Linguistics 3100/9032 Linguistics and Language Impairments
Winter 2014
Friday 8:30 – 11:30; UCC 65
Instructor: Elizabeth Skarakis-Doyle, Ph.D.
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Office Hrs: Elborn College 2515, Thursday 2:00-3:00, or by appt.
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
Undergraduate Students
1. Assignments (a-d below) = 35%
   a. Posting to discussion boards and class participation (5%)
   b. #1 View and Review “How it Feels to Have a Stroke” on YouTube (10%)
   c. #2 Post YouTube example of an individual with an acquired language impairment (a type of Aphas, Traumatic Brain Injury, Alzheimer’s disease) with description of language characteristics (5%)
   d. #3 Linguistic analyses of a developmental language impairment with summary (15%)
2. Midterm = 25%
3. Final Paper on approved topic = 40%
(Specifics guidelines for these activities are posted on the course OWL)

Graduate Students
1. Assignments (a-d below) = 40%
   a. Class participation (5%)
   b. #1 View and Review “How it Feels to Have a Stroke” (10%)
   c. #2 In Class forum Presentation: Syntactic Theory and Acquired Language Impairments (10%)
   d. #3 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
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 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.

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)

1/10 Course Overview, Organization and Introduction to neuroanatomy

1/17 Representation of Language in the Brain: Neuroanatomy

1/24 , 1/31 Representation of Language in the Brain: Domain Specificity or Generality?


2/7 Representation of Language con't and Acquired Impairments of Language


**Assignment#1 (both UG and Grad):** View and Review” My Stroke of Insight – Jill BolteTaylor” **Due:** 2/13 9:00 p.m. posted to OWL Turnitin Link

**Assignment#2: UG only:** Post a YouTube link of an individual with an acquired language impairment along with your explanation of the characteristics demonstrated. **Due:** 2/14 8:00 a.m.

2/14 Acquired Impairments of Language
(*Assignment #2 – grad only*) Graduate students will present the views from this forum as a debate. Undergraduates will read only the first paper by van Lancker and the Bates, Friederici and Wulfeck paper and prepare questions for the panel.

**Forum** (2001) Aphasiology, 15, (4)

- van Lancker, D., ‘Is your syntactic component really necessary?’ pp. 343-360
- 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


2/21 READING WEEK

2/28 UG MIDTERM: in class/ Grad Essay due 2/28 11:30 a.m. posted to OWL turnitin link

3/7 Basics of Language Development and Developmental Language Impairments


3/14 Specific Language Impairment – A developmental language disorder


3/21 In Class Language Sample Analyses (Assignment #3 (both UG & Grad)

3/28 Language analyses sample continued – Assignment #3 due at end of class

4/4 Summing Up

Class discussion of language sample analyses


Final Paper Due: TBA