

PSYCHOLOGY OF LANGUAGE (830:351:01/615:371): Fall 2021

INSTRUCTOR: Prof. Karin Stromswold

Lectures: Mon & Thur 11 am – 12:20 pm (Zoom)

Email: kstrom@rutgers.edu

Office hours: TBD

Canvas site: 2021FA - PSY OF LANGUAGE 01:830:351:01

Learning objective: Psychology of Language explores the cognitive and neural bases of human language. The underlying question that this course seeks to address is: *What makes human language special?* How does human language differ from other types of communication systems? What is the relationship between language and thought? Why are people able to speak, understand, and learn the sounds, words, and sentences of language with ease, despite the daunting computational problems associated with doing so?

TENTATIVE LECTURE SCHEDULE

Unit 1: Language, Communication & Thought		
Date	Topic	Reading
Thur 9/2	Introduction to Psycholinguistics	Fernandez & Cairns, pp 25 – 29. Optional: Pinker chap.1 – 2
Wed 9/8	Language & Communication	Traxler chap. 1, pp 1 – 18, Crystal, pp. 396 – 398
Thur 9/9	Language & Communication	Hauser, Chomsky & Fitch
Mon 9/13	Language & Thought	Traxler chap. 1, pp 18 – 30 , Pinker, chap. 3
[Asynchron]	Language & Thought	Traxler chap. 1, pp 18 – 30 , Pinker, chap. 3
Unit 2: Sounds: Phonetics, Speech Production & Speech Perception		
Mon 9/20	Phonetics & Phonology	Fernandez & Cairns, pp 29 – 44. Optional Pinker chap. 6
Thur 9/23	Speech Production	Traxler, chap. 2, pp 51 – 54 (skim 37 – 43)
Mon 9/27	Speech Perception	Language File 9.4
Thur 9/30	Speech Perception	Traxler, chap. 2, pp 54 – 72
Mon 10/4	Speech Perception	Traxler, chap. 9, pp 325 - 344
Unit 3: Words		
Thur 10/7	Concepts, words & meaning	Traxler, chap. 3, pp 79 – 97; chap 9, pp 344 - 350
Mon 10/11	Lexicon and word learning	Traxler, chap. 2, pp 37 – 51
Thur 10/14	Lexical Access	Traxler, chap. 3, pp 97 – 119
Mon 10/18	Lexical Access.	Traxler, chap. 3, pp 97 – 119
Thur 10/21	Lexical Access	Traxler, chap. 3, pp 97 – 119
Mon 10/25	Lexical Access & Morphology	
Unit 4: Sentences: Syntax, Parsing & Production		
Thur 10/28	Sentences & Syntax	Fernandez & Cairns, pp 47 – 62
Mon 11/1	Sentences & Syntax	Stromswold's syntax handouts, Pinker chap. 4
Thur 11/4	Sentence Processing	Traxler, chap. 4, pp 141 – 183; Pinker chap. 7
Mon 11/8	Sentence Processing	Traxler, chap. 4, pp 141 – 183; Pinker chap. 7
Thur 11/11	Sentence Processing	Traxler, chap. 4, pp 141 – 183; Pinker chap. 7
Mon 11/15	Sentence Processing	Traxler, chap. 4, pp 141 – 183; Pinker chap. 7
Thur 11/18	Sentence Production	Re-read Traxler chap. 2, pp. 37-45; Fromkin 1973
Unit 5: Bilingualistics		
Mon 11/22	Neurolinguistics/Language Acquisition	Stromswold 2000
Thur 11/25	No class (Thanksgiving)	
Mon 11/29	No class (Wednesday classes)	
Thur 12/3	Neurolinguistics	Traxler chap. 13, (Optional: Pinker, chap. 10)
Mon 12/6	Neurolinguistics	Traxler chapter 14
Thur 12/9	Genetics & Evolution of language	Stromswold 2010, Pinker chapter 11
Mon 12/13	Psycholinguistics of sign languages	Traxler chapter 12
??	Final Exam OR Final project	

Staying in touch: If you want to contact me, please send email to kstrom@rutgers.edu through your Canvas account. In your email, make sure you give your full name and student ID. Make sure you turn notifications on within Canvas, so you will receive my emails, course announcements etc.

