


**Longwood University Online**  
**SLP Online**

**PCSD/CSDS 290 Morphology and Syntax**  
**Spring 2023**

Instructor: Peggy C. Agee, SLPD, CCC-SLP	Mailing Address: Peggy C. Agee Longwood University Speech, Hearing, and Learning Services (SHLS) 201 High St. Farmville, VA 23909  Physical Location: 315 West Third Street Farmville, VA 23901
E-mail: <a href="mailto:ageepc@longwood.edu">ageepc@longwood.edu</a>	
Home Phone: 434.969.3265 Cell Phone: 434.414.5773 Fax (at SHLS): 434.395.2622	Course Begins/Ends: Jan 11 – May 5  Last Date to Add/Drop: Jan 19, by 5:00 pm EST  Last Date to Withdraw with no academic penalty <i>(but all tuition and fees apply):</i> March 29, by 5:00 pm EST
Technology Support: 1-877-267-7883 (toll free)	Course Availability: Jan 10 at 7:00 pm
 <p style="margin-left: 20px;"><b>CHALLENGE:</b> <b>Become a language detective!!</b></p>	<b>INTERACTIONS with INSTRUCTOR:</b>  Virtual Interactions: Office Hour Chats will be conducted through Zoom from 7:00 – 8:00 pm EST each Monday, beginning on Jan 30 and continuing through May 1.  <b>Chats which must be cancelled will not be rescheduled during that week.</b>  <i>Individual phone conferences may be arranged at the request of either the student or the instructor.</i>

**Course Description:**

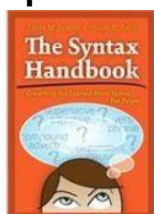
Learn the terminology related to morphology and syntax and its application to analyzing language samples. 3 credits.

## Pre-requisites: None

This course is one in a series of courses offered online through *SLPOnline at Longwood University*. Successful completion of this course may be required for application to a graduate program in speech-language pathology, but does not guarantee acceptance into any graduate program, including the Master of Science program in Communication Sciences and Disorders at Longwood University. Application to a master's-level program in CSD is highly competitive, requiring a **minimum** cumulative undergraduate grade point average of 3.0. Though the minimum GPA required for application is 3.0, successful graduate school applicants will average a GPA of 3.6 (national average).

**Successful completion of SLPOnline courses after earning an undergraduate degree will not alter a previously established GPA, earned for completion of an undergraduate or graduate degree.**

## Required Text:

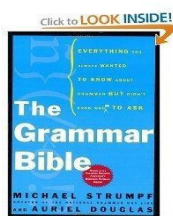


Justice, L. & Ezell, H. (2016). *The syntax handbook: Everything you learned about syntax. .... but forgot!* Austin, Texas: Pro-Ed, Inc.

ISBN 978-1-4164-0998-4 (Print version)

ISBN 978-1-4164-0999-1 (e-book version, PDF)

## Recommended Text (not required):



Strumpf, M., & Douglas, A. (2004). *The grammar bible: Everything you always wanted to know about grammar but didn't know whom to ask.* New York, NY: Owl Books.

Note: You may order your textbook online by sending your request directly to the bookstore manager at

<http://longwood.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=30059&catalogId=10001&langId=-1> or by visiting [www.amazon.com](http://www.amazon.com) You should allow at least 10 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 *Canvas* announcements of specific titles and accessibility.

## Technology Requirements:

- **Google Chrome is the recommended web browser for accessing Canvas for both connection stability and security reasons and to facilitate the successful completion of timed quizzes and exams.**
- A high-speed internet connection will be necessary to view any video clips linked to the presentations. If you are using a dial-up service for your home computer, you may not be able to access the videos. You may need to use a high-speed connection available at a local public or college library.
- Windows Media Player will be necessary in order to view any video clips. It is available as a free download from [www.microsoft.com](http://www.microsoft.com)
- Submit reports and projects as Microsoft documents (either *Word*, *PowerPoint*, *Excel*, *Publisher*, etc. as required by the assignment). If you create your documents using different software programs, your instructor may not be able to open and grade your assignment which may result in a late penalty because of the time delay which is likely to follow.
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- Recording device (phone, pocket recorder)
- Webcam
- 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 *Canvas* and so all communication from and through *Canvas* (and so from the instructor) will use your Longwood e-mail address *unless* you have entered an alternative e-mail address in *Canvas*.
- CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS:  
<https://CANVAS.longwood.edu>
  - Privacy Policy: <https://www.canvaslms.com/policies/privacy>
  - Accessibility: <https://www.canvaslms.com/accessibility>

## Respondus Lockdown Browser

Online quizzes will be monitored by Respondus Lockdown Browser. A practice quiz has been created in the Introductory Module so that the student can become familiar with this platform.

