

LANGUAGE ACQUISITION (Psych 830:484:01) Spring 2019 SYLLABUS

(Last Updated: 01/23/19)

Attendance and class participation is an integral part of this course. If you cannot attend class regularly and arrive on time, please don't take this class.

INSTRUCTOR: Prof. Karin Stromswold **Course Time:** Mondays & Thursdays 10:20 -11:40 am
E-mail: langacquis@gmail.com **Course Location:** ARC 105
Office hours: Mondays 12 – 1 pm **Skype office hours:** by arrangement
Location: Psych 233 Skype name: langacquis
Sakai site: Language Acquisition Sp19

Learning goals: Language Acquisition explores the cognitive and neural bases of language learning. The underlying question this course seeks to address is: *What makes the acquisition of human language special?* Despite the seemingly intractable learnability problem posed by language acquisition, why do most children acquire language with ease? What environmental, cognitive, and neural factors can cause children to have difficulty learning language?

TENTATIVE SCHEDULE

Date	TOPIC	Tentative READINGS
Thur 1/24	Intro to language & language development	Hoff ch. 1 (pp 13 – 27), Goodluck ch. 1 (pp 1 – 5)
Mon 1/28	Phonological development	Hoff, pp.143-179
Thur 1/31	Phonological development	Goodluck, pp. 29-38, Sedivey
Mon 2/4	Phonological development	Sedivey, Gómez et al 2014
Thur 2/7	Lexical development	Hoff, ch. 5
Mon 2/11	Lexical development	Hoff, ch. 5 & pp. 333-40
Thur 2/14	Lexical development	Trueswell et al 2013
Mon 2/18	Morphological development	Goodluck ch 3.
Thur 2/21	Morphological development	Clark (2009), Constructing words, p. 255 - 278
Mon 2/25	Morphological development	Clark (2009), Constructing words, p. 255 - 278
Thur 2/28	First Exam	
Mon 3/4	Syntactic development	Goodluck ch 4 (p 61-74); Hoff ch. 6 (p 228-249)
Thur 3/7	Syntactic development	Goodluck ch 4 (p 61-95)
Mon 3/11	Syntactic development	Goodluck ch. 4 (p 99-107); Hoff ch 6 (p 250-267)
Thur 3/14	Syntactic development	Goodluck ch. 5 (p 113-127);
Mon 3/25	Sentence processing	Trueswell et al (1999), Stromswold et al
Thur 3/28	Pragmatic development	Hoff, ch. 3
Mon 4/1	Pragmatic development	Hoff, ch. 3, pp. 340-351
Thur 4/4	Language learnability theory	Goodluck ch. 6 (p 140-169), Pinker (1995)
Mon 4/8	Language & learnability theory	Stromswold, pp 909-13
Thur 4/11	Second Exam	
Mon 4/15	Structure & acquisition of signed languages	Pyers (2012), Pinchler (2012)
Thur 4/19	Bilingualism	Hoff, ch. 8,
Mon 4/22	Bilingualism	Hoff, ch. 8
Thur 4/25	Neural bases of language development	Kuhl & Rivera-Gaxiola 2008
Mon 4/29	Atypical language development	Hoff, ch. 10
Thur 5/2	Atypical language development	Stromswold, pp 913-932
Mon 5/6	Wrap up	
Wed 5/8	Final paper due	

Tentative Readings (all available on Sakai site)

Note: Some substitutions/additions may occur throughout the semester.

