

Linguistics C147/Cognitive Science C147: Language Disorders

Summer 2015 Session D, 234 Dwinelle Hall

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Course overview and objectives

This course is designed to introduce linguistics majors to language and speech disorders. A major focus of the course will be on aphasia in adulthood, and its implications for various levels of linguistic processing. We will also touch on speech disorders, child and developmental language disorders, and ethical topics related to the clinical study of language. A major goal of the course is to introduce psycholinguistic and neurolinguistic models of language through the lens of atypical speech and language.

This course has a LING 100 requirement – it assumes that you have taken an introduction to linguistics course prior to enrollment. If you did not take your introductory course at Berkeley, talk to the instructor to ensure that you have the necessary background to enroll.

Readings

There is no required textbook; course readings will be drawn from research articles and book chapters on language and speech disorders. Students will engage directly with the scientific literature and practice their critical assessment of scholarly examinations of the topic.

Students should come to class prepared to discuss their reactions to each day's readings. Reactions can include questions on material that you found challenging, critiques of the approach taken by the author(s), or suggestions for work that could follow-up on the argument put forward in the paper.

Course website

Course policies, readings, and assignments can be found on our class bCourses site (via bcourses.berkeley.edu). You will need to use the site regularly to access course information and materials. I'll also be using the site to make course announcements, so make sure your notifications are turned on. If you need help, please see the ETS support site at <http://ets.berkeley.edu/bcourses/support>.

Grading

Your course grade will be out of 400 points, broken down as follows:

Homework assignments (3)	150 points (50 pt. each)	37.5% of final grade
Midterm	60 points	15% of final grade
Final exam	60 points	15% of final grade
Class paper	80 points	20% of final grade
Class participation	50 points	12.5% of final grade

I reserve the right to curve final grades. If I decide to do so, the class median will be no lower than a B, and nobody's grade will be lowered. In other words, if you earn a 90% of all possible points, your final grade will be no lower than a 90%.

Homework policy

Homework assignments are designed to reinforce the major topics that are covered in class and readings. They will give you a chance to think critically about the concepts we discuss and to apply them to new problems or scenarios. You may work on homework assignments with classmates, but you must write up your responses *in your own words*, and list the names of your collaborators.

You are permitted to write assignments by hand, but if you do, be sure that your handwriting is very legible. If I cannot read your handwriting, it may not be possible to grade it and your homework will be returned to you to be typed, and incur a late penalty.

Homework is due **at the start of class** on the day it is due. Homework turned in after the start of class will be marked as late. Late homework will be docked 10% per day.

Exams and class paper

The midterm and final exam will both take place during class time. The midterm will be on **Monday, July 27, 2015**. The final will be on **Thursday, August 13, 2015**.

In the class paper, you'll design a study to test an original research question that you develop which is related to, or uses data from, a topic in language disorders. We'll practice this type of thinking in class, and you'll get a chance to practice on homework assignments as well.

The class paper will be due at **10:00 AM on Monday, August 10, 2015**. Late papers will be docked 10% per day. However, the absolute latest that I will accept a paper is **Friday, August 15 at 12:00 PM**. **This is a hard deadline**, as I will be out of town and unable to receive papers after this time.

Participation

Class participation will be assessed by your attendance in class and by your engagement in class discussions, which form a significant portion of the course. It is expected that you will attend all class meetings. During each class period, you'll have the opportunity to ask questions and raise discussion points about readings and course materials, with the class as a whole as well as in small discussion groups. Your participation will demonstrate that you have been keeping up with readings and have thought critically about the material.

Email policy

On weekdays, I will respond to questions within 24 hours. On weekends/holidays, I may take longer than a day to respond – please plan accordingly. I'll do my best to answer questions via email, but I may ask you to come in for office hours if a question requires a long conceptual explanation. You're encouraged to ask questions about course content in class, so everyone can benefit. (If you have a question, the odds are that someone else in the class does too!)

Office hours

I encourage you to come to office hours early in the semester, so I can get to know you and learn about your individual goals for the course. If you can't make the scheduled times, I also offer meetings by appointment – email me to schedule.

Accommodations for Students with Disabilities

If you have been issued a letter of accommodation from the Disabled Students Program (DSP), please see me as soon as possible to work out the necessary arrangements. If you need an accommodation and have not yet seen a Disability Specialist at the DSP, please do so as soon as possible. More information can be found at <http://dsp.berkeley.edu>. If you would need assistance in the event of an emergency evacuation, the DSP recommends that you plan for this in advance. (Contact the DSP access specialist at 643-6456.)

A general note on course success and course policies

The pace of summer session courses is fast, and we have to cover a lot of material in a condensed time frame. Therefore, it's critical that you keep up with your readings, attend all course meetings, and turn in assignments on time.

Course policies on grading, late penalties, and participation are fairly rigid, so as to be fair to all students enrolled. With that said, if you anticipate challenges in completing your coursework, it is always better to come discuss your concerns with me *before* assignments are due. It is much easier to help you develop strategies to complete your work ahead of time, rather than trying to salvage an assignment with a late penalty after the fact.

