



## **CMD 335, Section A** **Cultural and Structural Linguistics**

**Fall 2024**

### **Course & Instructor Information**

<b>Instructor Name</b>	Elizabeth Schoen Simmons, Ph.D.
<b>Instructor Email</b>	simmonse3@sacredheart.edu
<b>Office Hours</b>	Tuesdays: 11:00 a.m. – 1:00 p.m.; Thursdays 8:00 a.m. – 9:00 a.m., 11:00 a.m. – 12:00 p.m.; Wednesday 10:00 a.m. – 12:00 p.m. or by appointment
<b>Office Location</b>	In-person: CHCE N281 Zoom: <a href="https://sacredheart-edu.zoom.us/j/elizabethschoensimmons">https://sacredheart-edu.zoom.us/j/elizabethschoensimmons</a>
<b>Office Phone</b>	203-365-4519
<b>Course Format</b>	Lecture
<b>Course Location</b>	Tuesdays CHCE 362 & Thursdays CHCE S201
<b>Course Times</b>	Tuesdays & Thursdays 9:30 a.m. – 10:45 a.m.

### **Course Description and Purpose**

This course provides an overview of the field of Linguistics from a structural and cultural perspective. Students will examine phonology, morphology, syntax, semantics, and discourse, considering acquisition, production, and comprehension in these areas. We will also explore connections between language, culture, and identity from an Applied Linguistics perspective. 3 credits; discussion/lecture format. Prerequisites: None.

The course will be organized into six interrelated modules each with a distinct theme.

- Module 1: Origins of Language
- Module 2: Acquisition
- Module 3: Comprehension
- Module 4: Production
- Module 5: Pragmatics
- Module 6: Linguistic Diversity

## Course Materials

**Required:** Sedivy, J. (2019). *Language in Mind: An Introduction to Psycholinguistics* (2<sup>nd</sup> Ed.). Cary, NC: Oxford University Press. (The first edition is fine, too - but note page numbers may differ from those listed below)

**Other readings, videos, and resources:** Posted to Backboard.

**Technology:** Bring your laptop and headphones to every class.

## Student Learning Objectives/Outcomes

Upon completion of this course, students will be able to:	Outcome Meets:			Assessment Method
	ASHA CFCC Standard	CAA Standard	CHP Learning Objective	
Understand the study of language as science, and engage with resources that allow continuation of this study	<b>Standard IV-B:</b> ... knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, <u>developmental, and linguistic and cultural bases.</u>	<b>3.1.6B</b> General Knowledge and Skills Application to Professional Practice <b>3.4B</b> Diversity, Equity, and Inclusion <b>3.5B</b> Scientific and Research Foundations	Goal 3: Engage in evidence-based practice	Formative: Quizzes; Applications  Summative: Final Exam; Infographic
Apply structural and cultural models of language at the levels of phonology, morphology, semantics, syntax, and discourse	<b>Standard IV-C:</b> ... knowledge of communication and swallowing disorders and <u>differences, including... developmental, and linguistic and cultural correlates in the following areas: ... receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.</u>	<b>3.1.6B</b> General Knowledge and Skills Application to Professional Practice <b>3.4B</b> Diversity, Equity, and Inclusion <b>3.5B</b> Scientific and Research Foundations	Goal 2: Apply critical thinking and problem-solving skills	Formative: Quizzes; Applications  Summative: Final Exam; Infographic
Explain psycholinguistic theories of language production and comprehension	<b>Standard IV-D:</b> ...knowledge of the <u>principles and methods of prevention, assessment, and intervention</u> for persons with communication and swallowing disorders, including consideration of anatomical/physiological, <u>psychological, developmental, and linguistic and cultural correlates</u>	<b>3.1.4B</b> Evaluation <b>3.1.5B</b> Intervention <b>3.1.6B</b> General Knowledge and Skills Application to Professional Practice <b>3.4B</b> Diversity, Equity, and Inclusion <b>3.5B</b> Scientific and Research Foundations	Goal 2: Apply critical thinking and problem-solving skills	Formative: Quizzes; Applications  Summative: Final Exam