## Course Objectives:

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

1. The student will locate and name nouns, verbs, pronouns, adjectives, adverbs, noun determiners, conjunctions, and prepositions in connected language and will describe their function *as assessed through practice activities, quizzes and the final exam, and the Lexical Diversity Analysis.*
2. The student will differentiate inflectional from derivational morphemes and explain their utility in constructing words *as assessed through practice activities, quizzes, and the final exam.*
3. The student will define and differentiate the terms sentence, phrase, and clause and will differentiate these linguistic units *as assessed through practice activities, quizzes, the Syntactic Skills Analysis (SSA), and the final exam.*
4. The student will describe and differentiate basic sentence types *as assessed through practice activities, quizzes, the SSA, and the final exam.*
5. The student will describe the importance of the understanding of morphologic and syntactic forms and functions to the analysis of language samples *as assessed through a discussion forum, quizzes, and the final exam.*
6. The student will apply the knowledge of morphologic and syntactic forms and functions to the analysis of a language sample *as assessed through the language sampling project and report, quizzes, and the final exam.*

## The American Speech-Language-Hearing Association (ASHA) Council for Academic Accreditation (CAA) Standards applicable to this course include:

### Standard 3.1 B

- Acquire and demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences.... Including characteristics and acoustic and linguistic properties

## Course Organization and Structure:

The course content will be organized into 10 modules. After the first two modules, the sequence of modules will correspond to the sequence of the 12 chapters in the Justice and Ezell text. This sequence of modules has been used to construct this online course. Please check in with *Canvas* frequently and follow the outlined course of study in *Canvas*.

Module	Topic	Dates	Assignments or Projects	Assessment Date	Course Objective
			Submit TryItOut! for each new module Each Tuesday by Midnight as announced in Canvas	<b>All Quizzes will be available for two days-- from 6:00 am EST on the first listed day until 11:59 pm EST on the second.</b>	

Start Here	Introductory Activities	Dates	Assignments or Projects	Assessment Date	Course Objective
		Jan 11-Jan 16	Complete All <b>Introductory Activities</b> by midnight on Friday, Jan 14		
1	Intro to Course and Topic	Jan 15- Jan 21	<i>TryItOut!</i> Tuesday, Jan 17	Jan 20-21	2, 3
2	An Overview of the Sentence	Jan 22- Jan 28	<i>TryItOut!</i> Tues, Jan 24	Jan 27-28	3, 4
3	Nouns and Pronouns	Jan 29-Feb 11	Two <i>TryItOut!</i> s will be due: Jan 31 and Feb 7.  Participate in <b>Discussion Forum I: What is a Word.</b> Forum opens on Jan 27 and closes on Feb 13. Post by Feb 3 and Reply by Feb 10.	Feb 10-11	1, 5
4	Verbs	Feb 12-Feb 25	Two <i>TryItOut!</i> s will be due (Feb 14 and Feb 21)  Learning Extension Activity: Due Fri, March 3	Feb 24-25	1, 5

5	Modifiers	Feb 26- March 11	<p>Two <i>TryItOut!</i>s will be due (Feb 28 and March 7)</p> <p>Participate in <b>Discussion Forum II: Why MUST Language Sampling Be in SLP's Toolkit?</b> (<i>Forum opens on March 17 and closes on April 3; Post by March 24 and Reply by March 31</i>)</p>	<p>March 10-13</p> <p>Note: Additional time has been allotted due to Spring Break</p>	<p>1, 5</p> <p>1, 5, 6</p>
6	Conjunctions	March 12- March 25	<p><i>TryItOut!</i> Tues, March 14</p> <p>Submit <b>Language Sample: T-Unit Segmentation</b> (for feedback only—no grade) by midnight on Tues, March 21</p>	March 24-25	1, 5
7	Noun Determiners	March 26- April 1	<p><i>TryItOut!</i> Tues, March 28</p>	March 31-April 1	1, 5
8	Prepositions	April 2-8	<p><i>TryItOut!</i> Tues, April 4</p> <p>Submit <b>Language Sample Lexical Diversity Analysis (LDA)</b> by Tuesday, April 11 at midnight</p>	April 7-8	1, 5

