

# Misha Becker

## Curriculum Vitae

February 3, 2022

### PERSONAL

ADDRESS: Linguistics Department  
University of North Carolina  
301 Smith Building, CB#3155  
Chapel Hill, NC 27599-3155

PHONE: (919) 962-1192 (department office)

E-MAIL: [mbecker@email.unc.edu](mailto:mbecker@email.unc.edu)  
<https://mbecker.web.unc.edu>

LANGUAGES: English (native), German (fluent), Spanish (conversational), Italian (intermediate),  
French, Japanese, Basque and Cherokee (beginning)

### EDUCATION

graduate: 1995–2000 UCLA doctoral program in Linguistics  
Ph.D. completed Sept. 2000. *The Development of the Copula in Child English: The Lightness of Be*, directed by Nina Hyams and Edward Stabler  
M.A. completed Jan. 1998. *Acquiring a Grammar with Covert Head Incorporation: The Case of Have as a Complex Verb*, directed by Edward Stabler

undergraduate: 1991–1995 Wellesley College, *magna cum laude*, honors B.A. in Language Studies  
1–6/1994 UC Irvine (coursework in linguistics and literature)  
fall 1993 Goethe Universität, Frankfurt, Germany (coursework in psycholinguistics)

### PROFESSIONAL EXPERIENCE

2017– Professor of Linguistics at UNC Chapel Hill (Department Chair 2018–)  
2008–2016 Associate Professor of Linguistics at UNC-CH  
2002–2008 Assistant Professor of Linguistics at UNC-CH  
2000–2002 Postdoctoral Fellow in Cognitive Science, University of Pennsylvania

### Professional Affiliations and Memberships

Linguistic Society of America  
Society for Language Development  
Center for Developmental Science, UNC Chapel Hill  
University of the Basque Country–Vitoria-Gasteiz (Visiting Scholar, Theoretical Linguistics group, Spring 2018)

## ACADEMIC HONORS AND FELLOWSHIPS

- 2019–2020 ACC Academic Leaders Network  
2018–2019 Academic Leadership Program at the Institute for the Arts and Humanities  
2017–2018 Senior Faculty (Pogue) Research Leave  
2016 Nominated for Faculty Mentoring Award  
2012 Faculty Fellow at the Institute for the Arts and Humanities  
2009 Nominated for Faculty Award for Excellence in Doctoral Mentoring  
2005 Nominated for teaching award, University of North Carolina  
2000–2002 Postdoctoral Fellow at the Institute for Research in Cognitive Science, University of Pennsylvania. Mentor: Lila Gleitman  
1999–2000 Dissertation Year Fellowship, awarded through UCLA Graduate Division  
1997 Summer Research Fellowship, awarded through UCLA Graduate Division  
1996–1998 Cognitive Science Research Training Grant, funded by NIH, awarded through UCLA Psychology Department, Rochel Gelman, P.I.  
1995–1996 Dean’s Fellowship, UCLA  
1995 Phi Beta Kappa; NSF Fellowship honorable mention

## BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP

### Books and Edited Volumes

- 2020 Becker, Misha and Kamil Ud Deen. *Language Acquisition and Development: A Generative Introduction*, Cambridge, Mass: MIT Press.  
2014 Becker, Misha. *The Acquisition of Syntactic Structure: Animacy and Thematic Alignment*, Cambridge: Cambridge University Press. [2017: paperback edition]  
2013 Becker, Misha, John Grinstead and Jason Rothman (eds.) *Generative Linguistics and Acquisition: Studies in Honor of Nina M. Hyams*, Amsterdam: John Benjamins.  
2007 Becker, Misha (ed.) Special issue of *Language Acquisition* on Aspect and Finiteness in Child Grammar. *Language Acquisition*, vol. 14:3.  
2001 Gilkerson, Jill, Misha Becker and Nina Hyams (eds.) *Language Development and Breakdown 1, UCLA Working Papers in Linguistics*, no. 5.

