

SPLH 466 Language Science
Fall 2009 Syllabus

Class Meetings: Monday & Wednesday 3:00-4:15; Haworth 2023
Class Instructor: Holly L. Storkel; hstorkel@ku.edu; 864-0497
Office Hours: Mondays & Wednesdays 4:15-5:00; Dole 3021
Tuesdays 12:00-1:00; Dole 3021
Additional times available by appointment

GTA: MinKyung Han; minhan@ku.edu; 864-4972
Thursdays 3:30-4:30 & Fridays 3:00-4:00; Dole 3023
Additional times available by appointment
Responsibilities: Attendance; Weekly Exercises; Application Papers

Pre-/Co-requisites

None.

Course Description

This course is a survey of the research and theories related to the structure and function of human language. In terms of structure, topics will include phonology, morphology, semantics, syntax, and pragmatics. In terms of function, topics will include language production and comprehension in terms of single words, sentences, and conversation/discourse. Across these topics, spoken and written language by both normal and clinical populations will be considered. This course will provide a foundation for the future study of language, language acquisition, and language disorders. It is **recommended** that students complete this course **prior to** enrolling in SPLH 566 Language Development.

Course Objectives

This course is designed to meet the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Receptive/Expressive Language. During this course, students will learn:

1. Basic linguistic terminology & concepts related to phonology, morphology, the lexicon (word forms and semantics), and syntax;
2. The evidence supporting the psychological reality of these concepts in terms of how different aspects of language are stored in the mind and accessed for production and comprehension by speakers with normal language and those with impaired language;
3. The research methods used to investigate storage and access of language (e.g., elicited probes, priming, error analysis, lexical decision, AX task, sorting, triad, language games, mispronunciation detection, grammaticality judgment, gating, ERP, eye-tracking);
4. To critique language research in terms of stimulus and task selection as well as interpretation of results.

Course Materials

Required Readings:

1. Winkler, E. G. (2007). *Understanding language*. New York: Continuum. You are free to use any basic introduction to linguistics textbook but you will have to determine for yourself which chapters are relevant to a given class topic.

2. Scovel, T. (1998). *Psycholinguistics*. Oxford: Oxford University Press
3. Additional required readings will be available electronically through Blackboard. You will need Adobe Acrobat Reader to access these files.

On-line Resources:

1. Blackboard course website at <http://courseware.ku.edu>

Optional Materials (NOT required, but may be a useful resource)

1. Trask, R. L. (1997). *A student's dictionary of language and linguistics*. London: Arnold.

Requirements

1. Readings

Readings complement the lectures and will not be explicitly summarized in class. A listing of relevant concepts, terms, and key points from each reading will be available on Blackboard to help students cull relevant and essential information from the readings. Students are responsible for all readings, and should be prepared to integrate the readings with class discussion.

2. Attendance (50 points; ~7% of final grade)

The material covered in this course is complex and technical. It is to your benefit to attend lecture regularly, take notes, and participate in class demonstrations and discussions to aid your learning of this material. Slides used in this class will be available on Blackboard. However, additional valuable information and explanation of slides will be provided during lecture. In addition, students will have an opportunity in lecture to clarify their understanding. To encourage regular attendance, attendance checks and/or learning checks will be regularly administered without warning. A maximum of 5 points will be available for each check. These points will count towards your final grade. Approximately 10 checks are anticipated but this may vary. Given the number of points involved, excessive absences can drop your final grade by almost one letter grade. **E-mail the GTA if you have any questions about your attendance credits.**

3. Exams (350 points; ~47% of final grade)

Three exams are scheduled: October 7, November 18, and December 16 (**WEDNESDAY**, 1:30 pm – 4:00 pm). Note that the last exam will be cumulative. *There will be no opportunities to make-up or postpone exams for unexcused absences.*

All students will be afforded an equal opportunity to concentrate and to complete exams under optimal test-taking conditions. For this reason, the following procedures will be followed on exam days to minimize class disruptions. All books, backpacks, coats, etc. will be left at the front of the room. During exams, students will be allowed a pencil and eraser. Students should sit in every other seat so that they will not bother their neighbor while taking the exam. No one should sit in the front row of seats. This front row is reserved for students who need to ask questions. Students should complete the exam and mark any items they wish to ask questions about. Students should then move to the front row of seats where the instructor will be available to answer questions. Students will then complete their exam at a seat in the front row. You may leave the classroom when you have completed the exam. Please be courteous of your fellow classmates and leave the classroom as quietly as possible once you have handed in your exam.

