

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 11-116f
 LSC Action-Date: _____ UWUCC Action-Date: AP-3/22/12 Senate Action Date: App-4/17/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <small>Speech-Language Pathology Program; Department of Special Education and Clinical Services</small>	Phone (724) 357-5681

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: **SPLP 275, Language Science**

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-5-11
Department Chairperson(s)	<i>[Signature]</i>	11/19/11
College Curriculum Committee Chair	<i>Edel Reilly TECC Curr. Chair</i>	2/27/12
College Dean	<i>A. [Signature]</i>	3/1/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	3/22/12

Received
MAR 25 2012
Liberal Studies
Received
MAR 8 2012
Liberal Studies

New Course Proposal

SPLP 275: Language Science

Syllabus

Find attached the proposed course syllabus.

Course Analysis Questionnaire

Find attached the course analysis questionnaire.

Letters of Support

Find attached a letter from the Department of English acknowledging support for this course.

Syllabus of Record

I. Catalog Description

SPLP 275: Language Science

3 class hours
0 lab hours
3 credits

Prerequisites: SPLE Major, SPLP 111

(3c-0l-3cr)
SpEd hours: 6
ELL hours: 25

Addresses the structure of language and the cognitive processes underlying normal language behavior. Applications to various clinical populations will also be addressed. Prerequisites for the course include an introductory course in communication disorders.

II. Course Outcomes.

- a. The student will demonstrate knowledge of common theories and models of normal language processing.
- b. The student will evaluate evidence supporting or refuting various models and theories of language processing.
- c. The student will demonstrate knowledge of various cognitive processes underlying language processing.
- d. The student will apply their knowledge of various theories and models of psycholinguistics to their clinical situations.

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	1a	III-A,B	I,B,C	Exam
2	1a	III –A,B	I,B,C	Exam
3	1a	III-A,B	I,B,C	Exam Homework
4	1a	III-B,C	I,C,G	Exam Homework
5	1e	III-C, D	I,B,C,E	Homework Research Paper

III. Detailed Course Outline (42 hours total)

I. Components of Language

a. Semantics

i. Dimensions of Word Knowledge (2 hours)

1. Phonological knowledge
2. Morphological knowledge

3. Syntactic knowledge
4. Semantic knowledge
 - a. Sense and reference
 - b. Relations among words
 - c. Denotation and connotation
- ii. Word Categories (1 hour)
- iii. Organization of the Lexicon (2 hours)
 1. Relationships among words
 2. Semantic networks
 3. Spreading activation models
 4. Development of semantic knowledge in children
- iv. Lexical Storage and Access (2 hours)
 1. Models of lexical access
 2. Factors that influence lexical access
- v. Clinical Implications (2 hour)
 1. Lexical access and language disability
 2. Assessment and treatment of lexical access difficulties
- b. Morphology (2 hours)
 - i. Free and Bound morphemes
 - ii. Prefixes, suffixes, and infixes
 - iii. Inflectional and derivational morphemes
 - iv. Morphemes of number, person, tense, and aspect
 - v. Clinical Implications

Examination I (1 hour)

- c. Syntax
 - i. Sentence structure (2 hours)
 1. Components (phrases, clauses, etc.)
 2. Types of sentences
 3. Children's acquisition of various sentence types
 4. Grammatical theories
 - a. Transformational Grammar
 - i. Deep and surface structure
 - ii. Transformational rules
 - b. Lexical-functional grammar
 - c. Other grammar frameworks
 - ii. Immediate processing of sentences (2 hours)
 1. Parsing
 - a. Parsing strategies
 - b. Theories of sentence processing
 2. Factors that contribute to sentence processing difficulty
 3. Clinical applications

- a. Clinical populations with sentence processing difficulty
 - b. Assessment and treatment of sentence processing difficulty
- iii. Semantics-syntax interface (2 hours)
- iv. Comprehending figurative language (1 hour)
 - 1. Aspects of figurative language comprehension
 - 2. Clinical populations
- v. Role of attention and memory in sentence processing (2 hours)
 - 1. Attention
 - 2. Working memory
 - 3. Short-term memory
 - 4. Long-term memory
 - 5. Clinical Implications
 - a. Attention and memory difficulties in clinical population
 - b. Assessment and treatment
- vi. Memory for sentences (2 hours)
 - 1. Memory for meaning versus surface form
 - 2. Inferences and sentence memory
 - 3. Propositions and sentence memory
 - 4. Clinical Implications
- vii. Interference (2 hour)
 - 1. Semantic interference
 - 2. Syntactic interference
 - 3. Interference and the normal aging process

Examination II (1 hour)

- d. Comprehension and Memory of Discourse
 - i. Comprehension of discourse (3 hours)
 - 1. Local and global discourse structure
 - 2. Cohesion
 - 3. Strategies used to establish coherence
 - 4. Role of attention and memory
 - 5. Role of background knowledge
 - 6. Clinical implications
 - a. Discourse comprehension and language disability
 - b. Assessment and treatment of discourse comprehension
 - ii. Memory for discourse (4 hours)
 - 1. Surface representations
 - 2. Propositional representations
 - 3. Situation models
 - 4. Clinical implications
 - iii. Schemata and discourse processing (3 hours)
 - 1. Schemata

- 2. Discourse genres
 - a. Narratives
 - b. Exposition
 - c. Persuasive text
- II. Issues in language processing
 - a. Serial versus parallel processing (1 hour)
 - b. Top-down and bottom-up processing (1 hour)
 - c. Interactive models (1 hour)
 - d. Automatic and controlled processes (1 hour)
 - e. Modularity (1 hour)
 - f. Clinical implications (1 hour)
 - i. Child language disorders
 - ii. Acquired adult language disorders

Final Examination (2 hour)

IV. Evaluation Methods.

Three examinations 300 points
 Each examination will consist of multiple choice and short answer essay questions and will be completed in class. They will be worth 100 points each.