9	Phrases and Clauses	April 9-April 15	<p><i>TryItOut!</i> Tues, April 11</p> <p>Submit <b>Language Sample Syntactic Skills Analysis (SSA)</b> by Wednesday, April 26 at midnight</p>	April 14-15	3, 5
10	Sentence Construction	April 16-April 28	<p><i>TryItOut!</i> Tues, April 25</p> <p>Submit <b>Peer Review</b> by April 27 at midnight.</p>	April 27-28 (ungraded practice quiz)	1, 3, 4, 5, 6
Final	Review and Final Exam	April 29-May 5	<p>Submit <b>Language Sample Report and Reflection</b> on May 1 by midnight</p> <p>Complete Extra Credit participation in <i>Help! Help!</i> Forum</p>	<p>Complete and Submit <b>Final Exam Essay</b> by midnight on Wednesday, May 3: <i>Top Ten Reasons for Learning about Morphology and Syntax</i></p> <p><b>FINAL EXAM:</b> Opens on Wed, May 3 @5:00 pm; and closes Friday, May 5 @ midnight</p>	1-6

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, discussions and activities, completion of end-of-chapter exercises, practice activities (*TryItOut!*), and a quiz to close the module. Students will be asked to provide course feedback at the end of the course.



*Because the course occurs over a period of 15 weeks, students should plan to spend approximately one week on each module (some modules [Nouns and Pronouns, Verbs, Modifiers, Conjunctions] will require two weeks). The amount of preparation and review 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 segment of time each day when completion of activities for this course is your priority.*

*The standard expectation for a traditional course which meets face-to-face for 15 weeks is to spend 1 1/2 - 2 hours outside of class for course preparation for every hour spent in the classroom. That formula equates to approximately 6-7 hours per week for participation in, preparation for, and completion of activities for this course alone.*

### **Students who are successful in this course:**

- Devote a 1-1 ½ hour block of time each day of the work week to course work
- Enter *Canvas* daily to read announcements or to work on content
- Create a personal plan for how/when to complete content and assignments
- Read each chapter of the textbook (or other assigned reading) when assigned.
- Complete assigned practice activities promptly, accurately, and completely.
- Complete the end-of-chapter exercises and practice assignments in a timely manner.
- Use the end-of-chapter exercises as the basis for asking questions in the Help!! Help!! forum.
- Review completed quizzes for areas of misunderstanding and revisit those topics in the textbook or ask questions through Help!! Help!!.
- Submit assignments on time with attention to accuracy and to detail.
- Interact frequently with other members of the learning community (i.e. other students, instructor) through discussion forums, group pages, and office hours about the course content

### **Course Policies and Procedures:**

**Privacy Policy.** Select and review the following links to learn more about privacy and accessibility to your personal data.

#### **Canvas**

Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Accessibility: <https://www.canvaslms.com/accessibility>

#### **Microsoft Office**

Privacy Policy: <https://privacy.microsoft.com/en-us/privacystatement>

Accessibility: <https://www.microsoft.com/en-us/accessibility>

**Adding/Dropping a Course.** Students may make course schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses until 5:00 p.m. on the sixth day of classes for fall full term courses. Deadline: Jan 19 by 5:00 pm EST.

**Withdrawing from a Course.** Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. EST on March 29. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student



who withdraws, for medical reasons, from a class after the announced date but by noon of the last class day (April 28), must have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

***Policy on Response to Student Communication or Assignment.*** Students who send an e-mail communication during the business week 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. Every effort will be made to review and grade written assignments within 7 business days following receipt. When hard copy assignments are received (by fax or overland mail), an e-mail verification will be sent to the student within two business days. Holidays and weekends are not counted as business days.

For questions about course content or about assignments, please use the HELP!! HELP!! discussion forum on Canvas as both questions and instructor responses will be available to all students. **Please reserve e-mail communication for personal questions about grades or group dynamics that should not be aired publicly.** All other questions and comments should be posted to HELP!! HELP!!

Note: If you have an urgent issue related to the course that needs immediate attention, send an email to the instructor with **HAIR ON FIRE** in subject line. The instructor will respond as quickly as possible.

***Responsibilities of the Learner.*** All learners are expected to abide by the Longwood University Honor Code which includes respect for the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners should recognize that they are part of a larger community of learners and that their civil, diligent, and regular participation in this course is to the benefit of all learners. If learners are unable to follow the course timetable because of established religious holidays or festivals, please inform the instructor within 2 days of beginning the course. Students will be expected to suggest an alternative timeline. All learners (without exception) will be expected to complete all assignments for the course, including the final exam, by December 9.

***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 an Assurance Statement (which includes an affirmation of the academic pledge) at the beginning of the course. **FAILURE TO DO SO WILL RESULT IN THE DELAY IN GRADING OF ALL SUBMITTED ASSIGNMENTS.** No assignments will be graded until the academic pledge assurance statement is received by the instructor. A copy of the academic pledge

assurance statement may be found on *Canvas* in “Course Modules/Start Here.” Suspicion of any honor-related violation will be investigated, and university policy will be followed.