All exams will evaluate your understanding of key terms and concepts, lectures, and readings. Exam 1 and 2 are worth 100 points and will consist of 50 objective questions. The cumulative final is worth 150 points and will consist of 75 objective questions.

Before each exam, there will be an *in-class review* session. The review is intended to integrate information across lectures, readings, labs, and demonstration cases, and to provide additional practice in applying course material. The review will afford students a further opportunity to raise questions. A sample study guide for the exams will be provided on Blackboard prior to each exam.

4. *Application Papers (150; ~20% of final grade)*

Three application papers are required. The first paper will be due at the beginning of class on **September 23** and is mandatory for all students. This paper will require you to read several selected articles or book chapters about acquired and developmental language disorders. You will hand-in typed answers to provided questions. If you are not satisfied with your grade on Paper 1, you may submit a revision of any of your responses that did not receive full credit. Revisions are due at the beginning of class on **October 14**. Successful revisions will earn partial credit (e.g., If 2 points were taken off from the original response, a successful revision could earn back 1 point). The revised score will replace the original score on Paper 1 and will be counted towards your final grade.

Students then will be required to complete **two** of the remaining **four** papers: Papers 2 or 3 (select 1) **AND** Papers 4 or 5 (select 1). If you complete more than two of Papers 2-5, then only your highest 2 papers will be counted towards your final grade. Papers 2-5 will require you to apply what you have learned in class to a clinical situation involving adults with aphasia. These papers will be due at the beginning of class on **October 28**, **November 11**, **December 2**, and **December 16**. All of the information needed to complete the papers will be posted on Blackboard. *There will be no opportunities to postpone paper deadlines for unexcused absences.*

5. *Weekly Exercises (200 points; ~27% of final grade)*

Weekly exercises will provide students with sample questions that may be asked on exams, help students identify key concepts covered in readings and lecture, and provide extra practice applying course concepts to language samples. Weekly exercises will be administered through Blackboard. Weekly exercises will be available by **10:00 am each Thursday** and will be due by each **Monday at 10:00 am**. Students should attempt to answer each question without referring to class notes or the textbook, then verify their answers before submitting the exercise. Eleven exercises are scheduled, each worth 20 points. Only the best 10 of the 11 exercises will be counted towards the final grade (i.e., 1 exercise can be dropped). *There will be no opportunities to make-up or postpone weekly exercises for unexcused absences. Exercises must represent a student's own independent work. E-mail the GTA if you have any difficulty completing your weekly exercise.*

Seating

Students will be assigned seats in the classroom to help the instructor learn your name.

Audio or Video Taping Lecture

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Studying

Significant learning may start in the classroom but it should continue to grow outside the classroom when students become actively engaged with the material. In this course, you will be actively engaged with the material outside of class through completion of readings, take-home exams, lab exercises, and quizzes. As stated in the Faculty Senate Rules and Regulations (5.1.1) “One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered.”

Written Assignments

Papers will entail a written response to specific questions. If you need assistance communicating your interpretations in written form, you may wish to consult the KU Writing Center (4017 Wescoe). The following statement from the writing center details the type of assistance available to students. “Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, we call our student writing centers Writer’s Roosts. When you visit, bring your work in progress and an idea of what you would like to work on – organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; check the website at www.writing.ku.edu for current locations and hours. The Roosts welcome both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to writing@ku.edu.”

Academic Misconduct

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1): “Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also

notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled exam, paper, or quiz is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Pandemics (From the Provost's Office)

This may be an unusual year as we confront the H1N1 flu, which is expected to affect faculty, staff, and students this fall. Please familiarize yourself with information about the H1N1 flu, keep abreast of information about preventive measures and vaccines, and stay informed. KU will regularly update information about the H1N1 flu at <http://www.alerts.ku.edu/>. You can find additional information about the KU Pandemic Response Plan at <http://www.pandemic.ku.edu/> and the "Personal Guide to Protect Against Flu" at <http://www.pandemic.ku.edu/pdf/tipSheet.pdf>. Please contact the instructor and GTA immediately via e-mail and/or phone prior to class/assignment deadlines if you are ill. Depending on the situation, you will be advised of appropriate procedures to follow regarding class attendance, assignments, or exams. Please be considerate and take precautions to avoid infecting others!

Grading

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way:

- 1.2.1.1 The grade of A will be reported for achievement of outstanding quality
- 1.2.1.2 The grade of B will be reported for achievement of high quality
- 1.2.1.3 The grade of C will be reported for achievement of acceptable quality
- 1.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

Individual schools of the College may adopt the use of plus or minus to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

In this course, quality of achievement will be evaluated through points earned on exams, lab exercises, and on-line quizzes. Points assigned for each requirement will be in-line with the above described scale.

