

Linguistics 3100/9032 Linguistics and Language Impairments

Fall 2015

Friday 8:30 – 11:30; A&H 1B06

Instructor: Elizabeth Skarakis-Doyle, Ph.D.

eskaraki@uwo.ca

Office Hrs: Elborn College 2515, To Be Announced

T.A. To Be Announced

COURSE DESCRIPTION

This interdisciplinary course addresses the contribution of the study of language impairments to linguistic theory and conversely the contributions of linguistic theory and methodology to the understanding of developmental and acquired language impairments. Brain/Language relationships, developmental considerations, and types of language impairments including: Morpho-syntactic, semantic-pragmatic and pragmatic will be examined. Particular emphasis is placed on the evidence they provide for linguistic theory.

COURSE OBJECTIVES

- To acquire understanding of how language impairments do or do not support modular views of language.
- To understand the applications of linguistic theory and methodology to the description of developmental and acquired language impairments.

REQUIRED ACTIVITIES

Undergraduates:

1. Assignments (a-d below) = 30%

- a. Posting to discussion boards and inclass participation (4%)
- b. #1 View and respond to “Split Brain Theory” on YouTube (3%)
- c. #2 View and Review “How it Feels to Have a Stroke” on YouTube (8%)
- d. Linguistic analyses of a developmental language impairment with summary (15%)

2. Midterm = 30%

3. Final Paper on approved topic = 40%

(Specifics guidelines for these activities are posted on the course OWL site)

Graduate Students

1. Assignments (a-e below) = 40%

- a. InClass and discussion board participation (2%)
- b. #1 Critical commentary on “Split Brain Theory” based on Nature article and podcast both YouTube (5%)
- c. #2 View and Review “How it Feels to Have a Stroke” (8%)
- d. #3 In Class Presentation: Syntactic Theory and Acquired Language Impairments (10%)
- e. Linguistic analyses of a developmental language impairment with summary (15%)

2. Midterm Essay: A written analysis of forum positions (20%)

3. Final Paper on approved topic = 40%

(Specifics guidelines for these activities are posted on the course OWL)

REQUIRED MATERIALS

1. Reading Materials posted to OWL or on reserve in Weldon Library
2. Language sample materials posted to OWL

Course Policies

UNIVERSITY STATEMENT ON ACADEMIC OFFENCES INCLUDING PLAGIARISM:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically the definition of what constitutes a Scholastic Offence can be found at the following website:

http://uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Regarding plagiarism in particular, students must write their essays and assignments on their own and in their own words. Group assignments will be identified as such. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between, The University of Western Ontario and Turnitin.com ([http:// www.turnitin.com](http://www.turnitin.com))

USE OF ELECTRONIC DEVICES IN CLASS: All personal communication devices (e.g., cell phones, PDA etc) are to be turned off and put away prior to the beginning of any class session. None will be allowed during examination periods.

LATE ASSIGNMENTS AND ACCOMODATION FOR MEDICAL ILLNESS

Assignments are ***due on the day and time*** indicated on the syllabus and webct. 10% will be deducted from the mark on a non-medically related late assignments (of any type) each day after the due date up to 5 days, after which it **will not** be accepted. In the event of illness the student is directed to the Policy on Accommodation for Medical Illness (<http://studentservices.uwo.ca/secure/index.cfm>) for procedures on missed or late course work.

Your Own Well-Being and that of Your Peers

If you or someone you know is experiencing distress, there are several excellent resources here at Western to assist you. Please visit: <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

PRIVACY ISSUES

You have been privileged by the family of the young man who provided the language sample materials to learn from his language problems. As such you are obligated by law to treat those materials in accordance with best privacy practices. This means that:

- The assignment materials i.e., language sample and analyses are treated as confidential documents, ***not to be shared or discussed*** with anyone outside of this class or in any location where others may over hear your discussions.
- These materials may only be used in class or in a location where you can assure privacy of viewing or handling of them.

Additional important academic course information can be found on the French Studies website at : <http://www.uwo.ca/french/Academicinformation.html>

Schedule of Course Lectures, Reading Assignments & Activities

(All assignment due dates are posted on the course OWL course calendar.

Actual lecture/discussion dates are subject to minor revision in accordance with academic policy)

Course Readings: UG read only those in black, *Graduate Students read additional material listed in red*

9/11 Course Overview, Organization and Introduction to neuroanatomy

Ball, M.J., and Kent, R. (1987). 'Editorial'. *Clinical Linguistics and Phonetics*, 1, 1-5.

<https://www.llas.ac.uk/resources/gpg/401>

Perkins, M.R. (2011). Clinical linguistics: Its past, present and future. *Clinical Linguistics and Phonetics*, 25, (11-12), 922-927.

9/18 Representation of Language in the Brain: Neuroanatomy

Language Files , Chapter 9 'Language Storage and Processing', **ONLY: Files 9.1 *Language and the Brain* and 9.2 *Aphasia* pp. 356-366.**

Assignment #1: View and respond Q. to "Split Brain Theory" on YouTube: **Due 9/23 5:00 p.m on OWL**

https://www.youtube.com/watch?v=eMFSu0iPm_g

Additional Links for Graduate Students

<http://www.nature.com/news/the-split-brain-a-tale-of-two-halves-1.10213>

<https://www.youtube.com/watch?v=3k6P5JiNzrk&list=PL93ACFD8A7B67DE88&index=5>

9/25 , 10/2 Representation of Language in the Brain: Domain Specificity or Generality?