- Chen Pichler (2012). Language acquisition (chapter 12). In R. Pfau, B. Woll and M. Steinbach (eds.) *Handbook of Linguistics and Communication Science: Sign Language*. Berlin: de Gruyter.
- Clark, E (2009). Constructing words, p. 255 – 278. *First Language Acquisition*. Cambridge University Press.
- Hoff, E. 2008/2009. Chapters from *Language development, fourth edition*. Wadsworth.
- Goodluck, H. 1991. Chapters from *Language acquisition: A Linguistic Introduction*. Blackwell.
- Gómez, GM, Berent, I, Benavides-Varela, S, Bion, RAH, Cattarossi, L, Nespor, M and Mehler, J. (2014) Language universals at birth. *Proceedings of the National Academy of Science 111*: 5837-5841.
- Kuhl, P & Rivera-Gaxiola M. (2008) Neural substrates of language acquisition. *Annual Review of Neuroscience 31*:511-34.
- Pinker, S. 1995. Language acquisition, pp 147-157. In LR Gleitman & M. Liberman (eds). *An Invitation to Cognitive Science, 2nd edition: Language*. MIT Press.
- Pyers J.E. (2012) Sign Languages. In: V.S. Ramachandran (ed.) *The Encyclopedia of Human Behavior*, vol. 3, pp. 425-434. Academic Press.
- Stromswold, K. 2000. The cognitive neuroscience of language acquisition. M. Gazzaniga (ed.), *The new cognitive neurosciences, second edition*, 909-932. Cambridge, MA: MIT Press.
- Stromswold, K. et al. *Why Children Understand and Misunderstand Sentences: An Eye-tracking Study of Passive Sentences*
- Trueswell et al. 1999. Kindergarten path effect. *Cognition*
- Trueswell, JC, Medina, TN, Hafri, A, Gleitman LR (2013). Propose but verify: fast mapping meets cross-situational word learning. *Cognitive Psychology 66*(1): 126-56

ASSESSMENT

Final grades will be determined by the total number of points earned in the class. Grades will be scaled so that the top-scoring student receives 100 points for the course. For example, if the top scoring student earns 95 points during the course, all students will have an additional 5 points added to their final grade.

Course grades will be assigned as follows: **A (90-100 points); B+ (85-89 points); B (80-84 points); C+ (75-79 points); C (70-74 points); D (60-69 points); F (<60)**

The exact point value of assessments will be determined as the course proceeds. Tentatively, the distribution is as follows:

Quizzes: On-line, non-cumulative multiple choice quizzes, worth a total of 20 - 25% of grade

Hourly 1: In-class, closed book, cumulative exam, worth 20 - 25% of grade

Hourly 2: In-class, closed book, cumulative exam, worth 20 - 25% of grade

Final paper: 20 - 25% of grade

Class participation (e.g., in class attendance quizzes, discussion, in-class assignments): 10 – 20 % of grade

Late papers will not be accepted and makeup quizzes & exams will not be given without a note from a doctor, dean or other appropriate authority.

Electronic devices. Except when we are taking an in class quiz or doing an in class demonstration, please refrain from using all electronic devices. Phones should be turned off and stowed away. Laptops and tablets are also not permitted unless you have a disability that requires you to use a keyboard to take notes.

WEEKLY ONLINE QUIZZES

Content. There will be ~ 11 online quizzes

- Non-cumulative: covers material in that week's lectures and reading assignments
- Test basic understanding of material you need to know to understand subsequent material

Format:

- Usually between 4-8 questions (multiple choice, true/false, matching etc.), with an occasional short answer question
- Untimed (but only available for a 24 hours)
- Open book & notes
- **All work must be done independently!**
 - No copying, photographing or recording the questions
 - No collaborations or consultations with anyone else
 - No posting or discussing questions/answers with anyone else
 - Anyone caught GIVING or RECEIVING help on a quiz will get a zero for ALL quiz grades

Mechanics

- Quizzes will be online on Sakai's tests/quizzes section
- Quizzes will generally be "live" on Sunday from 12 am to 11:55 pm
- Quizzes must be taken during the period that the quiz is "live."
- Location: You may take the quizzes wherever you want. Just make sure you have a GOOD internet connection and are able to see images and hear files.
- Number of quizzes: approximately 11 (plus "dry run" extra credit quiz)

Benefits:

- Can monitor progress/understanding of material
- The material in this course builds on itself, just like in a math class, so it is important to keep up
- Weekly quizzes reduce the temptation to procrastinate until right before the midterm or final
- Spaced learning is more effective than cramming