Participation. This is a synchronous class, and I expect you to regularly attend the synchronous lectures via your RU Zoom account. I plan to post recordings of lectures, but please do not take this course if it regularly conflicts with another school, work or family obligation. If you do miss a lecture, please watch the recording for the lecture you missed before the next lecture.

Video on Zoom: <https://www.youtube.com/watch?v=wbnyQwsVbiY>

Information on how to activate your RU Zoom account, go to: <https://it.rutgers.edu/zoom/knowledgebase/how-to-create-your-rutgers-zoom-account/>

Technology requirements: You must have a reliable internet connection and equipment that allows you to fully participate in the course (participate in lectures, access online materials, take quizzes, upload files etc.). This means you must have a device with a screen which is big enough that you can read the lecture slides and headphones or speakers that are clear enough that you can hear what I am saying and the video/audio clips I will play. Because this is a synchronous course, it also means that you must have a microphone that is good enough that I can hear you clearly. It is generally recommended that you use a computer or tablet (not a phone) and that you download the Zoom app (see above info).

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

READINGS (Do the readings in the order indicated in the Lecture Schedule)

REQUIRED TEXTBOOK: Traxler, M. 2011. *Introduction to Psycholinguistics: Understanding Language Science*, 1st edition. Wiley-Blackwell.

- Print: ISBN-10 1405198621, ISBN-13 9781405198622.
 - In August 2020, there were new and used copies available through Amazon affiliates ~ \$35.
 - Hard copy rental is about \$15 through Amazon affiliates
- eText: ISBN-10 1118296885, ISBN-13 9781118296882: Available for various platforms for ~ \$80.

Recommended book [Some Pinker chapters are required. Required chapters 7/22/21 9:44 AM will be on Canvas)

Pinker, S. 2000/1994. *The Language Instinct: How the Mind Creates Language*. Harper Perennial Modern Classics. Any edition is fine

- Print: ISBN-10: 0060958332; ISBN-13: 978-0060958336. Available through Amazon for \$5-\$10.
- eText: ASIN: B0049B1VOU. Kindle: \$11
- Audio (MP3, CD, Audible Audio): ISBN-10: 1455839701; ISBN-13: 978-1455839704: \$15-\$17

Required articles & chapters (available on Canvas site)

Bergman, A., Hall K.C., Ross, S.M., 2007. Speech perception language file (9.4). *Language Files: Materials for an Introduction to Language and Linguistics, 10th edition*. Ohio State University Press. Columbus, Ohio.

Crystal, D. 1991. Language & other communication systems, pp. 396-398. In *The Encyclopedia of Language*.

Fernandez, EM. & Cairns, HS, 2010. *Fundamental of psycholinguistics*, John Wiley & Sons, pp 25-44

Fromkin, V. 1973. The non-anomalous nature of anomalous utterances. In V. Fromkin, *Speech errors as linguistic evidence*. Mouton, Paris.

Hauser, M., Chomsky, N., & Fitch, T. 2002. The Faculty of Language: What is it?, Who has it? And how did it evolve? *Science* 298, 1569-1579.

Stromswold's syntax handouts (syntax primer, case theory, theta theory)

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. 2010. Genetics and the evolution of language: What genetic studies reveal about the evolution of language, pp. 176-190. In RV Larson, V. Deprez, and H. Yamakido (eds.), *The Evolution of Human Language: Biolinguistic Perspectives*. Cambridge University Press.

Additional required and recommended readings may be assigned throughout the semester.

GRADING/ASSESSMENT

(Warning: This is a hard course, not “an easy A”)

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 97 points during the course, all students will have an additional 3 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)**

Lecture quizzes: Worth ~25% of grade

Weekly online quizzes: Worth ~50% of grade

Breakout room assignments: 1 - 3 %

EITHER final exam or final project: Worth ~25% of grade.