### Chapters in Edited Books

- 2017 Becker, Misha. Reaction Time as a Measure of Implicit Grammaticality Judgment, in L. Escobar, V. Torrens and T. Parodi (eds.), *Language Processing and Disorders*, Newcastle: Cambridge Scholars Publishing.  
2016 Becker, Misha and Susannah Kirby. A-Movement in Language Development, in J. Lidz, J. Pater and W. Snyder (eds.), *Oxford Handbook of Developmental Linguistics*, Oxford University Press.  
2015 Becker, Misha. Learning structures with displaced arguments, in A. Trotzke and J. Bayer (eds.), *Syntactic Complexity across Interfaces*, pp. 193–225. Berlin: Mouton de Gruyter.  
2013 Becker, Misha and Jeannette Schaeffer. Animacy, Argument Structure and Unaccusatives, in M. Becker, J. Grinstead, and J. Rothman (eds.), *Generative Linguistics and Acquisition: Studies in Honor of Nina M. Hyams*, Amsterdam: John Benjamins, pp. 13–33.

- 2007 Becker, Misha. Comments from the Guest Editor: Exploring the Interface Between Aspect and Finiteness in Child Grammar. Introduction to a special issue of *Language Acquisition* on Aspect and Finiteness in Child Grammar. *Language Acquisition*, vol. 14(3), pp. 219–229.
- 1999 Hoekstra, Teun, Nina Hyams & Misha Becker. The Role of the Specifier and Finiteness in Early Grammar, in D. Adger, S. Pintzuk, B. Plunkett and G. Tsoulas (eds.) *Specifiers: Minimalist Approaches*. Oxford: Oxford University Press, pp. 251-270.

## Refereed Papers and Journal Articles

- 2020 Pertsova, Katya, and Misha Becker. In Support of Phonological Bias in Implicit Learning. *Language Learning and Development*. DOI: 10.1080/15475441.2020.1802279.
- 2020 Becker, Misha. Language Attitudes of Primary School Teachers in Vitoria-Gasteiz. *International Multilingual Research Journal*, 14(2), pp. 114–129, DOI: 10.1080/19313152.2019.1697914.
- 2020 Shablack, Holly, Misha Becker and Kirsten A. Lindquist. How do children learn novel emotion words? A study of emotion concept acquisition in preschoolers. *Journal of Experimental Psychology: General*, 149(8), pp. 1537–1553, DOI: 10.1037/xge0000727.
- 2017 Becker, Misha. Innate Mechanisms for Acquiring Syntactic Displacement. *Biolinguistics*, vol. 11: Special Issue—50 Years Later: A Tribute to Eric Lenneberg’s *Biological Foundations of Language*, pp. 381–394.
- 2015 Becker, Misha. Animacy and the acquisition of *tough*-adjectives, *Language Acquisition*, 22(1), pp. 68–103, DOI: 10.1080/10489223.2014.928298.
- 2013 Becker, Misha and Bruno Estigarribia. Harder words: Learning abstract verbs with opaque syntax, *Language Learning and Development*, 9(3), pp. 211–244, DOI: 10.1080/15475441.2013.753798.
- 2011 Mitchener, W. Garrett and Misha Becker. A Computational Model of Learning the Raising–Control Distinction, *Research on Language and Computation*, 8(2), pp. 169–207, DOI: 10.1007/s11168–011–9073–6.
- 2009 Becker, Misha. The Role of NP Animacy and Expletives in Verb Learning, *Language Acquisition*, 16(4), pp. 283–296.
- 2007 Kirby, Susannah and Misha Becker (2007) Which *It* is It? The Acquisition of Referential and Expletive *It*, *Journal of Child Language*, 34(3), pp. 571–599.
- 2006 Becker, Misha. There Began to Be a Learnability Puzzle, *Linguistic Inquiry*, 37(3), pp. 441–456.
- 2005 Becker, Misha. Learning Verbs Without Arguments: The Problem of Raising Verbs, *Journal of Psycholinguistic Research*, 34(2), pp. 165–191.
- 2004 Becker, Misha (2004) Copula Omission is a Grammatical Reflex, *Language Acquisition*, 12(2), pp. 157–167.
- 2004 Becker, Misha. *Is Isn’t Be*, *Lingua*, 114(4), pp. 399–418.
- 2002 Becker, Misha. The Development of the Copula in Child English: The Lightness of *Be*, *Annual Review of Language Acquisition*, vol. 2, pp. 37–58.