"Dry Run" Extra Credit quiz

- Time: Friday 1/25 @ 12:00 am – Fri 2/1 @ 11:55 pm
- Value: worth 1 extra credit point
- Material covered: questions about you background, mechanics of the course & quizzes (e.g., exam dates, listening to files, viewing pictures)
- Goals
 - Successfully access the system, take the quiz & save the results
 - Learn what the interface is like
 - Learn if you have technical problems (software/hardware incompatibility, internet issues, etc.)
 - Help me pitch the course at the right level

FINAL PAPER (Due at the end of reading period)

In lieu of a final exam, you will write a final research paper in which you compare and contrast some aspect of the acquisition of signed and spoken languages. This paper will allow you to consolidate your knowledge of the material covered in the lectures and readings, and to synthesize what we learned as a class with what you learned through your own research.

TOPIC. Your topic should be relatively narrow rather than general. For example, rather than writing a paper on phonology acquisition in signed and spoken languages, choose a narrower topic within

phonology acquisition (e.g., (e.g., sonority hierarchy in signed/spoken language, categorical perception in signed/spoken language). Similarly, rather than doing a paper on lexical acquisition in signed/spoken language, you might want to look at the noun bias in signed/spoken languages, or maybe the role of iconicity in signed/spoken language. If you are interested in developmental language disorders, you would do better to restrict yourself to a specific population, and ideally a specific area of language (e.g., lexical acquisition in signed/spoken languages by children with autism spectrum disorders). To what extent is the acquisition the same in signed and spoken language? To what extent are there differences? What are these differences? Why might these differences exist?

SAMPLE CONTENT. For example, if you are interested in the acquisition of categorical perception in sign language, you might start by talking about the articulatory features of sign language (e.g., handshape, location). You could then write about what is known about the categorical perception of that articulatory feature in sign language in adults, and then discuss its acquisition by children. How is the acquisition of categorical perception the same in signed and spoken languages? How does it differ in signed and spoken language? Why might these differences exist?

FORMAT: 5–10 page double-spaced paper, not including references (absolute max 10 pages!). The paper should be in APA format with footnotes (not endnotes).

SOURCES. The basis of your paper should be the class discussion and readings on spoken language acquisition, papers on sign language acquisition by Chen Pichler (2012) and Pyers (2012), and at least one additional research article that you locate. A step-by-step guide for finding papers is given on pages 6 – 8 of this syllabus.

In some cases, you may have difficulty finding a research paper that deals exactly with the topic you have chosen. In such cases, you should look for a paper on the structure or adult processing/production of that aspect of language in signed language (e.g., sonority hierarchy). Based on your knowledge of spoken language acquisition and the similarities and differences in the structure of signed and spoken languages, you could hypothesize what the acquisition would be like in a signed language, describe an experiment and how the results might turn

DUE DATE. Final papers must be uploaded to Sakai “Assignment” by the end of Reading Period.

DO NOT PLAGIARIZE. If you are caught plagiarizing, you will not receive any credit for the final paper. Furthermore, depending on the egregiousness of the plagiarism, I reserve the right to give you an F for the course and/or notify your dean about the plagiarism. I have set Sakai’s Assignments to allow you to see the Turnitin report. I urge you to submit your paper ahead of time and check the Turnitin report, and rewrite your paper if necessary. More information on plagiarism is given on page 8 of the syllabus

LECTURE SLIDES

I will try to post the lecture slides before the lectures. I recommend you look over the slides before lecture and bring a copy of them to class to take notes on. Three caveats about the slides

1. **The lecture slides are only meant to aid you in taking notes during class, and to remind you of what was covered in class. The exams will stress the material that I present in class, and some material is not in the books. The posted lecture slides are only meant to aid you in taking notes during class. They are not substitutes for attending class.**

2) Because I post the slides BEFORE the lectures, they are subject to change. I recommend that you check the sakai site periodically to make sure you have the most up-to-date version.