The class will vote on whether to have a final project or final exam during the first week of class

A. FINAL EXAM: Cumulative, 3-hour, on-line multiple choice test

B. FINAL PROJECT: Students will create and record a 3 - 5 minute video presentation on one of the following topics.

1. Mondegreens (misheard song lyrics, and what they reveal about speech perception)
2. Slips of the tongue (and what they reveal about lexical access)
3. Garden path sentences
4. Ambiguous sentences
5. Neurolinguistics (analysis of aphasic people's language)

(Topics will be assigned to students randomly. You do NOT have to share your video with others.)

MAKEUPS: If you know you are likely to miss a deadline because of a legitimate conflict (e.g., family, religious or work obligation), let me know ahead of time! Make up quizzes and exams that have not been OK-ed ahead of time will only be given for **unforeseen reasons** (health, family, work emergencies or events, etc.).

Students with accommodations for disabilities: If you are given accommodations, talk to me during the first 2 weeks of the course. In order to receive exam accommodations, you must provide me written documentation regarding the accommodations no later than 7 days before an exam. For more information, please contact Disability Services at (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

LECTURE QUIZZES

Content: Lecture quizzes assess your basic understanding of the material presented in the lectures. They are designed to be easy, and you should usually be able to answer the questions if you watched that day's lecture.

Lecture Quiz Passwords: The password for each lecture quiz is given on the “Announcement” page that precedes the lecture slides for that lecture. The Announcement pages are dated.

Format:

- Between 2 - 5 questions (multiple choice, true/false, matching etc.)
- Untimed, but must be taken during the period the lecture quiz is “live”
- Open book & notes
- Pro-tip: Watch the lecture before taking the lecture quiz
- **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

- How: Quizzes will be online via Canvas's quizzes section
- When: Quizzes will generally be “live” for two days after the lecture (i.e., Monday's lecture quizzes are due Wednesday night, Thursday's lecture quizzes are due by Saturday night)

- How many: ~ 2 per week

Benefits:

- Tests your basic understanding of material presented in the lecture
- Helps you prepare for that week’s quiz
- Incentive for attending the lecture!
- Spaced learning is more effective than cramming!

WEEKLY ONLINE QUIZZES

Content. Sunday quizzes cover the material in that week’s lectures and reading assignments, and are designed to assess whether you have understood and can apply what you have learned that week. The questions on Sunday quizzes stress the material presented in that week’s lectures, but they are a little trickier than the questions on the lecture quizzes. The questions may require that you have done the readings or assignments.

Sunday Quiz Passwords: The password for each Sunday quiz is given on the “Announcement” page that precedes the lecture slides for that week. The Announcement pages are dated.

Format:

- Approx. 10 – 20 questions (multiple choice, true/false, matching etc.)
- Untimed (but only available for a 24-hour period)
- Open book & notes
- Pro-tip: watch the lectures before taking the Sunday quizzes, and have your lecture notes and readings accessible
- All work must be done independently! (See above)

Mechanics

- How: Quizzes will be online via Canvas’s tests/quizzes section
- When: Quizzes will generally be “live” on Sunday from 12 am to 11:55 pm
- How many: ~13

Benefits:

- Can monitor progress/understanding of material
- Can test your understanding of material you need to know to understand subsequent 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
- Can use the questions to review for the final exam/project

TENTATIVE SCHEDULE OF QUIZZES

Dates	TENTATIVE Topic
Week 1: Sunday 9/5	Course Mechanics/Intro to Psycholinguistics
Week 2: Sunday 9/12	Language & Communication
Week 3: Sunday 9/19	Language & Thought
Week 4 Sunday 9/26	Speech Production
Week 5 Sunday 10/3	Speech Perception
Week 6 Sunday 10/10	Speech Perception/Words
Week 7 Sunday 10/17	Word learning & Lexical Access
Week 8 Sunday 10/24	Lexical Access & Morphology
Week 9: Sunday 10/31	Syntax
Week 10: Sunday 11/7	Sentence Processing
Week 11: Sunday 11/14	Sentence Processing
Week 12: Sunday 11/21	Sentence Production
Week 13: Available 11/22 – 11/29	Neurolinguistics [+ dry run uploading video & slides, if class elects final project rather than a final exam]
Week 14 Sunday 12/5	Neurolinguistics

WARNING ABOUT USING EXTERNAL WEBSITES

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

- They are exclusively for students enrolled in the course
- You may download resources and edit them 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
- Specifically, you may not publish or post any of the material on another non-commercial or commercial site. Doing so is illegal.
- What appears on commercial sites is often inaccurate, out-of-date etc.

