Linguistics 3100B Linguistics and Language Impairments
Winter 2017
Thursdays 9:30 – 12:30; SSC 3010
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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 linguistic theories.
• To understand the applications of linguistic theory and methodology to the description of developmental and acquired language impairments.

REQUIRED ACTIVITIES*
1. Assignments (a-d below) = 30%
   a. Posting to discussion boards and inclass participation (3%)
   b. #1 View and respond to Split Brain YouTube videos (5%)
   c. #2 View and Review “How it Feels to Have a Stroke” on YouTube (7%)
   d. Linguistic analyses of a developmental language impairment with summary (15%)

2. Midterm = 30%

3. Final Paper on approved topic = 40% DUE DATE April 7 9:00 p.m.
(*Specifics guidelines for these activities are posted on the course OWL site)

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)

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 or OWL site calendar. 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,

1/5 Course Overview, Organization and Introduction to neuroanatomy
2. https://www.llas.ac.uk/resources/gpg/401

1/12 Representation of Language in the Brain: Neuroanatomy
Language Files, Chapter 9 ‘Language Storage and Processing’, ONLY: Files

Assignment #1: View both of the You Tube videos below, then and respond to questions (see assignment tab on OWL) related video #2 “Split Brain Theory” using your lecture material and information from video #1: Due 1/17 5:00 p.m on OWL via turnitin in
2. https://www.youtube.com/watch?v=eMFSu0iPm_g

1/19 , 1/26 Representation of Language in the Brain: Domain Specificity or Generality?


2/2 Representation of Language con’t and Acquired Impairments of Language


Web links with information on types strokes and brain injury and diseases with language symptoms can also be found on the course OWL site
Assignment#2: View and Review “My Stroke of Insight – Jill Bolte Taylor”  Due:  
February 7, 2017; 5:00 p.m. posted to OWL Turnitin Link

2/9 Acquired Impairments of Language and Linguistic Theory

   Aphasiology, 15, (4) 343-360

   aphasia: Evidence from three Languages. Cortex, 23, 545-574.

2/16 MIDTERM:  
   Happy Reading Week!

3/2,3/9 Basics of Language Development and Developmental Language Impairments

   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  

   experience strengthens processing and builds vocabulary. Psychological Science,  
   24 (11) 2144-2152.

   Tager-Flusberg, H., Calkins,S., Nolin, T., Baumberger, T., Anderson, M., &  

   Myth: Cognitive Dissociations and Innate Modularity in Williams Syndrome.  

   with specific language impairments. In H. Tager-Flusberg (Ed.)  
   Neurodevelopmental Disorders, pp 361-382. Boston, MA: MIT Press

3/16 Specific Language Impairment – A developmental language disorder

   Specific Language Impairment: The Evaluation of Productivity. In L. Menn & N.  
   Mahwah, New Jersey: LEA Publishers.


**3/23, 3/30 In Class Language Sample Analyses (Assignment #3 due end of class 3/30)**


**4/6 Summing Up: Class discussion of language sample analyses and class themes**