3) Despite my best efforts, sometimes the slides will contain typos. If you think you have found a serious

typo (one that affects meaning), send email to langacq@gmail.com

UNGRADED EXERCISES

Periodically, I may give you exercises to do at home. These exercises are designed to help you learn the material and/or extend your knowledge. You will not be asked to do hand them in and they do not count towards your grade. Answers will not be posted. Rather, if you have trouble with an exercise, you should ask me to go over it in class or you can get help during my office hours.

In general, you should do exercises after the corresponding lecture. For example, you should do the Speech Perception exercise after the Speech Perception lecture. Sometimes, we will go over the exercises in the beginning of the next class. Sometimes we will do so because a number of students had trouble completing the exercise, and sometimes we will do so because the exercise involves students generating their own examples of phenomena.

Some Hints for Doing Well in This Class

1. **Come to every class and take good notes.** If you do miss a class, get the notes from a classmate. I stress different topics in my lectures than those stressed in the readings. The material I stress in lecture tends to appear on exams.
2. **Spend 10 minutes immediately after each lecture going over your lecture notes,** reconstructing the lecture and making sure you understand the "key concepts" for the day.
3. **Spend the 10 minutes before each lecture going over the lecture notes** and "key concepts" from the previous class.
4. Try to at least skim the assigned readings before each class.
5. When you go back and reread the books, use the lecture notes to guide your reading.
6. If you are having trouble with one of the readings for a topic, try the other reading for the topic.
7. If you don't understand something said in the lectures or in the readings, let me know. Ask a question in class or come to my office hours. Chances are if you are confused, others are too.
8. Use the posted slides, your lecture notes and the "key concepts" to review for exams
9. **Come to my office hours!**
10. Use the chat room! Chances are if you have a question, someone can answer it.
11. Form a study group and quiz each other on key concepts. Study groups can be physical or virtual.
12. Create a group study document
13. The quizzes are designed to assess whether you have learned the material in a unit. Even though the quizzes are open book and untimed, you will get more out of them if you have done the readings and reviewed your notes and the slides **BEFORE** you take a quiz.
14. **Do not try to cram.** The material in this course builds on itself, just like in a math or physics course and the exams are cumulative. If you don't learn the material in the beginning of the course, you are going to be
15. Don't plagiarize – see guidelines below

GUIDE TO FINDING ARTICLES FOR FINAL PAPER

PART 1: FINDING RELEVANT ARTICLES

1. Do a search of **INDICES/DATABASES** available through **RU Libraries**

1. Go to the following URL: https://www.libraries.rutgers.edu/find_articles
2. Go to the link that says “Indexes and Databases” <https://www.libraries.rutgers.edu/indexes>
This lists all of the indexes and databases that RU subscribes to in alphabetic order and by subject. It Check the “by subject” to see what’s available
3. The most relevant databases probably are:
 PsycInfo: <http://www.libraries.rutgers.edu/indexes/psycinfo>
 Pubmed: <https://www.libraries.rutgers.edu/indexes/pubmed>
 Medline: https://www.libraries.rutgers.edu/indexes/medline_ebsco
 Medline: https://www.libraries.rutgers.edu/indexes/medline_ovid
 Medline in process: https://www.libraries.rutgers.edu/indexes/medline_in-process
 Neuroscience abstracts: <http://www.libraries.rutgers.edu/indexes/neurosciabstracts>
 Linguistics and language behavior abstracts: <https://www.libraries.rutgers.edu/indexes/llba>
 Web of science (general): http://www.libraries.rutgers.edu/indexes/web_of_science
 [For RU-linked databases, once you choose your database, login in by hitting the CONNECT button. You will be prompted to give your net ID]
4. Specific details on doing searches in PsycInfo & Medline
 - a. **KEYWORD.** The default search is a Keyword search. If “Map terms onto subject headings is “clicked”, your terms will be used to find matching subject headings, a strategy that sometimes is useful when you are just beginning.
 - b. **MATCH ANYWHERE.** In general, I recommend you ‘unclick’ the “Map Terms onto Subject Headings.” This will make the program match any reference in the database that includes all of those terms somewhere in the title, abstract, author, journal title, and subject headings.
 - c. **AUTHOR/TITLE/JOURNAL** If you know the author, title of article, or journal you want to search for, you can click the relevant buttons
5. **TOO MANY HITS.** Three strategies to use if you get too many hits
 - a. **Use the “LIMIT” function** to limit your search to particular years, articles with abstracts, review articles, age groups, population groups (e.g., animals vs. humans), publication type etc.
 For example, imagine you want to find articles on the acquisition of sign language phonology. if you merely search for “sign language” on PsycInfo, you get over 4500 hits. If you limit you search to articles in English with abstracts that are about children (from 0 – 18), you get 1300 articles. Still too many to even skim the abstracts!!
 - b. **Use the COMBINE function with AND** to combine the results of two or more searches.
 For example, if you do second search for phon\$ (the \$ means it will search for any word that starts with “phon” like phonology, phonetics, etc. This yields a whopping 60,000+ citations.
 If you use AND to combine the limited “sign language” search (that yielded 1300 hits) with the “phon\$” search (which yield 60,000 hits), you get about 130 hits – probably a small enough number that you can at least skim the titles.

