

Longwood University Online Institute

CSDS 290: Morphology and Syntax

Instructor: TBA	e-mail: TBA
Semester Start Date: January 14, 2008	Classes End: April 25, 2008 Final Exam: April 28 th – April 30 th
Office Hours: Post all questions via the discussion board, Question & Answer Forum	
Technology Support: 1-877-267-7883 (toll free)	

Course Description:

Learn the terminology and its application to analyzing language samples. (1 credit).

Required Text:

Justice, L., & Ezell, H. (2007). *The syntax handbook: Everything you learned about syntax, but forgot*. Eau Claire, WI: Thinking Publications.

Note: You may order your textbook online by sending your request directly to the bookstore manager at <http://longwood.bkstore.com/default.asp?m=0601> or by visiting www.amazon.com You should allow at least 10-14 days for delivery.

Additional Required Reading:

Supplemental reading may also be required. Articles will be available through the Longwood Library's electronic reserve. Students will be notified through *Blackboard* announcements of specific titles and accessibility.

Technology Requirements:

- A **high speed internet connection** will facilitate access to course materials. If you are using a dial-up service, you may not be able to easily access some of the course materials.
- If video clips are included in presentations, Windows Media Player will be necessary in order to view the video clips. It is available as a free download from www.microsoft.com
- Submit reports and projects as **Microsoft Word** documents.
- View presentations with Microsoft *PowerPoint*.
- E-mail communication will be conducted by means of the **Longwood E-mail** system. You have been provided a Longwood E-mail address. It is this same

address which has been entered into *Blackboard* and so all communication from and through *Blackboard* will use the Longwood address.

Course Objectives:

Through the successful completion of this course, the student will gain a working knowledge of the terminology related to syntactic forms and functions for the purpose of analyzing discourse and will demonstrate application of that knowledge.

1. The student will identify nouns, verbs, pronouns, adjectives, adverbs, determiners, conjunctions, and prepositions in connected written language.
2. The student will define and differentiate the terms sentence, phrase, and clause.
3. The student will describe and differentiate basic sentence types.
4. The student will describe the importance of the understanding of syntactic forms and functions to the analysis of language samples.
5. The student will apply the knowledge of syntactic forms and functions to the analysis of a language sample.

Course Organization:

The course content will be organized into 12 modules that correspond to the 12 chapters in the textbook.

Module 1:	Nouns	January 14 th – January 18 th
Module 2:	Pronouns	January 21 st – January 25 th
Module 3:	Verbs	January 28 th – February 1 st
Module 4:	Adjectives	February 4 th – February 8 th
Module 5:	Adverbs	February 11 th – February 15 th
Module 6:	Determiners	February 19 th – February 29 th
Module 7:	Conjunctions	March 3 rd – March 7 th
Module 8:	Prepositions	March 17 th – March 28 th
Module 9:	Sentence Structure	March 31 st – April 4 th
Module 10:	Phrases	April 7 th – April 11 th
Module 11:	Clauses	April 14 th – April 18 th
Module 12:	Sentence Types	April 21 st – April 25 th

For each of the modules, students will follow a very similar learning and participation plan with similar components: readings from the text or supporting articles or web sources, online discussions, completion of end-of-chapter exercises, and weekly quizzes. Students will be asked to provide course feedback at the end of the course.

Since the course occurs over the semester, students should plan to spend approximately one full week on each module. The amount of time per week allotted to this class will vary from student to student. However, you will feel more successful and less hurried if you can set aside a consistent period of time at least two days each week when completion of course activities is your priority.

Course Policies and Procedures:

Policy on Response to Student Communication or Assignments. Students who send an E-mail communication or post a question in the Question & Answer Forum in the Discussion Section of Bb can expect to receive a response within two business days (48 hours).

Communications or assignments which are sent after noon on Friday or on weekends or holidays will be addressed on the next business day. The instructor will make every attempt to review and grade written assignments within five business days following receipt. When hard copy assignments are received, an E-mail verification will be sent to the student within two-business days. Holidays and weekends are not counted as business days.

Policy on Late Work. Students are expected to submit assignments by the designated date. Hard copy assignments may be submitted by overland mail and should be postmarked or faxed by the target due date. Discussion board postings will be ***due by 7:00 pm on the target date.*** Work may be submitted late but will be charged a **5% penalty** of total possible points for each day occurring after due date until date of actual submission, but limited to a total of **30%** of possible points. ALL COURSE WORK MUST BE SUBMITTED BY 5:00 PM FRIDAY, APRIL 25. LATE WORK WILL NOT BE ACCEPTED AFTER THIS TIME.

Honor Code: Students enrolled in this course are expected to abide by the Longwood University Honor Code when completing assignments and interacting with students. This code is an affirmation of personal integrity and an acceptance of personal responsibility. For more information about Longwood's Honor Code visit: <http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm> **Students will be expected to read and sign a statement of the academic pledge and to attach that document to each submission of independent work.** FAILURE TO DO SO WILL RESULT IN THE RETURN OF THE UNGRADED ASSIGNMENT. A copy of the academic pledge document may be found on *Blackboard* in "Course Documents." Suspicion of any honor-related violation will be investigated and university policy will be followed.

Disability Statement: The instructor is willing to meet reasonable accommodations for any students with a documented disability. The student should submit supporting material to the Longwood University Academic Support Center which will then inform the instructor of the necessary accommodations. Submit the necessary documentation *by the end of the third scheduled day of the online class.*

Course Evaluation: Students will be asked to complete a brief survey at the conclusion of the course. The survey will be available electronically.