This course will be using the newly available +/- grading system to indicate intermediate levels of performance. The relationship between total points accumulated and quality of achievement is as follows:

Total Course Points	Quality of Achievement	Final Letter Grade (GPA)
694-750	Outstanding	A (4.0)
671-693		A- (3.7)
649-670	High	B+ (3.3)
619-648		B (3.0)
596-618		B- (2.7)
574-595	Acceptable	C+ (2.3)
544-573		C (2.0)
521-543		C- (1.7)
499-520	Minimal	D+ (1.3)
469-498		D (1.0)
446-468		D- (0.7)
0-445	Inadequate	F (0.0)

Paper Points	Quality of Achievement	Letter Grade
47-50	Outstanding	A
45-46		A-
44	High	B+
42-43		B
40-41		B-
39	Acceptable	C+
37-38		C
35-36		C-
34	Minimal	D+
32-33		D
30-31		D-
0-29	Inadequate	F

Exam Points	Quality of Achievement	Letter Grade
93-100	Outstanding	A
90-92		A-
87-89	High	B+
83-86		B
80-82		B-
77-79	Acceptable	C+
73-76		C
70-72		C-
67-69	Minimal	D+
63-66		D
60-62		D-
0-59	Inadequate	F

Final Exam Points	Quality of Achievement	Letter Grade
139-150	Outstanding	A
135-138		A-
130-134	High	B+
124-129		B
120-123		B-
115-119	Acceptable	C+
109-114		C
105-108		C-
100-104	Minimal	D+
94-99		D
90-93		D-
0-89	Inadequate	F

If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor or GTA during office hours or by appointment to improve the quality of your learning of course material.

SPLH 466: Language Science
Fall 2009 Calendar

The Language: Basic Structure of English

August 24	Introduction & Syllabus
August 26	Overview & Basic Concepts: Speech Chain/Language Model (<i>Understanding Language, Chapter 1; Psycholinguistics, Chapter 1</i>)
August 31	Basics of Syntax: Thematic Roles (<i>Understanding Language, Chapter 6</i>)
September 2	Basics of Syntax: Phrase Structure (<i>Understanding Language, Chapter 6</i>)
Sept 3–Sept 9 (10 am) Weekly Exercise 1	
September 7	NO CLASS – LABOR DAY
September 9	Basics of Syntax: Argument Structure (<i>Understanding Language, Chapter 6</i>)
Sept 10–Sept 14 (10 am) Weekly Exercise 2	
September 14	Basics of the Lexicon: Semantics (<i>Understanding Language, Chapter 7</i>)
September 16	Basics of the Lexicon: Word-Form
Sept 17–Sept 21 (10 am) Weekly Exercise 3	
September 21	Basics of Morphology: Inflectional (<i>Understanding Language, Chapter 5</i>)
September 23	Basics of Morphology: Derivational (<i>Understanding Language, Chapter 5</i>)
September 23	Paper 1 Due for All Students (MANDATORY)
Sept 24–Sept 28 (10 am) Weekly Exercise 4	
September 28	Basics of Phonology: Singletons (<i>Understanding Language, Chapter 4</i>)
September 30	Basics of Phonology: Clusters
Oct 1–Oct 5 (10 am) Weekly Exercise 5	
October 5	Review
October 7	Exam 1 Basics of Syntax, Lexicon, Morphology, Phonology

The Speaker: Producing Speech
(*Psycholinguistics, Chapter 3*)

October 12	Overview of Speech Production
October 14	Grammatical Encoding: Syntax (Storkel @CDRC; Han provides lecture?)
October 14	Paper 1 Revision Due (Optional)
Oct 14–Oct 19 (10 am) Weekly Exercise 6	

FALL BREAK

October 19	Grammatical Encoding: Semantics
October 21	Phonological Encoding: Lexical Access
Oct 22–Oct 26 (10 am) Weekly Exercise 7	
October 26	Phonological Encoding: Grammatical Morphology
October 28	Phonological Encoding: Derivational Morphology
October 28	Paper 2 Due (Must do 1 of Papers 2-3)
Oct 29–Nov 2 (10 am) Weekly Exercise 8	

**The Hearer: Speech Perception & Lexical Access
(Psycholinguistics, Chapter 3)**

November 2 Overview
November 4 Speech Perception
Nov 5-Nov 9 (10 am) Weekly Exercise 9

November 9 Phonological Decoding: Morphemes
November 11 Phonological Decoding: Lexical Access
November 11 **Paper 3 Due (Must do 1 of Papers 2-3)**
Nov 12-Nov 16 (10 am) Weekly Exercise 10

November 16 Review
November 18 Exam 2: Speaker & Hearer (Storkel @ ASHA; Han proctor exam?)