***Policy on Plagiarism.*** The content (including the organization and the specific wording) of articles whether online, in textbooks, or in journals is the intellectual property of the author. As such, students in this course are expected to demonstrate respect for intellectual property by carefully following acceptable practices for giving authors credit for their work. Students will be expected to follow APA guidelines for citation and referencing for all written work (including discussion forums, reports, and presentations) which reports, describes, or explains the work of others. Visit the following site to gain a better appreciation of how to quote, paraphrase, cite, and reference:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#wwwplagiarism>

**PLEASE READ CAREFULLY:** Some of the assignments for this course (including Discussion Forum contributions) may require the collection of a small body of research. Please understand that exercising the copy-and-paste feature DOES NOT qualify as creating your own work. Using copy and paste from an Internet resource is equivalent to copying lines from a textbook. In other words, copying and pasting from the web is THEFT of another’s work and so is PLAGIARISM. The penalties for plagiarism are severe, including a grade of “0” on the plagiarized assignment, a possible grade of “F” in the course, possible expulsion from the *SLPOnline* program, and the possibility of Longwood’s Judicial Board review and action leading to suspension from the university.

***Real-time Interaction with Instructor.*** To facilitate instructor/student communication, the instructor will be available for virtual office hour chat sessions. These chats will typically occur on Monday evenings from 7:00 to 8:00 pm EST beginning on Jan 30. Use the following link to enter the Zoom online meeting space:

<https://longwood-edu.zoom.us/j/97844434509?pwd=ZkFib3NHMmR5Uk5SZUhKdUhrU2VJQT09>

If this link is not live within this document, copy and paste the link into your browser address window.

If technical difficulties prevent a *virtual chat*, we will not be able to reschedule another office hour meeting during that same week. Students are encouraged (but not required) to attend office hours in order to ask questions about assignments or content or for additional information about course concepts. Discussions will be archived for students who are not able to attend. Attendance at Virtual Chats is optional.

***Policy on Submitting Assignments.*** The preferred means of submission of each assignment will be indicated in the description/expectations for each assignment. Most assignments will be submitted through the *Canvas* Assignment feature. If the links are not functioning within *Canvas*, you may submit the assignment through e-mail to the instructor as an attachment. Hard copy assignments may be submitted by fax or overland mail but MUST be postmarked or faxed by the target due date.

**All submission dates/times use Eastern Standard Time.**

Assignment documents sent by means of overland mail or fax must include a title page with the activity or assignment title and student’s full name.

In summary, you may submit your document through *Canvas* (preferred), by overland mail, or by fax as appropriate. Frequently, copied documents that are faxed are unreadable. BE ESPECIALLY

CAUTIOUS to submit faxed documents that are readable. If the document is not sent in a readable format, you may be charged a time penalty if the instructor must ask for a resend.

If you submit a hard copy of an assignment by means of overland mail and would like your graded assignment returned to you, include a stamped, self-addressed envelope with your mailing. Otherwise, you will receive comments only through the comments feature of the gradebook or through e-mail.

**Policy on Late Work.** Students are expected to submit assignments by the designated date. ***The weekly TryItOut!!s will not be accepted if submitted late.***

The pieces of the final project (Language Sample Analysis) may be submitted late but will be charged a 10% penalty of total possible points for each 24-hour period after the due date until date of actual submission, up to a total of 30% of possible points. Work will **NOT** be accepted more than one week (7days) after the submission due date without prior approval by instructor. Submitting work more than one week late may result in a final grade of "F" for that assignment. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (434-414-5773) and leave a voice mail message or e-mail me stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 8 am EST the day following the deadline in order to avoid a late penalty.

ALL COURSE ASSIGNMENTS (other than the final exam) MUST BE SUBMITTED BY 5:00 pm EST on Friday, April 28. LATE WORK WILL NOT BE ACCEPTED AFTER THIS TIME.

**Disability Statement.** The instructor is willing to meet reasonable accommodations for any students with a documented disability. If you have a disability and require accommodations, please contact the instructor prior to the end of the third week of class (by midnight EST on Friday, Jan 27) to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434) 395- 2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

**Support Services.** Use the following link to access a page of support services for online students at Longwood University. This page will serve as a portal to explanation of policies and procedures, disability supports, tutoring services, library resources, technical support, and other student support services. <http://www.longwood.edu/dec/>

**Mental Health Resources.** Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling.

Longwood's Counseling and Psychological Services (CAPS), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434) 395- 2409, during the hours of 8:15 a.m.-5:00 p.m. Monday-Friday.