- c. **Quotation marks.** If you really get too many hits is to put your search terms in quotations marks in which case only those articles that contain the words **in that order** are found. “acquisition of sign language phonology”
6. **TOO FEW HITS.** What do you get if you get no or very few hits.
- a. check is that you have spelled all of your words correctly.
 - b. get rid of quotation marks if you have used them.
 - c. Use \$ for truncations (i.e., a wildcard search) described above
 - d. Think of synonyms and use OR (e.g., acquisition OR development, sign language OR ASL)
 - e. Use a broader term)
 - f. Eliminate terms
 - g. try a different database.
 - h. If none of these things work, talk to me!
 - i.

2) Searchlight. Another way to find articles is Searchlight: <http://www.libraries.rutgers.edu/searchlight> Searchlight allows you to search Academic Search Premiere, Web of Science and WilsonWeb simultaneously. Warning: I have noticed that it seems to miss many articles that searches of Indices/Databases find.

3) Google. Plain old googling is often the fastest way to find unpublished works, tech reports etc,

4) Citations of older articles. Find an older, “classic” source (e.g., by looking through textbooks etc.) and then find more recent articles that have cited it by googling for the article, and then finding out who has cited it.

For example, if you google Stromswold PET, one of the hits is an article I wrote over 20 years ago. If you click on the “cited by 756” you will find a dozen or so papers that have cited the paper since 2018..

by K Stromswold - 1996 - [Cited by 756](#) - [Related articles](#)

Localization of syntactic comprehension by positron emission tomography. **Stromswold** K(1), Caplan D, Alpert N, Rauch S. ... Positron Emission Tomography (PET) was used to determine regional cerebral blood flow (rCBF) when eight normal right-handed males read and made acceptability judgments about sentences.

5) Wikipedia references/citations. Check out the papers cited in the Wikipedia pages. Remember, you must read the papers Wikipedia article cites and not just the Wikipedia page.

PART 2: GETTING THE ARTICLE.

With the open access movement, many articles are available online without going through RU libraries. So, feel free to start by googling for an open source version.

RU Library. Sometimes you won't be able to find a free version just by googling. Don't despair ... RU subscribes to electronic versions of most major journals.

1. In some cases, full text of the article will be available from the database you are using. If there is no link to full text within the database record, click on the **Get it @ R** button to find out if full text is available from some other database. Sometimes you will be taken directly to the full text. Other times, you will see links for several options. Use these links to either search the library catalog to see if the article is available in print from the Rutgers.
2. Sometimes you get no links from the database, but RU libraries actually has the journal. If the Get it @ R doesn't get you any links, you should always check to see if Rutgers has a copy of the journal by typing in the name of the journal at the following URL:

https://rutgers.primo.exlibrisgroup.com/discovery/jsearch?vid=01RUT_INST:01RUT

If you don't want to physically walk to the library and find a hard copy, on the left hand side of the page, you can restrict your search for just articles that are available online.