Course Requirements:

1. **Blackboard.longwood.edu** - Each student is responsible for verifying his or her access to *Blackboard, CSDS 290*. Announcements will be posted one to two times per week. Documents and discussions will be made available as needed across the duration of the course. Typically, a new module will be made available each *Monday* of the course period. **Use Internet Explorer to access Blackboard.**

2. **Assurance Statement** – Each student will be asked to sign a statement affirming the following:

- a. Review of the Longwood Honor Code and agreement to comply
- b. Review of the ASHA Code of Ethics
- c. Review of Longwood Online Policies
- d. Agreement to maintain/update computer virus protection

Assurance statements will be available through *Blackboard's* Course Documents and must be received by the end of the first week of class. Visit <http://www.longwood.edu/online/> to acquire information about Longwood University Online Policies. You may submit these via the **Digital Drop Box** in the Communication Section of Bb.

3. **Discussion Boards** – Enter *Blackboard* and select “Communication” from the menu of choices. Then select “Discussion Board.” Two different discussion topics will be posted throughout the semester. For each topic, students will compose an original posting by 7:00 pm on the assigned date and then subsequently re-enter the discussion after one or two days have passed to read peer postings. Students will create their original posting on Tuesdays and then create responses or replies on Thursdays. Each student will read **all** peer posts and will select **two** posts for reply. **Failure to post one reply will result in the loss of 10 points. Failure to post both replies will result in the loss of 15 points.** **Replies MAY NOT be added on the same day as the targeted date for the original posting.** Sufficient time must be allowed for a majority of peers to post prior to the time of replies. Discussion contributions will be evaluated as to quality of response as well as quantity of responses. A scoring rubric will be posted on *Blackboard* in the “Assignments” folder.

4. **End-of-chapter Exercises** – Each student will complete the end-of-chapter exercises to facilitate the learning of each module topic. These exercises will **NOT** be graded; however, students are honor bound to complete the exercises independently **prior to taking the weekly quiz.**

5. **Quizzes** – A quiz based on the information gained in each module will be posted on *Blackboard* on Friday of each week, beginning **January 18**. The quiz will be posted by 8:00 am and will be available until 10:00 pm Saturday night. Students may enter and complete the quiz only once. Quizzes will require

approximately 20 minutes of your time. Twelve quizzes will be offered, but only ten will be posted for the final grade. The two lowest grades will be dropped. Do not use the Back Button, attempt to navigate on Bb while taking the quiz, or attempt to move-on to the next question without completing the previous question. You may become locked-out of the quiz. If you encounter a technical difficulty before the quiz can be submitted and you are not able to re-enter the quiz, notify the instructor *as soon as is reasonable* (through E-mail) and the quiz will be reset for you. Failure to notify the instructor of your technology issue in a timely manner may result in the forfeiture of the points for that particular quiz.

6. **Final Exam** - The final exam will be available on *Blackboard* from Monday, **April 28th** at 8:00 a.m. (EST) until Wednesday, **April 30th** at 10:00 pm (EST). Students should allow approximately 1-1/2 hours for the exam. An Honor Code statement must be submitted with the exam, or **IT WILL NOT BE GRADED.**

Requirement	Possible Points Awarded	Dates
Assurance Statement	10 points	January 16 th via Digital Drop Box
Discussion Postings/Responses:	60 points (30 points per module)	TBA
Quizzes (10 of 12 highest scores)	100 points	Jan. 18 th , 25 th Feb. 1 st , 8 th , 15 th , 29 th Mar. 7 th , 28 th , Apr. 4 th , 11 th , 18 th , 25 th ,
Final Exam	130 points	April 28 th – April 30 th
Total Points	300 points	

Grading Scale:

A+	294-300 points
A	282-293 points
A-	270-281 points
B+	264-269 points
B	252-263 points
B-	240-251 points
C+	234-239 points
C	222-233 points
C-	210-221 points
D+ (undergraduates only)	204-209 points
D (undergraduates only)	192-203 points
D- (undergraduates only)	180-191 points
F	0-179 points (undergraduates) 0-209 points (graduates)

Grading Policies:

- 1) Grades are earned, not gifts. The instructor does not *give* grades, rather **the student earns the grade** through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.
- 2) This instructor makes every effort to evaluate students' work equitably and fairly. Grades are not negotiable. The instructor is willing to review and recalculate grades when a computational error is suspected. A student may request a review

of computation only. **Requests to otherwise alter a grade will be neither addressed or honored.**

- 3) The actual points earned will be used to determine the letter grade equivalency. Point values are neither rounded up nor down to assign a grade equivalent. Therefore, if you earn 269 points, your grade will be a B+. If you currently hold an undergraduate degree, the registrar considers you a graduate student (even though you are taking this undergraduate level course). As a graduate student, you are not permitted to earn a grade of “D”. Therefore, a score of 209 or fewer points will earn a grade of “F”.
- 4) **Individual requests for extra credit will not be honored.** Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.

Additional References:

Berko-Gleason, J. (2003). *The development of language* (6th ed.). New York: Macmillan.

Hoff-Ginsberg, E. (1997). *Language development*. Pacific Grove, CA: Brooks/Cole.

Jacobs, R.A. (1995). *English syntax: A grammar for English language professionals*. New York: Oxford University Press.

Kent, R.D. (1994). *Reference manual for communicative sciences and disorders: Speech and language*. Austin, TX: Pro-Ed.

Owens, R.E. (1996). *Language development* (4th ed.). New York: Merrill.

Retherford, K.S. (2000). *Guide to analysis of language transcripts* (3rd ed.). Eau Claire, WI: Thinking Publications.