words and acquire knowledge of syntactic categories.
6. Identify models of speech perception and speech recognition and their impact on language development and use.
7. Know how to describe and parse sentences as a basis for syntactic processing.
8. Describe the construction of meaning including semantic network and semantic features models, connectionism, memory and inference skills.
9. Outline aspects of productive language including planning and executing syntax, retrieving words, and disruptions in production.
10. Know and apply information on factors affecting collection of a language sample.
11. Transcribe at least one language sample with a minimum of 50 utterances.
12. Apply transcription formatting procedures for a computerized analysis, *Systematic Analysis of Language Transcripts* (SALT; Miller & Iglesias).
13. Use *SALT* independently to analyze one language transcript, including thorough description and interpretation in a written report.

### **Evaluation:**

Examinations: There will be 2 examinations, a midterm and a final. Each exam is worth between 50-100 points. Make-up examinations are given only in the case of illness documented with a physician's letter, and the instructor must be notified **prior** to the time of the regularly scheduled exam.

Vocabulary Notecards/Quizzes: There will be announced 4 scheduled vocabulary quizzes. Vocabulary is directly from the Harley (2008) textbook. Quizzes will be worth 20-30 points each. As with examinations, make-up quizzes must be approved by notifying the instructor **before** the scheduled quiz.

Semester Language Sampling Project: One semester project will be required. The project will consist of collecting, transcribing, and analyzing a language sample for either a typically developing child between the ages of 30 and 60 months OR an adult who has a known communication impairment. The sample will consist of 50 complete and intelligible participant utterances plus all clinician utterances and context information. In addition to the sample, a recording of the sample, the SALT printout, and a written report summarizing the procedures, results, and an interpretation will be required. Additional information, specific grading criteria, and a due date will be distributed within the first two weeks of the start of this course. **Students will work in pairs. Your choice of partner and the sampling project plan must be approved by the course instructor before midterm. If you prefer to work independently, please see the instructor.**

SALT Labs: At least 2 lab activities will be required. The labs are ungraded. However, failure to complete a lab or hand in the required materials will result in substantial points being deducted from your course total. See specific information for each lab posted on the instructor's course web site. **Students may select one partner for each lab.**

Attendance: Attendance is required. Students are not penalized for missing class up to 4 times. There is no differentiation between excused and unexcused absences. After 4 absences, 10 points are deducted from a student's semester total number of points. Please do not be tardy. Three tardies (arriving more than 10 minutes after the start of class) is counted as an absence. If you arrive late, it is your responsibility to come to me directly after class and see that I correct the roll. If you know that you are going to be absent from or late for class for any reason, please contact me as a simple courtesy. **University closings do not count as absences. (University weather and emergency hotline – 460-6999). If a student misses class, however, due to inclement weather (such as a hurricane) but the university is not closed, then an absence will be counted. Tests or quizzes originally scheduled on a**

day when the university is closed will be given on the second day of class after the university re-opens.

Assignments: Reading and writing assignments in addition to announced quizzes, tests, and labs may be included during the semester. Additionally, there may be in-class cooperative learning activities and written summaries. Specific grading criteria for each activity will be distributed at the time of assignment. Grades for assignments turned in past the due date will dropping one letter grade for every class day past the original due date.

Course Grade: Your grade will be determined by the total number of points you earn during the semester divided by the total number of possible points. The letter grade will be based on the percentage of points earned as follows:

90% - 100% = A      80% - 89% = B      70% - 79% = C      60% - 69% = D

**Plans for record keeping, feedback to students, faculty, supervisors, and student remediation:** Grades for assignments are kept on a spreadsheet by the instructor. Quizzes and tests are reviewed with the class. Students may take notes from the tested material but they do not keep their actual quiz or test forms. Completed written assignments are returned to the students with instructor feedback. Out-of-class assistance is available from the instructor or the instructor's teaching assistant upon request. Student progress is communicated with other faculty and supervisors as needed to track the student's successful completion of the degree. Graduate students are required to maintain a GPA of 3.0 or better to remain in the graduate program. Likewise, more than one C grade during the graduate program can result in dismissal.

**NOTE: The Course Outline with key class dates and content will be distributed and updated separately from this syllabus. See instructor web site.**