

SYLLABUS

COMMSCI 2217 GRAMMATICAL DESCRIPTION (2 S.H.) 2:40-4:30 MW, 8/27/07-10/15/07

COMMSCI 2218 LANGUAGE PROCESSING (2 S.H.) 2:40-4:30 MW, 10/17/07-12/5/07

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Office hours: TW 1:00-2:30. Other times by arrangement.

Texts:

2217: Thomas, Linda, *Beginning Syntax*, Blackwell Publishing 1993. ISBN 0-631-18826-6

2218: Harley, T.A., *The Psychology of Language: From Data To Theory* (2nd Edition). Psychology Press, 2007.
ISBN 978-086377-8674.

General description of courses:

CS 2217 is a course on how the lexicon and the syntactic system work in human languages. It is neither a traditional English grammar course nor a course in theoretical linguistics, but something between the two, whose purpose is to acquaint you with major facts about word and sentence structure in a variety of language types and to give you some basic conceptual tools for the analysis of morphological and syntactic data. It is appropriate preparation for CS 2218, or for more intensive courses in syntax or morphology, such as CS 3297, 5501, and 5503. It is also intended as essential background for courses and practica that concern child and adult language disorders. The course meets from 8/27/07 until 10/15/07. By the end of the course, you should be able to do simple morphological and phrase structure analysis, identify lexical and phrasal category types, and identify instances of constituent deletion and displacement.

CS 2218 concerns language processing in normal adults, and includes consideration of lexical search and retrieval, language production, and parsing. By the end of this course, you should be familiar with the major claims about language processing and the application to these claims of data from psycholinguistic experimentation with normal and language-disordered individuals. The course presupposes the content of CS 2217, and is particularly valuable as preparation for the study of adult language disorders. It meets from 10/17/06 until 12/5/06.

CS 2217 and 2218 are independent registrations, and it is possible to register in both or in either one singly, depending on your particular needs and background. Because they are independent registrations, they will be graded separately. **PLEASE NOTE: If you intend to take 2218, you should register for it by the ordinary deadline for fall semester registration, even though the course does not begin until late October. Waiting until the middle of the semester to register for 2218 carries deeply unpleasant bureaucratic consequences.**

Blackboard:

Like most courses at Temple, these courses have associated web sites in the Blackboard system. I will use the site for posting homework assignments, supplementary readings, and announcements. Please check the site frequently. In order to visit the site, you must have a Temple AccessNet account. If you do not have one for some reason, follow the link to "computing" from the Temple homepage (www.Temple.edu) and click the "for students" button. All will be explained. If you encounter difficulty in accessing the site, please let me know immediately.

Evaluation:

There will be two examinations in each course. The first exam in each course will be "objective" (a combination of multiple choice, true/false, and short answer questions) and held in class, while the second exam will be a take-home involving problems or essays or a combination thereof. All exams will be non-cumulative. There will also be a number of homework exercises, particularly in 2217. These exercises will be collected, reviewed, and returned, but not graded. I will keep records of who has and has not turned in the assignments, and this record will be entered into the computation of the course grade. The exams will determine 80% of the course grade, the homework record 20%. Exact homework assignments will be announced in class and posted on the Blackboard sites for the courses.

Since I hold the belief that university students should be treated like adults when possible, I do not keep attendance records. Keep in mind, however, that missing classes is pretty stupid. For one thing, you paid for them; for another, they sometimes help you understand the material.

Except for adjustment of examination dates in cases of illness or other serious personal hardship, there will be no “extra credit” or other special deals. If you foresee circumstances that will make it impossible for you to take an examination on the scheduled date, you MUST consult me beforehand.

CALENDAR FOR 217:

<u>Date</u>	<u>Topic</u>	<u>Readings</u> (all from Thomas)
8/27	Introduction; nature of the lexicon; content and function words	Postings
8/29-9/5	Words, morphemes, syntactic classes, and morphological processes	Ch. 1, 2; postings
9/10-9/12	Phrasal structure: phrase types; heads, complements, specifiers, and adjuncts	Ch. 1, 2, 3, 5; postings
9/17	Tests for constituency	Postings
9/19	Review	
9/24	First exam	
9/26	Finiteness, tense, aspect, and auxiliaries	Ch. 4; postings
10/1-10/3	Sentential embeddings	Ch. 6
10/8-10/10	Grammatical relationships, thematic roles and displaced constituents	Postings
10/15	Review and distribution of 2 nd exam (due 10/22)	

CALENDAR FOR 218:

<u>Date</u>	<u>Topic</u>	<u>Readings</u> (all from Harley)
10/17-10/24	Reading and written word retrieval	Chs. 6 and 7
10/29	Spoken word retrieval	Ch. 8
10/31	Exam review	
11/5	1 st Exam	
11/7-11/19	Parsing	Ch. 9

PLEASE NOTE: There is a “calendar adjustment” in the fall schedule, which causes Wednesday 11/21 to be treated as a Friday. This means we will have no class meeting on 11/21, the day before Thanksgiving. I’m sure you are as disappointed as I am.

11/26-12/3	Language production	Ch. 12
12/5	Summary and review, distribution of 2nd exam (due 12/12)	

If you have need for accommodation based on the impact of a disability, please contact me privately to discuss the specific situation as soon as possible. The Center for Disability Resources and Services (215-204-1280; 100 Ritter Annex) coordinates reasonable accommodation for students with documented disabilities.

University policies on academic honesty, discrimination, and harassment are in effect. These policies may be found in the undergraduate and graduate bulletins, either in their paper or web versions. The web versions may be found by visiting www.temple.edu/bulletin and clicking “responsibilities and rights”. Please take these policies and the penalties for violating them very seriously.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

The Temple telephone number for police and fire emergencies is 215 204 1234 (1 1234 from a campus land line telephone).

Attached to this syllabus is a form that responds to certain portfolio requirements of the American Speech-Language-Hearing Association. If you are taking this course as a prerequisite for graduate study in speech-language pathology or audiology, you must retain this form, you and I must sign off on it at the end of the course, and the form will become part of a portfolio that you will eventually need for certification in the field. If you are not going into this field and are absolutely certain that you will never want ASHA certification, you may ignore the form.

KNOWLEDGE AND SKILLS ACQUISITION FORM

CS 2217	KASA Element	Initials
ASHA Standard IIIB	By discussion, problem sets, and examination, student demonstrates knowledge of basic linguistic structure underlying human communication, including lexical structure, morphological analysis, syntactic phrase structure, and constituent deletion and displacement.	
CS 2218	KASA Element	Initials
ASHA Standard IIIB	By discussion, problem sets, and examination, student demonstrates knowledge of basic techniques and results of psycholinguistic research on adult language processing, including lexical search and retrieval, syntactic parsing, and word and sentence production.	