	<b>Standard IV-F: ...knowledge of the <u>processes</u> used in research</b>			
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## Course Activities & Assessment

### Course Learning Activities

Detailed instructions and grading criteria for all assignments will be provided on Blackboard. You will have multiple opportunities to practice and demonstrate your progress toward the above student learning outcomes in this course. These assignments provide opportunities for you to demonstrate your understanding of class material, and ability to apply this content to clinical situations. Independent research will be required in all assignments, and content must extend beyond material covered in classes. Assignments include, but are not limited to:

**Homework.** There will be four homework assignments about one for each module. These assignments may include a response to a reading or class discussion, data analysis, and /or journal article summary. The homework will highlight key concepts and ideas (and also help you prepare for the exams!). Homework will be graded for completeness.

**Cultural linguistic infographic.** Students will be provided with an excerpt of a short language sample of a speaking using African American English (AAE). Working in groups, students will identify the language features of AAE. They will then create an infographic about AAE including its features, origins, and cultural importance. The assignment will be graded for accuracy, detail, and use of APA formatting. One assignment per group will be submitted.

**Exams.** There will be a midterm and final exam. The exams will be cumulative and assess key content from each of the modules covered during the semester.

**Ticket to class quiz.** A quiz will be posted on Blackboard for each chapter assigned from the main course text. The quiz must be completed before coming to class. You will not be admitted to class unless your quiz score is recorded in Blackboard. Quizzes are open book; you may use your textbook to answer the questions. Please complete the quiz **independently**. You must score at least a 70% or more on all quizzes.

### Key Assignments and Important Dates

Please refer to Blackboard for all rubrics.

Assessments	Due dates
Homework	9/19, 10/17, 11/14, 11/26
Midterm	10/10
Cultural linguistic infographic	12/5
Final Exam	TBD
Ticket to Class Quizzes	Weekly

## Course Calendar

Please note this schedule may be subject to change based on our progression in the course.

Week	Date	Module	Assigned readings (Due before class)	Class activities	Assessments (Due before Thursday class unless otherwise stated)
Week 1	8/27 8/29	Module 1: Origins of Language  Syllabus, Introduction, What is language?	Chapter 1 (posted on Blackboard)	Kahoot Parts of Speech  Slido wordlikeness	
Week 2	9/3 9/5	Module 1: Origins of Language  Animal communication; language structure; language disorders	Chapter 2 pgs. 9-39  Fernandez et al. (2021; posted on Blackboard)	Use Hockett's framework to assess animal communication videos	Chapter 2 Quiz (Tuesday, 9/3)
Week 3	9/10 9/12	Module 2: Acquisition, Phonology  Statistical learning; Phonotactics	Chapter 4 pgs. 112-127, 138-143  Digging Deeper pg. 152	Identify word boundaries from an unknown language  Phoneme discrimination task	Chapter 4 Quiz (Tuesday, 9/10)
Week 4	9/17 9/19	Module 2: Acquisition, Semantics  Lexical representation; forming categories; grammar	Chapter 5 pgs. 157-175, 181-196	Identifying features used to represent categories  Ideophones	Chapter 5 Quiz (Tuesday, 9/17)  Homework 1 (Thursday, 9/19)
Week 5	9/24 9/26	Module 2: Acquisition, Syntax  Constituents; compositionality	Chapter 6 pgs. 207-226	Disassociations	Chapter 6 Quiz (Tuesday, 9/24)

