

Linguistics 3100/9032 Linguistics and Language Impairments

Fall 2015

Friday 8:30 – 11:30; A&H 1B06

Instructor: Elizabeth Skarakis-Doyle, Ph.D.

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Office Hrs: Elborn College 2515, To Be Announced

Additional important academic course information can be found on the French Studies website at : _____

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

ired Impairments of Language

Kaplan D. (2001). Neurolinguistics. In M.Aronoff and J. Rees-Miller (Eds.),
The Handbook Of Linguistics. pp. 583-607

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