November 23 Grammatical Decoding: Semantics
THANKSGIVING BREAK

**The Reader: Text Processing
(Psycholinguistics, Chapter 3)**

November 30 Reading: Decoding & Word Recognition
December 2 Reading: Comprehension
December 2 **Paper 4 Due (Must do 1 of Papers 4-5)**
Dec 3-Dec 7 (10 am) Weekly Exercise 11

December 7 Putting it All Together
December 9 Review

*December 16 Cumulative Final Exam (In-Class)
Wednesday, 1:30-4:00 pm*
December 16 **Paper 5 Due at 1:30 pm (Must do 1 of Papers 4-5)**

*****Best 10 of 11 weekly exercises will be counted towards the final grade.*****

*****Paper 1 must be completed. If you wish to improve your grade on Paper 1, you may submit a revision.*****

*****Only 1 of Papers 2-3 and 1 of Papers 4-5 need to be completed. If additional papers are completed, then only the higher grades will be counted towards the final grade.*****

SPLH 466 Language Science
Paper 1 (Required for ALL Students)
Due: September 23 at 3:00 pm (class time)
50 points

Two book chapters are available on blackboard for you to download. Some information has been deleted or marked out. You do not need this information. One of the book chapters focuses on developmental language disorders observed in children. The second book chapter focuses on Aphasia, an acquired disorder observed in adults. Read the book chapters and answer the following questions **in your own words**. That is, do not type in exactly what the book chapter states. In some cases, the chapter may not exactly state the answer to a question so you will have to think about what you read and generate your own answer. Your responses to these questions must be **typed** and will be **graded**. Your response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered.

Specific Language Impairment (SLI)

1. What is the definition, cause(s), and type(s) of developmental language disorders? (3 points)
2. Describe the types of deficits observed in each of the following areas for **preschool** children with language disorders. You should provide a response for **each** area listed below and **clearly label** each area in your response.
 - a. Phonology (form) (1 point)
 - b. Morphology/syntax (form) (1 point)
 - c. Semantics (content) (1 point)
 - d. Pragmatics (use) (1 point)
3. What clinical procedures are used to diagnose a developmental language disorder in **preschool?** (5 points)
4. What kinds of approaches are used in treating a developmental language disorder in **preschool?** What factors need to be considered in planning in treatment? (5 points)

Aphasia

5. What is the definition, cause(s), and type(s) of aphasia? (3 points)
6. Describe the types of deficits observed in **Broca's Aphasia** and **Wernicke's Aphasia** in each of the following areas. You should provide a response for **each** area listed below and **clearly label** each area in your response.
 - a. Naming (2 points)
 - b. Fluency (2 points)
 - c. Auditory Comprehension (2 points)
7. What clinical procedures are used to diagnose aphasia? (5 points)
8. What kinds of approaches are used in treating aphasia? (5 points)

Comparing developmental and acquired language disorders

NOTE: You will not find the answer to these questions in either of the chapters. You must think about what you read to generate an appropriate answer.

9. What are the similarities and differences in the definitions and causes of developmental language disorders and aphasia? (4 points)

10. What are the similarities and differences in the deficits observed in developmental language disorders and aphasia in the following areas. You should provide several similarities, several differences, or a similarity AND a difference in your response for **each** area listed below and **clearly label** each area in your response.
- Phonology? (2 points)
 - Morphology/syntax? (2 points)
 - Semantics? (2 points)
 - Pragmatics? (2 points)
11. What similarities and differences stand out to you in the clinical process of assessing and treating developmental versus acquired language disorders? (2 points) Be brief here. I'm not looking for a comprehensive list but just what jumps out at you based on what you read.

Mechanics of Writing

Points will be awarded both for the content of your response as well as the clarity of your response. You should (1) spell check your responses; (2) proofread your responses for incorrect word choice, missing words, punctuation; (3) revise your responses to make sure that they are clear and straightforward (it may help to make an outline of your response to each question before attempting to write your response).