## Refereed Other Products of Scholarship (Conference Proceedings)

- 2016 Gotowski, Megan and Misha Becker. "An Information Structural Account of Children's Wh-In Situ Questions in French," in *Proceedings of GALANA 6*, ed. by L. Perkins, R. Dudley, J. Gerard, and K. Hitczenko, Cascadilla Proceedings Project, pp. 24–35.
- 2015 Becker, Misha and Megan Gotowski. "Explaining Children's Wh-in situ Questions: Against Economy" in *Proceedings of BUCLD 39*. Somerville, MA: Cascadilla Press.
- 2012 Becker, Misha, Bruno Estigarribia and Duna Gylfadóttir. "Tough-Adjectives are Easy to Learn" in *Supplemental Proceedings of BUCLD 36*, Cascadilla Proceedings Project. <http://www.bu.edu/bucld/proceedings/supplement/vol36/>
- 2011 Becker, Misha and Bruno Estigarribia. "Drawing Inferences about Novel Raising and Control Verbs," in *Proceedings of Generative Approaches to Language Acquisition—North America 4*, Somerville, MA: Cascadilla Press.
- 2007 Becker, Misha. "Animacy, Expletives, and the Learning of the Raising-Control Distinction," in *Proceedings of Generative Approaches to Language Acquisition—North America 2*, ed. by Alyona Belikova, Luisa Meroni and Mari Umeda, Somerville: Cascadilla Proceedings Project, pp. 12-20.
- 2006 Becker, Misha. "Acquisition of A-movement," in *Proceedings of the Inaugural Conference of Generative Approaches to Language Acquisition—North America*, Honolulu, HI, ed. by K.U. Deen, J. Nomura, B. Schulz and B.D. Schwartz, Storrs, CT: University of Connecticut Occasional Papers in Linguistics, 4, pp. 65–75.
- 2005 Becker, Misha. "Raising, Control and the Subset Principle" in *Proceedings of WCCFL 24*, ed. by John Alderete, Chung-hye Han and Alexei Kochetov, Somerville, MA: Cascadilla Proceedings Project, pp. 52–60.
- 2004 Becker, Misha. "Learning Verbs that Lack Argument Structure: The Case of Raising Verbs," in *Proceedings of GALA*, edited by Sergio Baauw and Jacqueline Van Kampen, pp. 115–125.
- 2002 Becker, Misha. "Seem, and Other Hazards of the Lexicon," in *Proceedings of the Chicago Linguistic Society (CLS 38)*, ed. by Mary Andronis, Erin Debenport, Anna Pycha and Keiko Yoshimura, pp. 79–90.
- 2000 Becker, Misha. "The Acquisition of the Copula in Child English," in R. Billerey and B. Lillehaugen (eds.) *Proceedings of the West Coast Conference on Formal Linguistics*, (WCCFL 19) Somerville, MA: Cascadilla Press, pp. 57-70.
- 2000 Becker, Misha. "The Acquisition of the English Copula," in S. Catherine Howell, et al. (eds.) *Proceedings of the 24th Annual Boston University Conference on Language Development*, Somerville, MA: Cascadilla Press, pp. 104-115.
- 2000 Becker, Misha & Nina Hyams. "Modal Reference in Children's Root Infinitives," in E. Clark (ed.) *Proceedings of the Thirtieth Annual Child Language Research Forum*, Stanford: CSLI, pp. 113-122.
- 1999 Becker, Misha. "Syntactic and Metric Constraints on Children's Function Morphemes," in A. Greenhill, H. Littlefield & C. Tano (eds.) *Proceedings of the 23rd Boston University Conference on Language Development*, Somerville, MA: Cascadilla Press, pp. 80-92.
- 1998 Becker, Misha. "Acquiring Grammars with Complex Heads: A Model Using *Have* as a Complex Verb," in M. A. Gernsbacher & S. Derry (eds.), *Proceedings of the Twentieth Annual Conference of the Cognitive Science Society*, Mahwah, NJ: Lawrence Erlbaum Associates, pp. 132-137.
- 1998 Becker, Misha. "Why Children Omit Function Morphemes: Metric vs. Syntactic Structure," in B. Bergen, M. Plaucé & A. Bailey (eds.) *Proceedings of the 24th Annual Meeting of the Berkeley Linguistics Society*, Berkeley, CA, February 1998, pp. 13-23.