<http://www.longwood.edu/lancerlife/#health-well-being>

**Reporting of Crimes and Sexual Misconduct.** In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct, we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

**Feedback on Quizzes and Assignments.** After reviewing an assignment or completed quiz, the instructor will post feedback. To access the feedback, enter your grade book, locate the row/column for the particular assignment, and click on the "comments" box. Feedback for individual quiz questions will appear within the body of the completed quiz. For other assignments, the instructor will post a message in the comments section for the respective assignment. Additionally, a rubric posted for the assignment will further explain the grading and evaluation of the assignment. Choose to "View Rubric" for the respective assignment.

**Course Evaluation.** The instructor will request that students complete an informal, open-ended course evaluation prior to the submission of the final exam. Longwood University will also request student participation in a standardized course evaluation. Thanks, in advance, for your completion of both.

**Religious Observations.** The Instructor will accommodate adjustments to due dates that conflict with a student's religious observation if informed in writing by the end of the first week of class of the need for such accommodations.

#### **Student Resource Links:**

- Speech-Language Pathology Prerequisites Online: <http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathologyprerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Disability Resources: <http://www.longwood.edu/disability>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>
- Graduate and Distance Education Student Support: <http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-educationstudent-support/>
- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail [salleysw@longwood.edu](mailto:salleysw@longwood.edu) or [slponline@longwood.edu](mailto:slponline@longwood.edu)
- Student Technology Handbook: <http://www.longwood.edu/usersupport/studentresources/student-technology-handbook/>

**Assurance Statement.** All students are required to review the Honor Code, Code of Ethics, and Online policies, signing an assurance statement attesting to this fact and assuring the use of current anti-virus software. This assurance statement appears in the START HERE module in CANVAS. Please submit this statement as one of the Introductory Activities (to be completed by Jan 14).

## Course Requirements:

1. **Canvas.longwood.edu.** Each student is responsible for verifying his or her access to *Canvas, PCSD 290*. New 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 become available each Wednesday. **To access course documents through Canvas, use Google Chrome as your Internet browser.** Incompatibility issues have been observed with other browsers.
2. **Virtual Chats (Online Office Hours).** Opportunities for virtual class discussions will occur from 7:00 - 8:00 pm EST each Monday, beginning on Jan 30 and continuing through May 1. Participation in the Virtual Class Chat is NOT required but should assist learners to synthesize and integrate information and gain support for completion of assignments. Virtual Chat discussions will be archived to permit students to view the discussion later. Virtual chats that are cancelled for technology or other reasons will not be rescheduled.

Use this Zoom link to enter the Virtual Office Hours Chat:

<https://longwood-edu.zoom.us/j/97844434509?pwd=ZkFib3NHMmR5Uk5SZUhKdUhrU2VJQT09>

NOTE: The Zoom link is also posted in Canvas ("Start Here" Module) for easy accessibility.

3. **Introductory Activities.** From the *Canvas Home Page* for PCSD 290, students will view the list of modules for the course. The first module is identified as "**Start Here.**" Students are expected to review each of the menu items and complete each of the listed activities in "Introductory Activities" even though those activities are not factored into the course grade.

No future assignments will be graded until ALL "Introductory Activities" are completed. Complete all introductory activities by midnight EST on Friday, January 14.

Introductory Activities Include:

- Assurance Statement
- Affirmation of Intent to participate in the course
- *Who are You?* First discussion forum
- Morphology and Syntax Pretest
- Canvas Practice Quiz (using Respondus Lockdown Browser)

4. **End-of-chapter Exercises.** Each student will complete the end-of-chapter exercises in the required textbook (see Justice & Ezell, 2016) to facilitate the learning of each module topic. These exercises will be neither submitted nor graded BUT are expected to be the springboard for discussions on the Q & A forum (HELP!! HELP!!).

5. **Try It Out! (Practice Activities)**. To provide additional practice, students will be assigned practice activities to be completed in each module of study. As a rule, a new TryItOut! will be due each Tuesday by midnight.

Timely completion of each *TryItOut!* is expected. Completion and timely submission of each *TryItOut!* will earn a rubric score, ranging from 3 to 5. Incomplete or late practice activities will earn a rubric score of 0. The rubric which will be used to evaluate *TryItOut!*s as follows:

To earn a rubric score of:

- 5 = TryItOut! is submitted on time, is complete, and is without error
- 4.5 = TryItOut! is submitted on time, is complete, and has no more than one or two errors that do not demonstrate a pattern of error
- 4 = TryItOut! is submitted on time, is complete, and has three or more errors.
- 3.5 = TryItOut! is submitted on time, is complete, and has multiple errors AND one pattern of repeated error.
- 3 = TryItOut! is submitted on time, is complete but has more than one pattern of repeated error.