Quotes

Quoting directly from the readings (i.e., copying a sentence(s) word for word) without indicating that the quotation is a verbatim copy from the article by the use of quotation marks (i.e., "xxxx") is considered plagiarism (i.e., academic misconduct). Generally, you should NOT copy your responses directly from the article. I am interested in whether you UNDERSTAND what you have read (not whether you can re-type the book chapter). Thus, all your responses should be written in your own words to show your understanding of the author's points.

KU Writing Center

You are encouraged to visit the KU Writing Center for help communicating your interpretations of the book chapters in written form. Visit their website www.writing.ku.edu, e-mail writing@ku.edu, or call 864-2399 for more information about the services offered by the KU Writing Center (4017 Wescoe).

Instructor/GTA

Consultation with the instructor or GTA also is encouraged to discuss the points raised in the book chapter or your specific response to any of the questions listed above. Please come with a draft or outline of your responses to make the meeting more productive.

SPLH 466 Language Science
Paper 1 REVISION (Optional)
Due: October 14 at 3:00 pm (class time)

You may revise any response on Paper 1 that you did not receive full credit for. Successful revisions will receive partial credit, with the partial credit being added to your original score.

<u>Original points off</u>	<u>Max points earned back</u>
1	$\frac{1}{2}$
2	1
3	$1 \frac{1}{2}$
4	2
5	$2 \frac{1}{2}$

<u>Original score</u>	<u>Maximum revised score</u>
25 (F)	$37 \frac{1}{2}$ (C)
30 (D)	40 (B)
35 (C)	$42 \frac{1}{2}$ (B)
40 (B)	45 (A)
45 (A)	$47 \frac{1}{2}$ (A)

For your revision, you will need to turn in (1) your original **graded** responses (i.e., showing the points awarded and instructor comments); (2) your revised responses. Your revised responses must be **typed**. Your revised response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your revised responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered. You **do not** need to re-type answers to any questions that you received full credit for or any responses that you are not revising. In this case, type the question number followed by NO REVISION. Your revised responses will be **graded**. That is, earning points back is not guaranteed simply by attempting to revise your response. Your revision must be accurate and comprehensive.

SPLH 466 Language Science
Paper 2: Lemma Activation/Retrieval for Production
(Must Complete 1 of Papers 2-3)

Due: October 28 at 3:00 pm (class time)
50 points

This paper will focus on whole-word errors in adults with aphasia. Below is the information and questions you need to address. Your responses to these questions must be **typed** and will be **graded**. Your response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered.

Background

To examine naming abilities in adults with aphasia, clinicians often use the Boston Naming Test (BNT). The BNT provides a 15-item short form and a 60-item standard form. Each form consists of a set of pictures that the client is asked to name. The type of response and the speed of the response are noted. In addition, clinicians are given a phonemic cue and semantic cue for each picture. These cues are provided after a failed naming attempt to determine what type of cueing aids retrieval. If the client never produces a correct response, comprehension is tested in a multiple-choice format.

Example Item: Picture of a cactus. Picture is presented and clinician awaits a response. Type of response is noted. If the response is an error, a cue will be provided. The semantic cue for cactus is “Something that grows.” The client’s response to the semantic cue is noted. If the response is still an error, then the phonemic cue is given. The phonemic cue for cactus is /kθ/.

The following codes are used to classify the type of error:

1. Nonword phonological error (e.g., /kθτ↔σ/ for “cactus” /kθκτ↔σ/)
2. Real word phonological error (e.g., “cackle” /kθκ↔λ/ for “cactus” /kθκτ↔σ/)

NOTE: For either type of phonological error, more than half of the target word phonology must be preserved (e.g., /kθκ↔λ/ contains 5 of the 6 phonemes in the target /kθκτ↔σ/).

3. Real word semantic error (e.g., “plant” for “cactus” or “desert” for “cactus”)
4. Real word unrelated error (e.g., “pencil” for “cactus”)
5. Neologism (i.e., unrelated nonword; less than 50% overlap with the phonology of the target word) (e.g., /πΑφτΙσ/ for “cactus” /kθκτ↔σ/ which contains 2 of the 6 phonemes in the target)
6. Multi-word error (e.g., description of the picture) (e.g., “something that grows”)
7. Perseveration (i.e., repeating the name of a previous picture) (e.g., “beaver” for “cactus” where “beaver” is the picture that precedes “cactus”)
8. No response (e.g., “I don’t know”)

Questions (Each question is worth 5 points)

1. What is happening in the mind of the speaker to produce a correct response? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
2. What is happening in the mind of the speaker to produce a correct but delayed response? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
3. What is happening in the mind of the speaker to produce a real word semantic error? Assume that the speaker showed accurate comprehension of the word. Focus on lemma

activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.