=> Use of external website resources such as Chegg.com or others to give or obtain solutions to homework assignments, quizzes, or exams is cheating and a violation of the University Academic Integrity policy.

LECTURE SLIDES/RECORDED LECTURES

At the beginning of a topic, I will post the lecture slides for that topic. I recommend you look over the slides before lecture and download a copy of them 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. They are no substitute for attending class/watching the lecture.
2. Because I post the slides BEFORE the lectures, they are subject to change. I recommend that you check the Canvas site periodically (and before each quiz) 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, tell me during class and/or send email to kstrom@rutgers.edu

After each class, I will attempt to post recordings of the lecture. I **strongly** recommend you attend the synchronous class because sometimes technical glitches happen, and recordings fail.

BREAKOUT ROOM ASSIGNMENTS.

Periodically, there will be graded or extra credit assignments associated with in-class Breakout Rooms. These will be handed in via Assignments on Canvas. One reason that I urge you to attend the lectures synchronously is so that you can participate fully in the Breakout room discussions/activities with your classmates. That said, I have designed the breakout room assignments so you can do the written assignment and hand it in, even if you are unable to attend the lecture.

UNGRADED EXERCISES

Throughout the course I provide optional 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 be posted when appropriate. If you have trouble with an exercise, you should ask me to go over it in class or during my office hours.

In general, you should do exercises after the corresponding lecture. For example, you should do the Language & Communication exercise after the Language & Communication 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. **Attend every class and take good notes.** If you do miss a class, watch the video. 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. If you were lost in a lecture, watch the video
5. Skim the slides before each class.
6. Use the slides and your lecture notes to guide your reading.
7. If you are having trouble with one of the readings for a topic, try the other reading for the topic.
8. 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.
9. Use the posted slides, your lecture notes and the "key concepts" to review for quizzes.
10. **Come to my office hours!**
11. **Ask me questions during lecture.** Feel free to interrupt me and ask your question using your voice, but if you are uncomfortable speaking, use the Zoom chat to ask your question! Chances are if you have a question, someone else in the class is wondering the same thing!!
12. Form a study group and quiz each other on key concepts. Study groups can be physical or virtual.
13. Create a group study document
14. The lecture quizzes are designed to assess whether you understood the lectures. Always watch the lecture before taking the quiz associated with it!
15. The Sunday quizzes are designed to assess whether you have learned the material in a given week. Even though the quizzes are open book and untimed, you will get more out of them if you have done that week's readings and reviewed your notes and the slides BEFORE you take the Sunday quiz.
16. **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 lost.

University resources. "The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely."

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.

Academic Integrity Policy

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work in doubt, please consult the instructor

You are expected to maintain the highest level of academic integrity. You should be familiar with the university [policy on academic integrity](#). Violations will be reported and enforced according to this policy.

Use of external website resources such as Chegg.com or others to obtain solutions to homework assignments, quizzes, or exams is cheating and a violation of the University Academic Integrity policy. Cheating in the course may result in grade penalties, disciplinary sanctions or educational sanctions. Posting homework assignments, or exams, to external sites without the instructor's permission is a violation of copyright and may constitute the facilitation of dishonesty, which may result in the same penalties as plain cheating.

The Camden Plagiarism Tutorial (INTERACTIVE):

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

Consult *Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident.* http://www.libraries.rutgers.edu/avoid_plagiarism

KEY CONCEPTS

(Please see the Key Concepts given on lecture slides)

SOME RELATED WEBSITES

UNIT 1: LANGUAGE, COMMUNICATION AND THOUGHT

General info

<https://www.yourdictionary.com/language>

Brief definitions and articles related to language

<https://www.yourdictionary.com/linguistics>

Brief definitions and articles related to linguistics

<https://www.theonion.com/lesser-known-rules-of-grammar-1819596207>

Language humor from the Onion

<http://www.fun-with-words.com/>

Language humor and games: Amusing quirks, peculiarities, and oddities of the English language

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

Linguistics FAQ

<https://www.linguisticsociety.org/content/studying-linguistics-1>

LSA general page

<https://www.youtube.com/user/LingSocAm>

LSA Youtube channels

Animal communication & non-linguistic human communication systems:

Bird Brains. Clues to the origins of human language are turning up in the brains of birds.