Following the submission of the completed activity, an activity Key will appear on *Canvas* so that students can check their own work. Though the rubric score is NOT a grade, students should use the rubric score as an indicator of knowledge and skills necessary for the respective module.

- A rubric score of 4-5 suggests that the student is on track with understanding the targeted concepts and terminologies and should demonstrate successful performance on the quiz which closes the module.
- A rubric score of 3 or 3.5 suggests that the student's understanding of current topics and terminologies is weak and requires additional work in order to be successful with the quiz which closes the module. Questions related to *TryItOut!*s should be directed to the question and answer forum (HELP!! HELP!!).

PLEASE NOTE: Rubric scores on individual *TryItOut!*s will NOT factor into the student's final grade. HOWEVER, completion/timely submission of the set of *TryItOut!*s WILL earn up to 65 course points, having a weight of 10% of your final grade.

- Completion and timely submission of 13/13 *TryItOut!*s will earn 65 course points
- Completion and timely submission of 12/13 *TryItOut!*s will earn 60 course points
- Completion and timely submission of 11/13 *TryItOut!*s will earn 55 course points
- Completion and timely submission of 10/13 *TryItOut!*s will earn 50 course points
- Completion and timely submission of 9/13 *TryItOut!*s will earn 45 course points
- Completion and timely submission of 8/13 *TryItOut!*s will earn 40 course points
- Completion and timely submission of 7/13 or fewer *TryItOut!*s will earn NO participation points toward your final grade. The score which will appear in your gradebook for failure to complete and submit at least 8 of the set of 13 *TryItOut!*s WILL BE 0.

6. **Discussion Forums** (50 points). One large group discussion forum (HELP!! HELP!!) will remain open throughout the course. The purpose of this forum is to invite questions and comments about the content or about assignments. The instructor will respond within 48 hours of posting. Participation in this forum is not required. However, students may earn extra credit which will be applied to the final exam. Students who post at least one question about content or assignments for each of the 10 modules and the language sampling module will earn 1 point for participation for each of the modules (maximum of 13 points). These points will be added to the points earned on the final exam.

Additionally, two content-specific discussion forums will be graded. These forums will be announced as part of module activities. Students may earn up to 25 points for each discussion board (15 points for the initial posting and 10 points for 2 replies to peers).

Students will be asked to thoughtfully consider a question following an assigned reading and/or activity and to post a response or thread to the question on the discussion forum. Participation in the graded forums is expected (is NOT optional!) and will be graded. For each question, students will compose an original posting by midnight EST on the assigned date and then subsequently re-enter the discussion after one or two days have passed to read peer postings. Each student will read **all** peer postings and will select **two** postings for reply.

The original posting for each assigned discussion forum must be **a minimum of 300 words** and must address the topic in order to earn the first 15 points. Each of the **two replies to peers must be at least 150 words** and must extend the discussion to earn up to 5 points for each reply. In other words, a reply must do more than affirm ("I think you are right") or celebrate ("You did a good job of reporting your ideas."). Replies may question, elaborate, provide an example, clarify or explain, or (gently and with civility) disagree or challenge. *Replies which do not meet the criteria of extending the topic discussion will earn "0" points.*

Discussion Forum 1: What is a WORD? Opens on Friday, Jan 27 and closes on Monday, Feb 13. To complete this forum, students will view a video clip and respond to questions about the information presented. View additional information on Canvas in "Discussions/What Is A Word?"

- 300-word Initial Posting due by Friday, Feb 3
- 2 150-word replies to two different peers by Friday, Feb 10

Discussion Forum 2: Why MUST language sampling be included in the SLP's professional toolkit? Opens on March 17 and closes on April 3. To complete this forum, students will search for a current, relevant, scholarly article on language sampling/language sample analysis, and then summarize, report, and reflect on this article. Recommendation: Use Longwood's Greenwood Library article search function to locate and read article. Library staff are available to provide online assistance. View additional information in Canvas: "Discussions/Why Must Language Sampling be a part of SLP's Professional Toolkit?"

- 300-word Initial Posting due by Friday, March 24
- 2 150-word replies to two different peers by Friday, March 31

***See Canvas for specific instructions which explain and elaborate the stimulus for the writing prompt for each forum.***

For all online communications, you are encouraged to follow the rules of "netiquette" (<http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf> ) when interacting on the discussion boards or in other communications with classmates and/or the instructor.