4. What is happening in the mind of the speaker to produce a real word unrelated error? Assume that the speaker showed accurate comprehension of the word. Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
5. What is happening in the mind of the speaker when he/she is unable to produce any response? Assume that the speaker showed accurate comprehension of the word. Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
6. What is happening in the mind of the speaker to produce a perseveration? Assume that the speaker showed accurate comprehension of the word. Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
7. A client produces an incorrect response. The clinician provides a semantic cue. The client now names the picture correctly. Why does this semantic cue work? That is, what is the cue doing in the mind of the speaker to lead to a correct response? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
8. The majority of errors produced by adults with aphasia are semantically related to the target word. Given this, what is the key area of weakness/deficit in word retrieval by adults with aphasia?
9. What are the similarities and differences in the word retrieval deficits of adults with aphasia and children with SLI?
10. One study (Kiran & Thompson, 2003) examined treatment of naming deficits in adults with fluent aphasia. This study focused on training categories of items (e.g., birds, vegetables). From each category, a limited set of members were selected for treatment. The trained category members varied in typicality. That is some clients were trained on typical category members (i.e., “good” examples of a category) and others were trained on atypical (i.e., “poor” examples of a category) category members. The treatment activities included naming pictures, sorting pictures by category, identifying semantic attributes, and answering yes/no questions about semantic attributes. Results showed that training atypical category members resulted in improvement in naming atypical AND typical category members (i.e., global improvement). In contrast, training typical category members resulted in improvement in naming of typical category members ONLY (i.e., less improvement). Why would training atypical category members produce greater improvement than training typical category members?

Mechanics of Writing

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Instructor/GTA: Consultation with the instructor or GTA also is encouraged to discuss the points raised in the book chapter or your specific response to any of the questions listed above. Please come with a draft or outline of your responses to make the meeting more productive.

SPLH 466 Language Science
Paper 3: Lexeme Activation/Retrieval for Production
(Must Complete 1 of Papers 2-3)

Due: November 11 at 3:00 pm (class time)

50 points

This paper will focus on whole-word errors in adults with aphasia. Below is the information and questions you need to address. Your responses to these questions must be **typed** and will be **graded**. Your response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered.

Background

To examine naming abilities in adults with aphasia, clinicians often use the Boston Naming Test (BNT). The BNT provides a 15-item short form and a 60-item standard form. Each form consists of a set of pictures that the client is asked to name. The type of response and the speed of the response are noted. In addition, clinicians are given a phonemic cue and semantic cue for each picture. These cues are provided after a failed naming attempt to determine what type of cueing aids retrieval. If the client never produces a correct response, comprehension is tested in a multiple-choice format.

Example Item: Picture of a cactus. Picture is presented and clinician awaits a response. Type of response is noted. If the response is an error, a cue will be provided. The semantic cue for cactus is “Something that grows.” The client’s response to the semantic cue is noted. If the response is still an error, then the phonemic cue is given. The phonemic cue for cactus is /kθ/.

The following codes are used to classify the type of error:

1. Nonword phonological error (e.g., /kθτ↔σ/ for “cactus” /kθκτ↔σ/)
2. Real word phonological error (e.g., “cackle” /kθκ↔λ/ for “cactus” /kθκτ↔σ/)

NOTE: For either type of phonological error, more than half of the target word phonology must be preserved (e.g., /kθκ↔λ/ contains 5 of the 6 phonemes in the target /kθκτ↔σ/).

3. Real word semantic error (e.g., “plant” for “cactus” or “desert” for “cactus”)
4. Real word unrelated error (e.g., “pencil” for “cactus”)
5. Neologism (i.e., unrelated nonword; less than 50% overlap with the phonology of the target word) (e.g., /πΑφτΙσ/ for “cactus” /kθκτ↔σ/ which contains 2 of the 6 phonemes in the target)
6. Multi-word error (e.g., description of the picture) (e.g., “something that grows”)
7. Perseveration (i.e., repeating the name of a previous picture) (e.g., “beaver” for “cactus” where “beaver” is the picture that precedes “cactus”)
8. No response (e.g., “I don’t know”)

Questions (Each question is worth 5 points)

1. What is happening in the mind of the speaker to produce a correct response? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
2. What is happening in the mind of the speaker to produce a real word phonological error? Assume that the speaker showed accurate comprehension of the word. Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
3. What is happening in the mind of the speaker to produce a nonword phonological error? Assume that the speaker showed accurate comprehension of the word. Focus on PHONEME

activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.