Ape Genius. Experts zero in on what separates humans from our closest living relatives

<https://bestlifeonline.com/animal-communication/>

25 ways animals communicate with one another:

http://ruccs.rutgers.edu/~karin/Alex_obit.pdf

New York Times Animal communication article

<http://ruccs.rutgers.edu/~karin/DrDoolittleNYT2004.pdf>

Stephen Anderson & Dr. Doolittle's delusion.

<http://www.argyroneta.com/s4b/sem02.html>

A paper with explanations of various types of signs and their interpretations.

<http://www.yourdictionary.com/library/ling002.html>

Light hearted essay about animal communication

<http://www.angelfire.com/sc2/nhplanguage/>

The homepage for a project conducted by a seminar at the University of Leuven in Belgium. Includes a paper reviewing evidence for and against the existence of language in apes, with particular attention to Savage-Rumbaugh's work with Kanzi, the bonobo chimpanzee. Features a useful collection of links.

More Ape Language <http://www.slatev.com/player.html?id=1630417590>

KANZI THE BONOBO. [Launch interactive](#)

What would it be like to converse with a bonobo? According to primatologist Sue Savage-Rumbaugh, a lead scientist at the Great Ape Trust of Iowa, these apes cannot only understand language, but some of them can convey their thoughts and feelings to humans and to each other by pointing to any of hundreds of symbols on lexigram keyboards. In this audio slide show, meet Kanzi, the Trust's alpha male, who has demonstrated an extraordinary ability to communicate on our terms.

<http://www.brown.edu/Departments/Anthropology/apelang.html>

Includes links to general Web sites concerned with primate research and primate communication, books and texts, newsgroups, and bulletin boards.

http://www.pbs.org/newshour/bb/science/chimp_5-6.html

The transcript of a PBS segment looking at both sides of the issue of language use among apes. Focuses on the work of Rumbaugh and Savage-Rumbaugh with Kanzi, the bonobo chimpanzee.

<http://natzoo.si.edu/zooview/exhibits/thinktand/olp/olp.htm>

Describes a language training program for orangutans at the National Zoo in Washington, DC, in which orangutans use computers with touch screens.

<http://www.cages.org/research/pepperberg/index.html>

Describes Irene Pepperberg's work with African Grey Parrots. Her claims for language in parrots are reported in favorable terms here

<http://www.abc.net.au/oceans/whale/song.htm>

Whale songs

Sapir-Whorf Hypothesis

<http://venus.va.com.au/suggestion/sapir.html>

<http://www.linguistlist.org/topics/sapir-whorf/>

<http://www.ecst.csuchico.edu/~atman/Misc/eskimo-snow-words.html>

UNIT 2: SOUNDS: PHONOLOGY, ACOUSTICS & SPEECH PERCEPTION

<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.

What I thought you said was: AKA mondegreens (misunderstood song lyrics)

<https://rulefortytwo.com/books/mondegreens/>

<http://www.punkhart.com/dylan/lyrics/mondegreens.html>

UNIT 3: WORDS: MORPHOLOGY, SEMANTICS AND THE LEXICON

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

Linguistic conundrums

<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

<http://www.geocities.com/Heartland/Lane/7867/humor/humor10.html>

Humor piece using unpaired words "How I met my wife" by Jack Winter (from the July 25th 1994 *New Yorker*)

http://www.libraries.rutgers.edu/rul/indexes/search_guides/oed.shtml

The Oxford English Dictionary. Probably the world's best dictionary for English. Entries include detailed etymologies for most words. (Requires Rutgers account to access this website).

<http://pages.zoom.co.uk/leveridge/dictionary.html>

An English neologism on-line dictionary (UK-leaning)

<http://www.rdues.liv.ac.uk/newwords.shtml>

This site contains 'new' English words culled from the *Independent* newspaper from 1997 to 1999.