7. **Learning Extension Activity**. This is NOT a graded activity BUT is required nonetheless. Future language sample activities will not be graded until this one is completed. After completion, you will receive feedback and a key so you can compare your work. The purpose of this activity is to introduce you to identifying syntactic forms in a language sample analysis. The instructor will provide you with a brief language sample. In collaboration with your small group, you will identify the subject-verb relationship in each clause of the sample. More information about this activity will be posted on your Group Home Page in Canvas. Timely and successful completion of this activity, which is defined as correct identification of 80% of S-V relationships, will earn 10 quiz points which will be added back to the Verbs quiz score. **Due: Friday, March 3 by midnight.**

8. **Quizzes** (240+ course pts) – A quiz based on the information presented in each module will be posted on *Canvas*. One quiz will conclude each module. The quiz will appear in the relevant module by 6:00 am on the assigned Friday and will be available until midnight on the next day (Saturday). The first quiz closes Module 1 on Jan 20-21.

Each quiz will be valued from 25 - 60 points depending on the topic (for example, the quiz on nouns and pronouns, quiz on modifiers, and quiz on verbs will each be worth 50+ points). Each quiz will be offered as **a closed-book, closed-notes assessment** and will be monitored by Respondus Lockdown Browser.

**Students may elect to retake ONE quiz if the score on that quiz is 69% or less.** The quiz re-take MUST be completed within 10 days of receiving the final grade on the first quiz attempt. The higher of the two quiz grades will become part of the student's grade book. No requests for quiz retakes will be accepted after May 28.

Each quiz is timed. Quizzes should require 60 (or fewer) minutes of your time but additional time will be provided. The link for the quiz will disappear at midnight on the second day of quiz availability, even if you are in the process of completing the quiz. Inform the instructor if you are having difficulty completing the quizzes in the allotted time.

The lowest quiz score will be dropped from your grade book, meaning that the grade on the dropped quiz will not be averaged into your final quiz average. Canvas will indicate the lowest score by "graying out" that score in your grade book. You will still be able to review the dropped quiz.

PLEASE NOTE: The link to enter and complete each quiz will disappear at midnight on the last day of the quiz period. Please allow yourself sufficient time to enter and complete the quiz before the midnight deadline. **If you are in the middle of taking a quiz when the midnight deadline occurs, you will be shut out of the quiz and will not be able to complete it.**

If you encounter a technical difficulty before you can complete your quiz, attempt to re-enter and resume the quiz. If you are not successful, notify the instructor *as soon as is reasonable* (through e-mail or by phone). The instructor will determine whether to reset the quiz 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 quiz.



If you are unavailable for a quiz or forget to take it, a "0" will be posted as that quiz score. Failure to take a quiz during the assigned time because of forgetfulness or schedule conflict will not serve as an acceptable reason for a second bite at the apple (i.e. a retake of that quiz). Only **completed quizzes** can be retaken for a better grade. HOWEVER, students who miss a quiz may petition the instructor to complete the quiz with a time penalty. Read more about the Policy on Late Work on page 9. Petitions to complete a missed quiz with a time penalty must be sent to the instructor by e-mail within 5 days of the end of the relevant quiz period.

Respondus Lockdown Browser will monitor your participation in graded quizzes. Some quizzes include questions which require a bit of math. You may use a hand-held calculator—NOT your phone and NOT the calculator function on your computer.

**9. Extra Credit Assignment (25 points).** The following is a description of an optional, individual activity. Students who elect to complete this extra credit assignment will earn up to 25 points which will be counted as a quiz grade, replacing the lowest quiz score earned at the time of the completion of the extra credit assignment.

Description of Extra Credit Assignment: Create a 25-item crossword puzzle which targets both terminology (e.g. term definitions; at least 50% of puzzle) and concepts (for example, how to segment an utterance into T-units). Submit one copy of the crossword puzzle with clues only and a second copy of the completed crossword puzzle with clue answers in parentheses following the clue; e.g Articles include a, an, and \_\_\_\_\_. (the). The puzzle will be evaluated for both accuracy and clarity. Check Canvas for additional information. **Submit by midnight EST on Friday, March 31.**

**10. Language Sample** (100 pts) Students will work in small groups (typically, 2-3 students) to review a language sample provided by the instructor for specific morphological and syntactic elements. As part of the language sample analysis, students will:

- a. complete a lexical diversity analysis with calculation of Type-Token Ratio (TTR), NDW, TNW, and frequencies of nouns, verbs, modifiers, and conjunctions
- b. segment language into T-units, count words per utterance (using *Templin's Rules for Counting Words*), and calculate mean length of utterance in words (MLTU-w)
- c. complete a syntax analysis with calculation of clausal density (CD) and frequency of complex sentences
- d. complete an individual report of analysis and interpretation of language sample data based on comparative data provided by the instructor and a reflection on language sample analysis processes.