4. What is happening in the mind of the speaker to produce a neologism? Assume that the speaker showed accurate comprehension of the word. Focus on PHONEME activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
5. A client produces an incorrect response. The clinician provides a phonemic cue. The client now names the picture correctly. Why does this phonemic cue work? That is, what is the cue doing in the mind of the speaker to lead to a correct response? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
6. One study (Gordon, 2002) showed that adults with aphasia are more likely to make phonological errors on low frequency words. Why would adults with aphasia be more likely to make phonological errors on low frequency words? Focus on lexeme activation/retrieval.
7. One study (Gordon, 2002) showed that adults with aphasia are more likely to make phonological errors on words with few lexical neighbors. Why would adults with aphasia be more likely to make phonological errors on words with few lexical neighbors? Focus on lexeme activation/retrieval.
8. One study (Gordon, 2002) showed that adults with aphasia are more likely to make phonological errors on words with low frequency neighbors. Why would adults with aphasia be more likely to make phonological errors on words with low frequency neighbors? Focus on lexeme activation/retrieval.
9. What are the similarities and differences in the word retrieval deficits of adults with aphasia and children with SLI?
10. If you were treating an adult with aphasia who produced a large number of phonological errors, what types of words (i.e., low or high frequency? few or many lexical neighbors? low or high frequency neighbors?) would you select for treatment and why?

Mechanics of Writing

Points will be awarded both for the content of your response as well as the clarity of your response. You should (1) spell check your responses; (2) proofread your responses for incorrect word choice, missing words, punctuation; (3) revise your responses to make sure that they are clear and straightforward (it may help to make an outline of your response to each question before attempting to write your response).

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Instructor/GTA

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SPLH 466 Language Science
Paper 4: Lexeme Activation/Retrieval for Comprehension
(Must Complete 1 of Papers 4-5)

Due: December 2 at 3:00 pm (class time)

50 points

This paper will focus on auditory comprehension in adults with aphasia. Below is the information and questions you need to address. Your responses to these questions must be **typed** and will be **graded**. Your response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered.

Background

To examine auditory comprehension (as well as other abilities) in adults with aphasia, clinicians often use the Boston Diagnostic Aphasia Examination (BDAE). The BDAE consists of subtests examining Auditory Comprehension, Oral Expression, Reading, and Writing. We will focus on the Auditory Comprehension subtest in this paper. The auditory comprehension subtest begins with 16 single word items where the person is asked to point to an object or picture from a field of choices. Items tested include body parts (e.g., shoulder, cheek), common items (e.g., candle, bear, shirt), colors (e.g., blue, brown), letters (T, N), and numbers (4, 13). This is the section that we will focus on in this paper. There are additional tasks in this subtest including following commands (e.g., point to the ceiling and then to the floor), answering complex questions (e.g., Will a cork sink in water?), and answering questions about brief stories.

Answers to single word comprehension questions are scored as follows:

1. Correct response within 5 seconds
2. Correct response in more than 5 seconds
3. Incorrect response

Although the test does not require that the type of error be noted, one might be interested in examining the type of error made for incorrect responses. Possibilities include:

- a. Pointing to a picture whose name is phonologically similar to the target picture
- b. Pointing to a picture that is semantically similar to the target picture
- c. Pointing to a picture that is unrelated to the target picture
- d. Failing to provide any response

Questions (Each question is worth 5 points)

1. What is happening in the mind of the listener to support a correct response within 5 seconds? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
2. What is happening in the mind of the listener to support a correct but delayed response? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
3. What is happening in the mind of the listener to support a phonologically related error? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
4. What is happening in the mind of the listener to support an unrelated error? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.

5. What is happening in the mind of the listener when no response is provided? Focus on lexeme activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
6. One study (Moineau, Dronkers, & Bates, 2005) showed that adults with Wernicke's Aphasia were more inaccurate in single word comprehension than normal adults and adults with other types of aphasia but their speed of responding was comparable to the other groups. What is the main problem that adults with Wernicke's Aphasia are having with single word comprehension?
7. One study (Moineau, Dronkers, & Bates, 2005) showed that adults with Broca's Aphasia were much slower to respond in single word comprehension tasks than normal adults and adults with other types of aphasia but their accuracy was comparable to the other groups. What is the main problem that adults with Broca's Aphasia are having with single word comprehension?
8. Based on the information provided in questions 6-7 above, what is the main difference between adults with Wernicke's aphasia versus adults with Broca's Aphasia in lexeme retrieval for comprehension?
9. How would the difference identified in #8 influence your treatment plan for an adult with Wernicke's versus Broca's Aphasia? That is, what would your treatment plan look like for someone with Wernicke's Aphasia and what would it look like for someone with Broca's Aphasia?
10. What are the similarities and differences between adults with aphasia and children with SLI?

