**Moodle**

**CLASS 4, Language and the brain**

**What’s the implication of the fact that we aren’t finding “double dissociation” of language and other cognition (cognitive “skills”)?**

**Where was Mr. Leborgne, the famous patient of Dr. Broca, injured in the brain and what were the language effects?**

**In what way is Wernicke’s aphasia the same as and different from Broca’s?**

 **motor, expressive fct, sound production/articulation or signing**

**vs. sensory, reception, semantics**

**What are some of the language functions associated with these areas? And with right and left hemispheres?**

**How do we explain the brain’s capacity to compensate for damage caused by an injury?**

**What are some of the mental operations involved in producing or understanding language?**

**What are some of the mental operations that aren’t linguistic?**

**Why couldn’t the patient with Broca’s aphasia understand the sentence *The boy was chased by the girl* but could understand *The mouse was chased by the cat*?**

**What does this fact reveal about the functional load of our cognition?**

**What does contra-lateral processing entail?**

**In what way did the removal of corpus callosum affect patients’ language use?**

**What did Brodman’s mapping of the brain accomplish? In what ways was it inadequate?**

**What are the advantages of functional magnetic resonance imaging in mapping language?**

**In what aspects is language in its sentences just like music in its melodies (cf. words and tone sequences)? What makes sentences and melodies dissimilar in how the brain processes them?**

**What does an increase of blood oxygenation in the brain in response to particular stimuli indicate? Why weren’t hemodynamic responses to motion verbs identical for all the verbs?**

**What does the metaphor of a brain area being like a factory producing different products while supplied diverse raw materials such as sounds or signs?**

**How can the metaphor of brain as a complex of coordinated commercial activity explain how language gets processed in the brain? What are the components of this activity?**

**How come that production and perception of sounds and signs is affected the same in response to damage caused to Broca and Wernicke’s left hemisphere brain regions?**

**Into what strains of knowledge is producing and receiving sounds divided? What about words and sentences?**