Ling. 2301 (Section 003)
Review Sheet for the Second Exam

Exam Date: Thursday, March 6, 2008
Exam Content: Discussions, lectures, readings, web pages, and audio and video files from days 9 – 15
Exam Format: A timed (75-minute), closed-book examination with three question formats

1. **Terminology (either Fill-in-the-Blank or Statement Repair)**
   a) You will be given a list of definitions with a part missing; your job is to choose the best word or phrase from our lectures to complete the given statement.

   Example: This course is **ENGL 4500**.
   [Your answer: LING 2301]

   b) You will be given a set of statements; your job is to correct the statement by replacing the underlined material with the correct word(s).

2. **Short Answer (Definitions, People, Concepts, Examples)**
   You may have to provide a list of different examples of a particular topic (e.g., *List four of the design features of human language*) or provide an example and explanation of a course concept (e.g., *Give an example of a prescriptive rule of English*).

3. **Showing Structural Knowledge**
   You will **not** be required to draw of syntactic trees on this exam, but you may need to show your knowledge of how the structure of words and phrases is acquired.

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As you can see, I am repeating the format of the first exam for this second exam. This decision is intended to alleviate any anxiety you might have about encountering a "new" format.

Here is a list of terms and concepts to review as you check your notes and prepare for the exam. The items given below are listed in the approximate order in which they have appeared in the course. Please be advised that simply memorizing definitions of the terms is not likely to be sufficient preparation for the exam; one way to prepare for fuller understanding of the significance of key course concepts is to be able to provide and recognize relevant examples of these concepts.

**Day 9—Brain and Language**
"language as a mirror of the mind", cerebrum, cerebral cortex, bilateral structure, corpus callosum, contralateralization, lateralization (left-brain vs. right brain), dichotic listening task, right ear advantage, left ear advantage, commissurotomy, visual cortex, auditory cortex, motor cortex, Wernicke's Area, Broca's Area

--How are brain areas coordinated to perform a function such as reading a word aloud?
--Can you draw a diagram that helps you explain humans’ right ear advantage for language?

**Day 10—Language Dysfunction**
--aphasia, Broca's aphasia, Wernicke's aphasia, conduction aphasia, stroke
--What strategies have proven useful in communicating with a person suffering from aphasia?
--What strategies should you avoid? Why?

**Day 11—Language Acquisition**
instrumental motivation, integrative motivation, naturalistic approach, experimental approach, crying, cooing, babbling, holophrastic stage, two-word stage, telegraphic stage, the 'fis' phenomenon, morphological overgeneralization, semantic over-/under-extension, caretaker speech (a.k.a. motherese or baby talk)
--- What are the three necessary “ingredients” for successful language acquisition?
--- Why are apparent errors in a child’s production (e.g. ‘goed’) important to our understanding of language acquisition?

**Day 12—Acquiring Words**
--- How do children build vocabulary in natural / effective ways?
--- Why are dictionaries sometimes difficult for children to use?
--- What role might computers or the web links play in enhancing the acquisition of vocabulary?
--- How can we see the signified and signifier aspects of word meaning being learned separately?
--- Synonyms, homonyms, different words with the same referent

**Day 13—Acquisition as Biology**
--- What are some similarities between signing and the structure of words in sound based languages?
--- In what ways is acquiring a first language like (or unlike) acquiring a second language (as an adult)?
--- What role is played by parents’ interpretation of their child’s linguistic output? (In other words, who decides when the child has uttered his/her first word?) Explain. ASL, Gallaudet, iconic, arbitrary

**Day 14—The Critical Period/Genie**
--- What is the Critical Period (Critical Age) Hypothesis?
--- What is meant by the phrase “cerebral plasticity”?
--- What sorts of evidence can you present in favor of the Critical Period Hypothesis? (You should be able to list and briefly describe three).
--- Who is Genie? What are the basics of her case? Why is her history important to the question of a critical period?
--- Just about everybody familiar with Genie's case would say that she did not fully acquire English but that she did learn how to communicate. What's the difference?

**Day 15—Second Language Acquisition**
--- Experiences of raising children with input in two languages (as was attempted by Caldas and Caron-Caldas)
--- Bilingualism, English Plus
--- Exam review

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<thead>
<tr>
<th><strong>Who Is Taking Part in the Discussion?</strong></th>
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<tbody>
<tr>
<td>Mark Baker</td>
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<tr>
<td>Ursula Bellugi</td>
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<td>Paul Broca</td>
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<td>Noam Chomsky</td>
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<td>Susan Curtiss</td>
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<td>Abbe de L’Epee</td>
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<tr>
<td>Jean-Marc Gaspard Itard</td>
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<td>Eric Lenneberg</td>
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<td>Isabelle, Genie, Victor</td>
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**Study Tips**

What can you do to enhance your chances of mastering the course materials? Take advantage of all available resources to help you learn:

* the textbook (Including the questions at the end of the chapters and the glossary and indexes in the back!)
* the web links Readings are linked on this page: [http://ling.uta.edu/~laurel/2301_schedule_spring_08.html](http://ling.uta.edu/~laurel/2301_schedule_spring_08.html)
* class lectures, discussions, and exercises
* any handouts from class
* the third and fourth quiz topics
* the professor: Laurel Stvan <stvan@uta.edu>
* your classmates