3. In rare cases, you may need to request an electronic copy of the article via interlibrary loan. For more information about interlibrary loan, see https://www.libraries.rutgers.edu/how_do_i/order_an_ill

WARNING ABOUT USING COMMERCIAL SITES (e.g., StudyBlue etc.)

1. All of the materials on this course's sakai site are copyrighted (e.g., syllabus, lecture notes, lecture slides, study guides, tests, readings, etc.)

* They are exclusively for students enrolled in the course

* You may download sakai resources and edit them as you wish for the purposes of preparing for this course.

• You may not give or sell the material to anyone who is not enrolled in the course

* You may not publish or post any of the material on another non-commercial or commercial site (e.g., StudyBlue etc.).

2. What appears on StudyBlue is often inaccurate, out-of-date etc.

PLAGIARISM

1. If you copy something that is in print ANYWHERE (books, journals, popular magazines, on-line blogs, mailing lists etc.), you are plagiarizing.
2. Taking someone else's words and substituting a word here or there is still plagiarism.
3. Paraphrasing someone else's words but 'borrowing' their line of argument and reasoning is plagiarism.
4. Even if you are in a pinch and facing a looming deadline, don't plagiarize. It's stealing. Better to hand in something that is yours than to hand in something that you stole.
5. For more guidelines,
 - 20 minute interactive-tutorial on [Plagiarism and Academic Integrity](http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html): <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
 - Camden Plagiarism Tutorial: <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>
 - Don't Plagiarize: Document Your Research! : http://www.libraries.rutgers.edu/avoid_plagiarism

KEY CONCEPTS

(Please see the Key Concepts given on lecture slides)

Some Related Websites

INTRODUCTION TO LANGUAGE AND LANGUAGE ACQUISITION

<http://www.yourdictionary.com/library/ling001.html>

Humorous piece on language acquisition

<http://chilDES.psy.cmu.edu>

CHILDES: Child Language Data Exchange System. Tools for studying children's language acquisition through the study of conversational interactions. The site features a database of transcripts, programs for analysis, and methods of coding data, among other things.

<http://www.yourdictionary.com/library/index.html#baldi>
Tongue in-cheek language essays

<http://www.geocities.com/CollegePark/3920/index.html>
An overview of the field and brief descriptions of its subdisciplines.

http://www.mc.maricopa.edu/academic/cult_sci/anthro/Language/what1.html
An introduction to the patterning of sounds, words, and phrases. Includes exercises and sound clips.

<http://www.zompist.com/langfaq.html>
Linguistics FAQ

PHONOLOGY

<http://news.bbc.co.uk/1/hi/sci/tech/721554.stm>
Role of babbling in language acquisition

<http://www.cbsnews.com/stories/2002/08/29/tech/main520252.shtml>
Decoding baby babble

<http://www.easytofindchildcare.com/Sounds/babybabble.wav>
Example of baby babbling: what type of babbling is this?

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/contents.html>
Lots of video and audio clips of sounds around the world

<http://www2.arts.gla.ac.uk/IPA/ipa.html>
Includes the full IPA chart and audio files, as well as information on the organization.

<http://www.umanitoba.ca/linguistics/russell/138/notes.htm>
Notes from a phonetics course at the University of Manitoba, including phonetic transcriptions of English, vocal tract anatomy, properties of consonants and vowels, and acoustic phonetics, among other things.

<http://www.ling.yale.edu/Ling120/index.html>
The homepage for a course at Yale. Includes lecture materials and audio-video clips.

<http://www.phon.ucl.ac.uk/project/siphtra.htm>
These interactive tutorials from University College London are part of a project called System for Interactive Phonetics Training and Assessment. They include voicing, plosives (i.e., stops), and other topics.