Smith, N., (2004). *Chomsky: Ideas and Ideals*. Chapter 1: pgs.6-10, 15-23, 25-28, 36-39. Cambridge U. Press.

Pinker, S. (1991). Rules of language, *Science*, 253 (5019), 530-535.

Tomasello, M., (1995). Language is not an instinct. *Cognitive Development*, 10, 131-156.

Karmiloff-Smith, A., Scerfi, G., & Ansari, D. (2003). Double dissociations in developmental disorders? Theoretically misconceived, empirically dubious. *Cortex*, 39, 161-163.

* Jones, G. (1983). On double dissociation of function. *Neuropsychologia*, 21,(4),397-400.

10/9 Representation of Language con't and Acquired Impairments of Language

Kaplan D. (2001). Neurolinguistics. In M. Aronoff and J. Rees-Miller (Eds.), *The Handbook Of Linguistics*. pp. **583-607**. Maldin, MA.: Blackwell Publishers Inc.

Raymer, A., (2001). Acquired language disorders. *Topics in Language Disorders*, 21, **42-59**.

Web links with information on types strokes and brain injury and diseases with language symptoms (found on OWL site)

Assignment#2: View and Review " My Stroke of Insight – Jill Bolte Taylor" Due: October 14, 2015; 5:00 p.m. posted to OWL Turnitin Link

10/16 Acquired Impairments of Language and Linguistic Theory

van Lancker, D., (2001) 'Is your syntactic component really necessary?' *Aphasiology*, 15, (4) 343-360

ASSIGNMENT #3 GRADS ONLY: *Graduate students see additional attached readings to be used for class presentations and midterm essay

Bates, E., Friederici, A., & Wulfeck, B. (1987). Grammatical morphology and aphasia: Evidence from three Languages. *Cortex*, 23, **545-574**.

10/23 MIDTERM: in class for Undergraduates. Graduate students' essays due at noon submit through Turnitin link on OWL

10/30,11/6 Basics of Language Development and Developmental Language Impairments

Bates, E., Thal, D., Finlay, B.L., & Clancy, B. (2003). Early language development and its neural correlates. In F. Boller & J. Grafman (Series Eds.) & S.J. Segalowitz & I. Rapin (Vol. Eds.), *Handbook of neuropsychology*, Vol. 8, Part II, Child neuropsychology, (2nd ed., PART III pp. **9–24**). Amsterdam: Elsevier Science B.V.

Tager-Flusberg, H., Calkins, S., Nolin, T., Baumberger, T., Anderson, M., & Chadwick-Dias, A. (1990). A longitudinal study of language acquisition in Autistic and Down Syndrome Children, *J. Autism and developmental disorders*, 20(1), 1-21.

Karmiloff-Smith, A., Brown, J.H., Grice, S., & Paterson, S. (2003). Dethroning the Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome. *Developmental Neuropsychology*, 23, (1&2), 227-242.

Tomblin, B., and Zhang, X., (1999). Language patterns and etiology in children with specific language impairments. In H. Tager-Flusberg (Ed.) *Neurodevelopmental Disorders*, pp 361-382. Boston, MA: MIT Press

11/13 Specific Language Impairment – A developmental language disorder

Leonard, L. B. (2000). Understanding Grammatical Deficits in Children with Specific Language Impairment: The Evaluation of Productivity. In L. Menn & N. Bernstein-Ratner (Eds.) *Methods in Studying Language Production*. pp.333-352. Mahwah, New Jersey: LEA Publishers.

Tomblin, J.B., & Pandich, J., (1999). Lessons from Children with Specific Language Impairment. *Trends in Cognitive Science*, 3, 8, 283-285.

Van der Lely, H. (1999). Learning from Grammatical SLI: Response to J.B. Tomblin and J. Pandich (1999). *Trends in Cognitive Science*, 3, 8, 286-287.

11/20, 27 In Class Language Sample Analyses Assignment (#3 due end of class 11/27)

Crystal, D., Fletcher, P. & Garman, M. (1976). 'The development of syntax in children' *The grammatical analysis of language disability: A procedure for assessment and remediation*.pp. 59-80. New York, NY: American Elsevier.

Fey, M.E. (1986) Determining Basic Intervention Goals Chapter 5 (pp. 67- 100) *Language intervention with young children*. San Diego: College Hill Press

12/4 Summing Up

Class discussion of language sample analyses

Fujiki, M., and Brinton, B., (1991). The verbal noncommunicator: A case study. *Language Speech and Hearing Services in Schools*, 22, 322-333.

Skarakis-Doyle, E. & Mentis, M. (1991). A discourse approach to language disorders: Investigating complex sentence production. In. T. Gallagher (Ed.) *Pragmatics of Language: Clinical Practice Issues*. (pp. 283-306). San Diego, CA: Singular Press.

Final Paper Due: TBA

ASSIGNMENT #3 READINGS (GRADS ONLY)

Additional readings for Acquired Impairments of Language 10/16: to be used for class presentations and midterm essay

Forum (2001) *Aphasiology*, 15, (4) pp. 361- 405

- Shapiro, L., & Friedman, N., 'Your syntactic component really is necessary: A commentary on D. van Lancker' pp. 361-367.
- Thompson, C., Bastianne, R., & Fix, S., " Yes" pp. 367-372
- Kempler, D., 'What are we looking for in the brain anyway?' pp. 375-377
- Bates, E., 'Tailoring the emperor's new clothes' pp. 391-395
- van Lancker, D., 'Reply: Meaning is first' pp 396-405