Day	Topic	Reading (due on the listed day)	Assignment
Week 1: Introducing aphasia, psycholinguistics, and neurolinguistics			
Monday, July 6	Course introduction; public knowledge about aphasia	-	
Tuesday, July 7	Intro to psycholinguistics	Bock & Huitema (2000)	
Wednesday, July 8	Intro to neuroanatomy/ neurolinguistics	Potagas et al. (2013), Guide to reading scientific articles	
Thursday, July 9	History of aphasia research and cognitive neuroscience	Feinberg & Farah (2005)	
Week 2: Aphasia, language and aging			
Monday, July 13	Symptoms and types of aphasia	Damasio (1998)	Homework 1 due
Tuesday, July 14	Word production and aphasia	Martin (2013)	
Wednesday, July 15	Aging and language use	Nicholas et al. (1998)	
Thursday, July 16	Comparing aphasia and dementia	Peelle & Grossman (2008)	
Week 3: Cross-linguistic and bilingual perspectives on aphasia			
Monday, July 20	Overview of cross-linguistic aphasia data	Bates et al. (1991)	Homework 2 due
Tuesday, July 21	Agrammatism in cross-linguistic populations	Bastiaanse et al. (2011)	
Wednesday, July 22	Bilingualism and aphasia	Paradis (1998)	
Thursday, July 23	ASL and aphasia	-	Bring review questions for midterm to class
Week 4: Childhood and inherited language disorders			
Monday, July 27	Midterm	-	Midterm in class
Tuesday, July 28	Overview of child language disorders	Toppelberg & Shapiro (2000)	
Wednesday, July 29	Specific language impairment	Conti-Ramsden et al. (2001)	
Thursday, July 30	Developmental verbal dyspraxia	Alcock et al. (2000), Watkins, Dronkers & Vargha-Khadem (2002)	
Week 5: Speech disorders			
Monday, August 3	Speech disorders 1	Duffy (2013)	Homework 3 due
Tuesday, August 4	Speech disorders 2	Kent (2000)	
Wednesday, August 5	Motor speech disorders: apraxia, ataxic dysarthria	Ogar et al. (2005), Spencer & Slocumb (2007)	
Thursday, August 6	Ethical considerations in treatment: a stuttering study	Reynolds (2003), Abmbrose & Yairi (2002)	
Week 6: Swing space, careers, wrap-up			
Monday, August 10	TBA		Class paper due
Tuesday, August 11	TBA		
Wednesday, August 12	Wrap-up, review for final		Bring review questions to class
Thursday, August 13	Final exam		Final in class

- Alcock, K. J., Passingham, R. E., Watkins, K. E., & Vargha-Khadem, F. (2000). Oral dyspraxia in inherited speech and language impairment and acquired dysphasia. *Brain and Language*, 75(1), 17-33.
- Ambrose, N. G., & Yairi, E. (2002). The Tudor Study: Data and Ethics. *American Journal of Speech-Language Pathology*, 11(2), 190-203.
- Bastiaanse, R., Bamyaci, E., Hsu, C. J., Lee, J., Duman, T. Y., & Thompson, C. K. (2011). Time reference in agrammatic aphasia: A cross-linguistic study. *Journal of Neurolinguistics*, 24(6), 652-673.
- Bates, E., Wulfeck, B., & MacWhinney, B. (1991). Cross-linguistic research in aphasia: An overview. *Brain and Language*, 41(2), 123-148.
- Bock, J. K., & Huitema, J. (2000). Language Production. In *Language Processing*, S. Garrod & M. Pickering (eds). Psychology Press, 365-388.
- Conti-Ramsden, G., Botting, N., & Faragher, B. (2001). Psycholinguistic markers for specific language impairment (SLI). *Journal of Child Psychology and Psychiatry*, 42(6), 741-748.
- Damasio, A. (1998). Signs of aphasia. In: Sarno, M. (ed.) *Acquired Aphasia*. Academic Press, 25-42.
- Duffy, J. R. (2013). "Defining, understanding, and categorizing motor speech disorders." In *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. Elsevier Health Sciences, 3-13.
- Feinberg, T., and M. J. Farah. (2005) A historical perspective on Cognitive Neuroscience. In: M. J. Farah & T. E. Feinberg (eds.) *Patient-based Approaches to Cognitive Neuroscience*. Cambridge: MIT Press, 3-20.
- Kent, R. D. (2000). Research on speech motor control and its disorders: A review and prospective. *Journal of Communication Disorders*, 33(5), 391-428.
- Martin, N. (2013). Disorders of Word Production. In: Papathanasiou, I., Coppens, P., & C. Potagas. *Aphasia and Related Neurogenic Communication Disorders*. 131 -156.
- Nicholas et al. (1998). Aging, Language, and Language Disorders. In: Sarno, M. (ed.) *Acquired Aphasia*. Academic Press, 413-450.
- Ogar, J., Slama, H., Dronkers, N., Amici, S., & Luisa Gorno-Tempini, M. (2005). Apraxia of speech: an overview. *Neurocase*, 11(6), 427-432.
- Paradis, M. (1998). Acquired Aphasia in Bilingual Speakers. In Sarno, M. (ed.) *Acquired Aphasia*. Academic Press, 531-549.
- Peelle, J. E., & Grossman, M. (2008). Language processing in frontotemporal dementia: a brief review. *Language and Linguistics Compass*, 2(1), 18-35.
- Potagas, C., Kasselimis, D. & Evdokimidis. (2013). Elements of Neurology Essential for Understanding the Aphaisas. Papathanasiou, I., Coppens, P., & C. Potagas. *Aphasia and Related Neurogenic Communication Disorders*. Burlington, MA: Jones & Bartlett, 39-44.
- Reynolds, G. (2003). The stuttering doctor's "Monster Study." *NY Times Magazine*, 36-9.
- Spencer, K. A., & Slocumb, D. L. (2007). The neural basis of ataxic dysarthria. *The Cerebellum*, 6(1), 58-65.
- Toppelberg, C. O., & Shapiro, T. (2000). Language Disorders: A 10-Year Research Update Review. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(2), 143-152.
- Watkins, K.E., Dronkers, N. F., & Vargha-Khadem, F. (2002). Behavioural analysis of an inherited speech and language disorder: comparison with acquired aphasia. *Brain*, 125(3), 452-464.