- 1997 Hoekstra, Teun, Nina Hyams & Misha Becker. “The Underspecification of Number and the Licensing of Root Infinitives,” in E. Hughes, M. Hughes, and A. Greenhill (eds.), *Proceedings of the 21st Annual Boston University Conference on Language Development*, Somerville, MA: Cascadilla Press, pp. 293-306.

## REFEREED ORAL PRESENTATIONS (NOT LISTED ABOVE)

- 2019 Shablack, Holly, Misha Becker and Kristen Lindquist, “How do children learn novel emotion words? A study of emotion concept acquisition in preschoolers,” poster presented at Cognitive Development Society, Louisville, KY, October 2019.
- 2019 Becker, Misha, “Parent and Teacher Attitudes about Minority and Majority Languages in a Bilingual Community,” oral presentation at the Second International Symposium on Linguistic Attitudes towards Spanish, Portuguese and Related Languages, Amherst, Massachusetts, April 12, 2019.
- 2018 Shablack, Holly, Misha Becker and Kristen Lindquist, “How do children learn novel emotion words? A study of emotion concept acquisition in preschoolers,” poster presented at Society for Affective Science, Los Angeles, CA, April 2018.
- 2018 Pertsova, Katya and Misha Becker, “A Phonology over Semantics Bias in Implicit Learning Only,” oral presentation at the Linguistic Society of America annual meeting, January 2018.
- 2017 Frey, Ben and Misha Becker, “A Multi-pronged Approach to Revitalization of Eastern Cherokee,” oral presentation at the First International Conference on Revitalization of Indigenous and Minoritized Languages, Barcelona, April 2017.
- 2017 Shablack, Holly, Anika Khan, Misha Becker and Kristen Lindquist, “What is daxy? Children’s development of emotion concepts.” Poster presented at Society for Affective Science, Boston, MA, April 2017.
- 2014 Becker, Misha and Megan Gotowski, “Explaining Children’s Wh-In Situ Questions: Against Economy,” poster presentation at Northeast Linguistics Society (NELS) meeting, MIT, November 2014.
- 2012 Becker, Misha and Jeannette Schaeffer, “Animacy, argument structure, and unaccusatives in child English,” oral presentation at Generative Approaches to Language Acquisition–North America 5, University of Kansas, October 2012.
- 2007 Becker, Misha and W. Garrett Mitchener, “Algorithms for learning the raising/control distinction from semantic information,” oral presentation at the Workshop on Psychocomputational Models of Human Language Acquisition, Nashville, TN, August 1, 2007.
- 2007 De Marneffe, Marie-Catherine, Scott Grimm, Uriel Cohen Priva, Sander Lestrade, Gorkem Ozbek, Tyler Schnoebelen, Susannah Kirby, Misha Becker, Vivienn Fong and Joan Bresnan, “A statistical model of grammatical choices in children’s productions of dative sentences,” oral presentation at Formal Approaches to Variation in Syntax, University of York, May 10–12, 2007.
- 2006 Kirby, Susannah and Misha Becker “Which *It* is it? The Acquisition of Expletive vs. Pronoun *It*”, oral presentation at the 82nd meeting of the Linguistic Society of America, Albuquerque, January 2006.
- 2005 “Learning Without Subsets: The Puzzle of Raising vs. Control”, poster presentation at BUCLD 30, November 2005.
- 2005 Kirby, Susannah and Misha Becker “Semantics or Subcases?: The Acquisition of Expletive *It*,” oral presentation at the International Congress for the Study of Child Language meeting, Berlin, July 2005.

