**Sedivy, ch. 3, Language and the Brain:**

**Genetic disorders, Specific Language Impairment and Dyslexia in relation to brain systems**

What were the cognitive abilities to which the emergence of human language was linked?

What particular features of this language could support communication and information transfer?

What sort of genetic disorders are evident in language usage, and specifically how are they evident (in what specific ways is the language usage different)?

What non-linguistic cognitive abilities appear to be genetically damaged in Williams’ and Down’s syndromes, respectively?

Why important to correlate “normal” language usage with age?

What’s the linguistic implication of the fact that brain functions don’t align unambiguously with brain tissues and neural pathways?

What sort of language usage seems to indicate “double dissociation”?

Is there a separate identifiable system dedicated to language and independent of intelligence in the brain?

What insights about language functioning within the brain can we gain from studying genetic disorders that affect language? (how would you define a genetic disorder?)

To what should one pay attention in evaluating language skills that appear normal on the surface?

What is specific about the specific language impairment? Whom does it affect?

Why are adults coping with SLI problems, too, if not diagnosed early in life?

What are some of the abnormalities in language usage associated with the specific language impairment and in what aspects of usage are they typically manifested?

In what ways is dyslexia like specific language impairment?

Is there a gene responsible for reading? Why or why not?

What’s peculiar about cognitive and syntactic processing of events represented by speech and pictures by speakers with SLI (as in the picture of a cow and donkey kicking in Sedivy)?

What are some of the language functions turned on when one reads, i.e., in what particular ways is our cognition activated?

Can dyslexia be treated?

What are some of the general cognitive functions of which one becomes aware when studying the syndromes of Down’s and Williams’?