Each student is expected to contribute equally and fully to the group project as documented through the Peer Evaluation Form. Students will individually complete the language sample report. A Group Page will be created on Canvas to facilitate student collaboration on the project. Participation and collaboration on the group components of the assignment will contribute 10% of points toward the final grade on the project.

Components and Submission Deadlines of the Language Sample Analysis Project:

- a) Submit individual copy of T-unit segmentation (for feedback only—NO GRADE) by midnight on Tuesday, March 21.
- b) Submit one completed copy of Lexical Diversity Analysis from the group: by midnight, Tues, April 11.
- c) Submit one completed copy of Syntactic Skills Assessment from the group: by Wednesday, April 26
- d) Submit peer review form. EACH STUDENT will submit his/her own peer review: by midnight, Thursday, April 27.
- e) Submit language sample report and reflection. EACH STUDENT SUBMITS OWN REPORT: by midnight, Monday, May 1.

**NOTE: Review feedback from instructor for T-unit segmentation, Lexical Diversity Analysis, and Syntactic Skills Analysis BEFORE completing language sample report and reflection.**

**PLEASE NOTE About Shared Grade: If after collaboration with your group on the LDA, and SSA, you do not agree with your group's consensus on the document submitted for grade, you may petition the instructor to allow you to submit an individual document for grading. Your grade on the assignment would then be based on your individual work and not the group's submitted document.**

**11. Final Exam** (225 pts). The final exam will be a cumulative assessment of the student's understanding of course content. The exam will open on **Wednesday, May 3, at 5:00 pm and close on Friday, May 5, at midnight.**

The final exam will include one discussion question valued at 15 points (7% of final exam grade), which students will prepare ahead of time. The question will be as follows: How does the development of knowledge and skills related to morphology and syntax assist the student in CSD? Each student will prepare a type-written response to this question with the title *Top Ten Reasons for Learning about Morphology and Syntax* and **submit by Wednesday, May 3, at midnight. Responses to essay questions will NOT be accepted after this time.**

The document should be no more than 3 typed pages in length, double-spaced (size 12 font). Each of the 10 reasons should be identified by number (1-10) and should be briefly elaborated. In other words, each numbered reason should be clarified and elaborated by 3-4 sentences **AND** a relevant example. Each numbered reason should be unique with different information. In other words, two numbered reasons should not be so similar that one is an explanation or elaboration of the other. Responses will be evaluated according to specificity and detail, accuracy, completeness, and quality of response. See Canvas (Final Exam Module) for an example of a reason with acceptable detail.

The remainder of the final exam will be delivered through *Canvas* during the scheduled exam period. The exam will include multiple choice, multiple answer, and short answer essay questions.

<b>Requirement</b>	<b>Possible Points Awarded</b>	<b>Weighted Percentage of Final Grade</b>
Practice Activities ( <i>TryItOUT!</i> ) <i>Complete 13/13 TryItOuts for full points allotment.</i>	65 points	10%
Discussion Forum	50 points	10%
Quizzes	240+ points	30%
Language Sample Analysis Lexical Diversity Analysis (20 points) Syntactic Skills Analysis (30 points) Report and Reflection (40 points) Peer Review (10 points)	100 points	20%
Final Exam (including 15-point essay question)	225 points	30%
<b>Total Points</b>	<b>680 points</b>	<b>100%</b>

## Grading Scale:

A	94 – 100% of points	C	73 – 77.9% of points
A-	90 – 93.9% of points	C-	70 – 72.9% of points
B+	88– 89.9% of points	D+	68 – 69.9% of points
B	83 – 87.9% of points	D	63– 67.9% of points
B-	80 – 82.9% of points	D-	60 – 62.9% of points
C+	78 – 79.9% of points	F	0 – 59.9% of points

Note: if you are a graduate student OR you currently hold a baccalaureate degree, earning 69.9% or fewer class points will constitute an "F" in the course. Post-baccalaureate students may earn an A, B, C, or F in the course—a grade of D is not permitted.

## Grading Policies:

- 1) Grades are earned, not given. 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) Grades on projects and discussions are assigned based on how the student's overall performance aligns with the assignment rubric. Therefore, it is imperative that students review the grading rubric before submitting assignments.
- 3) 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 nor honored.
- 4) The actual points earned will be used to determine the letter grade equivalency. Point values are rounded neither up nor down to assign a grade equivalent. Therefore, if you earn 89% of class points, your grade will be a B+. If you currently hold a baccalaureate degree, Longwood's 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 69.9% or fewer points will earn a grade of "F".
- 5) 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 extra credit opportunities.

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