Week 6	10/1 10/3	Module 2: Acquisition, Syntax  Complex Syntax	Chapter 6 Pgs. 237- 242	Identify sentence types	Chapter 6 Quiz (Tuesday, 10/1)
Week 7	10/8 10/10	Module 3: Comprehension, Speech Perception  Lack of invariance problem; categorical perception; perceptual adaptation	Chapter 7 pgs. 257- 285	Categorical perception task	Midterm exam (in class Thursday, 10/10)
Week 8	10/15 (NO CLASS- FALL BREAK) 10/17	Module 3: Comprehension, Word Recognition  Models of spoken word	Chapter 8 pgs. 321- 342	Word associations  Gating activity	Chapter 7/8 Quiz (Thursday, 10/17)  Homework 2 (Thursday 10/17)
Week 9	10/22 10/24	Module 3: Comprehension, Word Recognition  Reading	Chapter 9 pgs. 343- 353, 359- 370	CTOPP Review	Chapter 9 Quiz (Tuesday, 10/22)
Week 10	10/29 10/31	Module 3: Comprehension, Sentence Processing  Incremental processing; parsing; ambiguity	Chapter 10 pgs. 397- 429	Prosody disambiguation  Stroop, n-back	Chapter 6 Quiz (Tuesday, 10/29)
Week 11	11/5 11/7	Module 4: Production  From thoughts to speech; formulating messages; speech errors	Chapter 11 pgs. 445- 461, 477- 499	Speech sample transcription	Chapter 11 Quiz (Tuesday, 11/5)
Week 12	11/12 11/14	Module 5: Pragmatics  Mental models; inferencing; metaphors; theory of mind	Chapter 12 pgs. 503- 528	Creating mental models	Chapter 12 Quiz (Tuesday, 11/12)  Homework 3 (Thursday, 11/14)

Week 13	11/19 11/21	Module 5: Pragmatics  Metaphors; theory of mind			
Week 14	11/26 11/28 (NO CLASS – THANKSGIVING BREAK)	Module 6: Linguistic Diversity  Commonalities between languages; Concepts and their relationship to culture	Chapter 12 pgs. 544-556	Work on cultural linguistic projects	Homework 4 (Due Tuesday, 11/26)
Week 15	12/3 12/5 (REVIEW FOR FINAL EXAM)	Modules 1 – 6 Review		Final Exam review	Cultural linguistic infographic due
FINALS WEEK	12/10				TBD

## Final Grades

*Please read this section carefully.* Final grades will be determined by student performance according to the following:

Assignments	% of Grade
Homework (INDIVIDUAL)	25%
Midterm Exam (INDIVIDUAL)	20%
Cultural linguistic infographic (GROUP)	25%
Final Exam (INDIVIDUAL)	20%
Weekly Quizzes (INDIVIDUAL)	10%

The final letter grade is assigned as follows:

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-59
<b>Note.</b> The following grades are not available for Graduate Courses: C-, D+, D, F.	

## Student Expectations

### Academic Integrity

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) will result in a grade of F for the course.

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal



from a college for academic dishonesty, constitutes dismissal from the University ([University Student Handbook](#)).

Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in the University Student Handbook and adhere to these guidelines.

## **Attendance, Tardiness, and Class participation policies**

**Attendance, Tardiness, and Class Participation** policies are stated in the [SHU CMD Student Handbook](#):

Students are expected to attend, arrive on time, come prepared, and participate in scheduled activities.

- *Absences due to illness.* One excused absence will be granted due to illness per semester, with a doctor's note documenting that the student was too ill to attend class. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
- For each unexcused absence beyond one, the student's overall final grade will be decreased by 5%.
- If a student has three or more unexcused absences over the course of a single semester, the student may receive a grade of F for the course.
- An 85% attendance rate for all classes is required. An absence rate of greater than 15% in any course for any reason may result in a full letter grade deduction from the final course grade, or in failing the class, at the discretion of the instructor. *Rationale:* The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, problem-based learning, and group experiences cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are learned during in-class experiences.
- In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student's grade.
- Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more than one day of absence due to illness, and other types documentation may be required for absences or late arrivals due to reasons other than illness.
- In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.
- In the event of an illness or emergency causing the student to miss an exam or quiz, the student must provide documentation of illness or other emergency. It is the student's

responsibility to provide the professor with an MD note from their doctor or copy of Discharge Summary from Student Health Services, and to contact the instructor within 24 hours order to make arrangements for a rescheduling the exam or quiz. instructor has total discretion if and when a missed exam or quiz will be rescheduled.

- Unexcused absences from an examination and/or quiz may result in a failing grade (zero) for that assessment.