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

Office slang

<http://www.csupomona.edu/~jasanders/slang/>

College slang project homepage

<http://www.csupomona.edu/~jasanders/slang/top20.html>

Top 20 college slang words for 2002

<https://www.youtube.com/watch?v=1aCFIKR-X0s>

Hank Green's mini-lecture on slips of the tongue (argue against the idea that slips of the tongue reveal deep "Freudian" desires)

<https://www.youtube.com/watch?v=hD6c5n4Vi0I>

Newscasters' slips of the tongue

<https://www.youtube.com/watch?v=EJhhFe9EqOo>

More newscasters' slips of the tongue

UNIT 4: SENTENCES: SYNTAX, PARSING & PRODUCTION

More on speech errors:

<http://www.departments.bucknell.edu/linguistics/lectures/05lect16.html>

<https://www.linguisticsociety.org/resource/slips-tongue-windows-mind>

<https://www.youtube.com/watch?v=1aCFIKR-X0s>

]Ambiguous sentences, headlines, signs etc.

[http://www.fun-with-](http://www.fun-with-words.com/ambiguous_headlines.html#:~:text=KILLER%20SENTENCED%20TO%20DIE%20FOR,BLAME%20FOR%20GAS%20IN%20SPACECRAFT)

[words.com/ambiguous_headlines.html#:~:text=KILLER%20SENTENCED%20TO%20DIE%20FOR,BLAME%20FOR%20GAS%20IN%20SPACECRAFT](http://www.fun-with-words.com/ambiguous_headlines.html#:~:text=KILLER%20SENTENCED%20TO%20DIE%20FOR,BLAME%20FOR%20GAS%20IN%20SPACECRAFT)

<http://www.departments.bucknell.edu/linguistics/synhead.html>

UNIT 5: THE BIOLOGICAL BASES OF LANGUAGE

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.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://www.pbs.org/saf/1205/video/watchonline.htm>

Growing up different.

<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>

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

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

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

Neurolinguistics

Author: Keith Johnson & J. Alex Becker

Institution: Harvard Medical School

The Whole Brain Atlas: Images, scans, movies etc. of normal & disordered brains

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

Author: John W. Sundsten

Institution: University of Washington, Seattle.

2-D and 3-D views of the brain from cadaver sections, MRI scans, and computer reconstructions.

<http://www9.biostr.washington.edu/cgi-bin/DA/PageMaster?atlas:Neuroanatomy+ffpathIndex:Splash^Page+2>

Sundsten & Mulligan's interactive neuroanatomy syllabus:

[http://www9.biostr.washington.edu/cgi-](http://www9.biostr.washington.edu/cgi-bin/DA/PageMaster?atlas:NeuroSyllabus+ffpathIndex:Splash^Page^Syllabus+2)

[bin/DA/PageMaster?atlas:NeuroSyllabus+ffpathIndex:Splash^Page^Syllabus+2](http://www9.biostr.washington.edu/cgi-bin/DA/PageMaster?atlas:NeuroSyllabus+ffpathIndex:Splash^Page^Syllabus+2)

Talking Brains

<http://www.talkingbrains.org/>

National Institute of Deafness and Other Communication Disorders

<http://www.nidcd.nih.gov/Pages/default.aspx>

National Institute of Neurological Disorders and Stroke

<http://www.ninds.nih.gov/>

Video of how ischemic strokes happen

http://www.nytimes.com/packages/khtml/2007/05/25/health/20070528_STROKEB_FEATURE.html

<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>

Genetics of language:

<http://www.nature.com/nsu/011004/011004-16.html>

<http://ruccs.rutgers.edu/~karin/GeneDec2002.ppt>

<http://ruccs.rutgers.edu/~karin/stromswoldLANG.pdf>

Epigenetics (July 2007) Our lifestyles and environment can change the way our genes are expressed, leading even identical twins to become distinct as they age. [Watch now](#) (13 mins.)

Evolution of language:

<http://arti.vub.ac.be/~jelle/classics/>

<http://www.isrl.uiuc.edu/amag/langev/>

http://www.nature.com/cgi-taf/DynaPage.taf?file=/nature/journal/vaop/ncurrent/full/nature01025_fs.html