- 2005 “Animacy and the Syntax of Raising and Control,” oral presentation at the PIONIER Workshop on Animacy, Nijmegen, May 2005.
- 2003 “The Acquisition of Raising Predicates,” oral presentation at the 79th meeting of the Linguistic Society of America, Atlanta, January 2003.
- 2002 “*Seem*, and Other Hazards of the Lexicon,” oral presentation at the 26th Penn Linguistics Colloquium, Philadelphia, March 2002.
- 2001 “*Is Isn’t Be*,” oral presentation at the Workshop on Microvariation in the Syntax of Auxiliaries, Societas Linguistica Europea 34, Leuven, Belgium, August 2001.
- 2001 “*Is Isn’t Be*,” oral presentation at the 25th Penn Linguistics Colloquium, Philadelphia, March 2001.
- 2000 “Production and Omission of the Copula in Child English,” oral presentation at the 76th Annual Meeting of the Linguistic Society of America, Chicago, January 2000.
- 1999 “The Acquisition of Copulas,” oral presentation at Generative Approaches to Language Acquisition (GALA), Potsdam, Germany, September 1999.
- 1999 “The Acquisition of Modals and Modality in Child German,” oral presentation at the 75th Annual Meeting of the Linguistic Society of America, Los Angeles, January 1999.
- 1998 “The Acquisition of Languages with Complex Heads,” poster presentation at the Utrecht Congress on Storage and Computation in Linguistics, Utrecht, The Netherlands, October 1998.

## Other

- 2017 Becker, Misha. “Learning the ‘Tough’ Constructions,” *Contact magazine*.
- 2017 Becker, Misha. “Resetting the Polysynthesis Parameter: A Preliminary Proposal,” in Nicholas LaCara, Keir Moulton and Anne-Michelle Tessier (eds.), *A Schrift to Fest Kyle Johnson*. Linguistics Open Access Publications 1.
- 2009 Book review of *Child Language: The Parametric Approach* by William Snyder, published in *Lingua*, vol. 119, no. 1, pp. 128–130.
- 2008 Book review of *Language and the Learning Curve* by Anat Ninio, published in *International Journal of Language and Communication Disorders*, vol. 43, no. 4, July 2008, pp. 482–483.
- 2002 Becker, Misha. “Verbs on the Fringe: Raising Verbs as Lexical Hazards” IRCS Tech Report #02-01.
- 2002 Becker, Misha. “English Has Two Copulas,” in E. Kaiser (ed.), *University of Pennsylvania Working Papers in Linguistics: Current Work in Linguistics*, vol. 7.2, 1-27.
- 2001 Becker, Misha. “The Syntactic Structure of Predicatives: Clues from the Omission of the Copula in Child English,” in G. Jäger, A. Strigin, C. Wilder and N. Zhang (eds.), *Papers on Predicative Constructions: Proceedings of the Workshop on Secondary Predication*, vol. 22, ZAS Papers in Linguistics: Berlin.
- 2001 Becker, Misha. “Children’s Acquisition of Function Morphemes: Syntactic and Prosodic Influences,” in J. Gilkerson, M. Becker & N. Hyams (eds.) *Language Development and Breakdown 1, UCLA Working Papers in Linguistics*, no. 5.
- 2001 Becker, Misha. “The development of the copula in child English: The lightness of *be*” dissertation summary (reviewed by Jacqueline van Kampen), published in *Glott International*, vol. 5, Number 7.
- 1999 Becker, Misha. “The Use of Modal Verbs and Modality in Child German,” UCLA ms.
- 1999 Becker, Misha. “The *Some* Indefinites,” paper presented at Colloque de Syntaxe et Sémantique de Paris, October 1997. In G. Storto (ed.) *Syntax at Sunset 2*, UCLA Working Papers in Linguistics vol. 3.