Research paper 100 points
 Students will complete a 8-10 page research paper on a course-related topic approved by the instructor.

Homework assignments 100 points
 Students will complete ten homework assignments throughout the course of the semester. These will be worth 10 points each.

V. Example Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0% - 59%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI. Attendance Policy

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. Required Textbook(s), Supplemental Books and Readings.

Carroll, D.W. (2007). *Psychology of Language*. Clifton Park, NY: Wadsworth Publishing.

VIII. Special Resource Requirements

None.

IX. Bibliography

Amberber, M. (2007). *The Language of Memory in a Crosslinguistic Perspective*. Philadelphia, PA.

Cowan, N. (2005). *Working Memory Capacity*. Hove, UK: Psychology Press.

Clark, H.H. (1994). Discourse in production. In M.A. Gernsbacher (Ed.), *Handbook of Psycholinguistics* (pp. 985-1021). San Diego, CA: Academic Press.

Gathercole, S.E., Pickering, S.J., Ambridge, B and Wearing, H. (2004). The structure of working memory from 4 to 15 years of age. *Developmental Psychology*, 40, 177-190.

Gibbs, R.W. (1992). Categorization and metaphor understanding. *Psychological Review*, 99, 572-577.

Gibbs, R.W. (1992). What do idioms really mean? *Journal of Memory and Language*, 31, 485-506.

Gordon, P.C., Hendrick, R, & Levine, W.H. (2002). Memory-load interference in syntactic processing. *Psychological Science*, 13, 425-430.

Kane, M.J. & Engle, R.W. (2003). Working memory capacity and the control of attention: The contribution of goal neglect, response competition, and task set to Stroop interference. *Journal of Experimental Psychology: General*, 132, 47-70.

Miller, G.A. (2003). On knowing a word. *Annual Review of Psychology*, 50, 1-19.

Postle, B.R. (2006). Working memory as an emergent property of the mind and brain. *Neuroscience*, 139, 23-38.

Rinck, M. & Bower, G.H. (1995). Anaphoric resolution and the focus of attention in

situation models. *Journal of Memory and Language*, 34, 110-131.

Sera, M.D., Elieff, C., Forbes, J., Burch, M.C., Rodrigues, W., & Dubois, D.P., (2002).
When language affects cognition and when it does not: An analysis of
grammatical gender and classification. *Journal of Experimental Psychology:
General*, 131, 377-397.

Course Analysis Questionnaire
SPLP 275: Language Science

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The purpose of this course is to provide information to future speech-language pathologists about the components of normal language processing. In order for speech-language pathology students to fully understand the nature of the various types of speech and language deficit discussed in their other coursework, they must develop a basic understanding of the functioning of an unimpaired language system.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other courses in the department.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This is a newly developed course not previously offered at IUP.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not intended to be dual level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

A course entitled The Nature of Language is offered in the Communication Science and Disorders program at the University of Pittsburgh. The course is CSD 1020: Nature of Language, and the content of this course is very similar to that of the course that is being proposed.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The proposed course content is required for accreditation by the American Speech-Language Hearing Association (ASHA). Currently, it is being addressed throughout the curriculum. The new course would provide more in-depth coverage of this material. In addition, because the National Examination in Speech Pathology and Audiology, which is required for ASHA certification, includes a number of questions that will be addressed by the proposed course, students completing this course will be better prepared to answer these questions, and thereby obtain higher scores.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by Speech Pathology and Audiology program instructors only.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

The content of this course does not overlap with any other at the University. The focus is to provide skills to meet the needs of students who are both English Language Learners and who have additional special needs in the academic setting.

There are no other courses taught by other departments that would conflict with this course.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross listed with other departments.

- B4 Will seats in this course be made available to students in the School of Continuing Education?

Yes, seats in these classes would be available to students in continuing education who are enrolled in the Speech Pathology and Audiology Program.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

No new faculty member is required to teach this course. This course will be taught by faculty within the Speech Pathology and Audiology program and will initially be offered once in either the spring or fall semester. This course will be counted as one preparation and three hours of equated workload. Department FTE will accommodate the inclusion of this course as an annual course offering.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

Current resources will be adequate.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

This course has no outside funding support.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered every fall or spring semester depending on demand.

- C5 How many sections of this course do you anticipate offering in any single semester?

It is anticipated we would offer one section per semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

This class could accommodate up to 30 students in order to provide individualized feedback.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no parameters set by professional organizations for class size.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course will not be taught via distance education at this time

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required