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/chapter10/percpetial.html>
Categorical speech perception demonstrations

http://www.psy.cmu.edu/~lholt/php/gallery_context.php
More speech perception demos

LEXICON

<http://www.sci.sdsu.edu/cdi>

The MacArthur Communicative Development Inventories. These are parent report forms to assess the development of language and communication in children. Included are lexical norms for English vocabulary acquisition showing when particular words and expressions are acquired.

<http://thisisnotthat.com/humor/language.html#conundrum>

Linguistic conundrums

<http://memory.psych.upenn.edu/wordpools.php>

Links to on-line lexicons & dictionaries that provide frequency information, imagability ratings, orthographic regularities, free association norms etc. about words.

http://www.psy.uwa.edu.au/mrcdatabase/uwa_mrc.htm

MRC psycholinguistic interactive lexical database. This database includes age of acquisition ratings

MORPHOLOGY

<http://www2.hawaii.edu/~bender/paradox.html>

Morphological paradoxes

<http://www.yourdictionary.com/library/ling005.html>

This short essay from Robert Beard's files illustrating what morphology is begins with "Jabberwocky," compares lexemes and morphemes, and makes a stop at Tagalog reduplication along the way.

<http://www.ruf.rice.edu/~kemmer/Words/morphemes.html>

A definition and illustration of the concept of a morpheme using examples from English.

<http://www.quinion.com/words/articles/unpaired.htm>

Unpaired words or why people aren't couth, kempt or ruly

SYNTAX

<http://www.yourdictionary.com/library/ling004.html>

A lighthearted introduction to syntax from Robert Beard's files.

<http://www.yourdictionary.com/library/ling003.html>

A lighthearted introduction to syntax from Robert Beard's files.

<http://babelfish.altavista.com/translate.dyn>

This engine translates entire paragraphs back and forth between English, French, German, Italian, Portuguese, and Spanish.

SECOND LANGUAGE ACQUISITION AND BILINGUALISM

<http://www.hw.ac.uk/langWWW/icsla/icsla.htm>

NEUROLINGUISTICS

<http://www.biology.about.com/science/biology/library/organs/brain/blbrain.htm>

Anatomy of the Brain. An outline with illustrations for students. Includes concise sections on Broca's area and Wernicke's area

<http://www.stroke.cwc.net/niweb/faq.htm> - 14 different parts of the brain do

What Do Different Parts of the Brain Do? Question 12 in a series of frequently asked questions written for stroke victims and their families features a clear, color-coded, numbered diagram of the left hemisphere, with an explanation. Scroll down to read question 13 concerning speech problems.

Aphasia

http://www.asha.org/speech/disabilities/Aphasia_info.cfm

<http://fuzzy.iau.dtu.dk/aphasia.nsf>

<http://www.asha.org/speech/disabilities/index.cfm>

<http://www.med.harvard.edu/AANLIB/home.html>

<http://www.aphasia.org/aphasiawebbypeople.php>

LANGUAGE ACQUISITION IN SPECIAL CIRCUMSTANCES

Growing up different: <http://www.pbs.org/saf/1205/video/watchonline.htm>

<http://www.asha.org/speech/disabilities/index.cfm>

Linguistic isolates (“wild children”):

<http://www.pbs.org/wgbh/nova/transcripts/2112gchild.html>

Nova #2112G: Secret of the Wild Child. The broadcast transcript of a *Nova* program on Genie. Includes interview material with Susan Curtiss and others involved in caring for Genie and studying her development.

Deafness :

<http://www.pbs.org/wnet/soundandfury/>

<http://www.bbc.co.uk/science/horizon/silenttran.shtml>

Deafplanet:

<http://www.deafplanet.com/en/deafplanet/>

Cochlear implant demonstrations: <http://www.utdallas.edu/~loizou/cimplants/cdemos.htm>

Down Syndrome: <http://www.nas.com/downsyn/>

Williams Syndrome: <http://www.williams-syndrome.org/facts.htm>

Autism: <http://www.autism-society.org/>

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include:

individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.