## **Use of electronic devices**

Students are expected to attend fully to class lectures, activities, student presentations, and interactive group assignments. Although computers (and phones, only with instructor permission) may be used to search for resources during class time, this can only occur with instructor permission. At all other times, computers are to be used **ONLY** for taking notes on class activities. Use of social media or commercial websites is strictly forbidden during class time. Work on classes other than the current one is also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may use computers to take notes, they should be aware of research that demonstrates that students who take handwritten notes perform better on academic assessments than those who use computers for note-taking (Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

Mueller, P. & Oppenheimer, D. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168. doi:10.1177/0956797614524581.

## **Policy on Make-up or Late work**

There will be no make-up opportunities for exams and knowledge checks unless a doctor's note is provided. For remaining assignments submitted late, each will be penalized 5% of the grade for every day up to 3 days late. Assignments submitted more than 72 hours late will receive a zero.

## **Policy on Audiovisual Content**

Students must seek permission to record class lectures, as per SHU policy. To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, when applicable, he or she may require students to leave their audio and video devices on during the class lectures.

## **Policy on Syllabus Changes and Contractual Obligations**

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), the general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

## **Professionalism**

Conduct consistent with professional standards is required of all students in class, and anywhere on the SHU campus, or when serving as a representative of SHU.

## **Written work**

All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for re-typing to required font size. All submitted work must be correct in mechanics (e.g. spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work. These requirements apply, unless specified otherwise by the instructor. Additionally, APA format is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

Use person-first language in written work, to be consistent with IDEA, APA, and ASHA. This emphasizes the person more than the disability (i.e., a child with Down Syndrome, NOT a Down Syndrome child). Be aware that some members of groups, including the Autism and Deaf communities prefer identity-first language. When working with individuals, ask for their preference.

## **Fostering our Classroom Community**

This is a safe space to share your thoughts and ideas. Learning often includes making mistakes and this is okay as it is part of the process. Please be respectful during our classroom discussions, when the instructor is speaking, and while your peers have the floor. This includes staying off of cellphones and engaging in active listening.

## **How We Support Your Learning at SHU**

### **Support from Your Instructor**

I am ready and eager to support your learning in this course. Weekly office hours are a dedicated time where I am available to meet with you to discuss course content, answer your questions, and provide feedback on assignments. If you have a scheduling conflict with office hours, please email me to schedule an appointment. I look forward to talking with you!

### **University Support Offices**

There are multiple support offices on campus eager to assist SHU students:

- Center for Teaching and Learning (CTL) - offers tutoring, writing, and academic support for all SHU students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up Classroom Learning Assistants (CLAs) and Learning Lab schedules for specific courses. Questions? Contact [CTLtutoring@sacredheart.edu](mailto:CTLtutoring@sacredheart.edu).
- Office of Student Advising & Success – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact [studentsuccess@sacredheart.edu](mailto:studentsuccess@sacredheart.edu).

- Technical Support @ The Factory – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, chat, self-service, and help article formats. Questions? Contact [techsupport@sacredheart.edu](mailto:techsupport@sacredheart.edu).
- Counseling & Ministry Supports - Students may experience a variety of challenges while enrolled at SHU. Information about undergraduate counseling and graduate counseling services are available via the Counseling Center website. Campus Ministry also provides faith-based support for students.

## **Academic Accommodations & The Office of Student Accessibility**

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the [Office of Student Accessibility](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu), or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto:scinicariello@sacredheart.edu).

## **Our Commitment to Inclusive Excellence**

Inclusive Excellence is the recognition that our institution's success depends on how well we value, engage, and include the rich diversity of students, staff, faculty, administrators, alums, and surrounding community. For more information about inclusive excellence, visit the Office for Inclusive Excellence (OIE) website, email [inclusiveexcellence@sacredheart.edu](mailto:inclusiveexcellence@sacredheart.edu), or call 203-365-7530.

If you believe you have witnessed or experienced bias, discrimination, or harassment in any way, I encourage you to submit an Incident Report or contact [inclusiveexcellence@sacredheart.edu](mailto:inclusiveexcellence@sacredheart.edu).

If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, I encourage you to contact the Dean of Students, Denise Tiberio, at [tiberiod@sacredheart.edu](mailto:tiberiod@sacredheart.edu). There are university resources available to support you.