Mechanics of Writing

Points will be awarded both for the content of your response as well as the clarity of your response. You should (1) spell check your responses; (2) proofread your responses for incorrect word choice, missing words, punctuation; (3) revise your responses to make sure that they are clear and straightforward (it may help to make an outline of your response to each question before attempting to write your response).

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SPLH 466 Language Science
Paper 5: Lemma Activation/Retrieval for Comprehension
(Must Complete 1 of Papers 4-5)

Due: December 16 at 1:30 pm (final exam time)
50 points

This paper will focus on auditory comprehension in adults with aphasia. Below is the information and questions you need to address. Your responses to these questions must be **typed** and will be **graded**. Your response to each question should be clearly labeled (i.e., include the number of the question you are answering with your response). Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered.

Background

To examine auditory comprehension (as well as other abilities) in adults with aphasia, clinicians often use the Boston Diagnostic Aphasia Examination (BDAE). The BDAE consists of subtests examining Auditory Comprehension, Oral Expression, Reading, and Writing. We will focus on the Auditory Comprehension subtest in this paper. The auditory comprehension subtest begins with 16 single word items where the person is asked to point to an object or picture from a field of choices. Items tested include body parts (e.g., shoulder, cheek), common items (e.g., candle, bear, shirt), colors (e.g., blue, brown), letters (T, N), and numbers (4, 13). This is the section that we will focus on in this paper. There are additional tasks in this subtest including following commands (e.g., point to the ceiling and then to the floor), answering complex questions (e.g., Will a cork sink in water?), and answering questions about brief stories.

Answers to single word comprehension questions are scored as follows:

1. Correct response within 5 seconds
2. Correct response in more than 5 seconds
3. Incorrect response

Although the test does not require that the type of error be noted, one might be interested in examining the type of error made for incorrect responses. Possibilities include:

- a. Pointing to a picture whose name is phonologically similar to the target picture
- b. Pointing to a picture that is semantically similar to the target picture
- c. Pointing to a picture that is unrelated to the target picture
- d. Failing to provide any response

Questions (Each question is worth 5 points)

1. What is happening in the mind of the listener to support a correct response within 5 seconds? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
2. What is happening in the mind of the listener to support a correct but delayed response? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
3. What is happening in the mind of the listener to support a semantically related error? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
4. What is happening in the mind of the listener to support an unrelated error? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.

5. What is happening in the mind of the listener when no response is provided? Focus on lemma activation/retrieval and be sure to refer to the language model and concepts that we have discussed in class.
6. One study (Nakano & Blumstein, 2004) showed that the speed to decide if a word is a real word or a nonword increases as the number of real words in a sentence increases for normal adults. For example, for the target word “drunk,” “the bartender is kicking out the _____” would lead to the fastest response to “drunk;” “the bartender is thazing out the _____” would lead to a moderate response to “drunk;” “the quajeter is thazing out the _____” would lead to the slowest response. The explanation for this result is that the real words activate the semantic neighborhood of the target word, speeding the response to the target word. The more real words presented, the more activation the semantic neighborhood receives, and thus the faster the response. In the same study, adults with Wernicke’s aphasia showed equivalently faster responses in the two word and one word conditions (e.g., “the bartender is kicking out the _____” = “the bartender is thazing out the _____” and both are faster than “the quajeter is thazing out the _____”). What does this tell us about lemma retrieval in adults with Wernicke’s Aphasia as related to word comprehension?
7. In the Nakano & Blumstein (2004) study described in #8, adults with Broca’s aphasia showed no priming effect (e.g., “the bartender is kicking out the _____” = “the bartender is thazing out the _____” = “the quajeter is thazing out the _____”). What does this tell us about lemma retrieval in adults with Broca’s Aphasia as related to word comprehension?
8. Based on the information provided in questions 6-7 above, what is the main difference in the lemma retrieval abilities of adults with Wernicke’s aphasia versus adults with Broca’s Aphasia?
9. How would the difference identified in #8 influence your treatment plan for an adult with Wernicke’s versus Broca’s Aphasia? That is, what would your treatment plan look like for someone with Wernicke’s Aphasia and what would it look like for someone with Broca’s Aphasia?
10. What are the similarities and differences between adults with aphasia and children with SLI?

Mechanics of Writing

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