## INVITED TALKS

- 2022 Becker, Misha, “Children’s Acquisition of Emotion Adjectives,” Cognitive Tea seminar, UNC Department of Psychology and Neuroscience, February 3, 2022.
- 2021 Becker, Misha, “Paloosa Feels Daxy about Something: How Children Learn Emotion Adjectives,” Wake Forest University, April 15, 2021.
- 2019 Becker, Misha, “Attitudes about Language Immersion Education in the Basque Country,” Cherokee Language Symposium, March 29, 2019.
- 2019 Becker, Misha, “Children’s Acquisition of Emotion Adjectives,” invited talk at the Cognitive, Auditory and Neural Bases of Language and Speech research group, Duke University, January 28, 2019.
- 2018 Becker, Misha, “Children’s Acquisition of Emotion Adjectives,” invited talk at NTNU (Norwegian University of Science and Technology), Trondheim, December 4, 2018.
- 2018 Becker, Misha, “Parents’ and Teachers’ Language Attitudes in a Bilingual Community,” invited talk at NC State University, October 26, 2018.
- 2018 Becker, Misha, “Parents’ and Teachers’ Language Attitudes in a Bilingual Community,” oral presentation at The View from the Multilingual Child, Bergische Universität Wuppertal, October 8–10, 2018.
- 2018 “Eastern Cherokee/Cheroqui Oriental/Tsalagi,” Hitz Adina Mintzo, Oihaneder Euskararen Etxeko, Vitoria-Gasteiz, Spain, April 2018.
- 2018 “Acquiring Emotion Words,” University of Valladolid, Spain, April 2018.
- 2018 “Paloosa Feels Binty about Something! Studying Children’s Acquisition of Emotion Adjectives,” IKER (University of Bordeaux–Montaigne, Campus sur la Nive), Bayonne, France, March 2018.
- 2016 “Sentence-Level and Environmental Cues to Lexical Representation of Abstract Predicates,” Workshop on Syntactic Acquisition: Links between Representation and Processing, University of Connecticut, Storrs, September 2016.
- 2016 “Learning about Abstract Predicates via Sentence-Level and Environmental Cues,” University of South Carolina, September 2016.
- 2016 “Subject Selection in Raising and Control: Psycholinguistic Evidence,” Conference on Non-finite Subjects, University of Nantes, France, April 2016.
- 2012 “Inanimate Subjects and the Discovery of Sentence Structure” Expressive Communication and Origins of Meaning (ECOM) research group, UNC Philosophy department, September 2012.
- 2012 “Animacy and the Discovery of Noncanonical Sentence Structure” University of Maryland, April 2012.
- 2012 “Inanimacy and Language Acquisition” College of Charleston, February 2012.
- 2012 “Animacy and the Acquisition of Sentence Structure” UNC Psychology Department Developmental Lunch Series, February 2012.
- 2012 “Inanimacy in the Input: How a very infrequent cue can still be very powerful” Workshop on Input and Syntactic Acquisition, part of the Linguistic Society of America annual meeting, January 2012, Portland, OR.
- 2006 “Children’s Acquisition of the Raising–Control Distinction” Università di Milano, March 2006.
- 2006 “Determining the Structure of Sentences: The Case of Raising and Control” Duke University Psychology Department, February 2006.

- 2006 “Strategies for Learning the Raising-Control Distinction” Stanford University Linguistics Department, January 2006.
- 2004 “The Search for Structure: How Learners Distinguish Raising from Control” University of Maryland Linguistics Department, March 2004.
- 2003 “The Hazards of Learning Verbs” UNC Psychology Department Developmental Lunch Series, October 2003.
- 2002 “Verbs on the Fringe: Raising Verbs as Lexical Hazards” CUNY Graduate Center, May 2002.
- 2002 “*Seem*, and Other Hazards of the Lexicon,” University of Delaware Linguistics Department, March 2002.
- 2002 “*Seem*, and Other Hazards of the Lexicon,” University of North Carolina at Chapel Hill Linguistics Department, February 2002.
- 2001 “The Distribution of the Copula in Child English (And Related Issues),” Workshop on Copular Sentences, University of Pennsylvania, Philadelphia, November 2001.
- 2000 “The Acquisition of the Copula in Child English,” Johns Hopkins University, Department of Cognitive Science, April 2000.

## UNREFEREED TALKS AND PRESENTATIONS

- 2018 Becker, Misha, “Parents’ and Teachers’ Language Attitudes in Vitoria-Gasteiz,” oral presentation in the HiTT Linguistics Group talk series, University of the Basque Country, Vitoria-Gasteiz, June 2018.
- 2016 Becker, Misha and Ben Frey, “Enhancing Language Learning and Use of Eastern Cherokee through Expanding Language Domains,” poster presentation at the UCLA Linguistics 50th Anniversary Celebration, Los Angeles, June 2016.
- 2016 Becker, Misha, Kristen Lindquist and Holly Shablack, “Acquiring Emotion Adjectives: Syntactic vs. Contextual Cues to Meaning,” poster presentation at the UCLA Linguistics 50th Anniversary Celebration, Los Angeles, June 2016.

## TEACHING ACTIVITIES

### Courses Taught

Course Number	Title	No. Students per Section	Terms Taught (since 2008)
LING 101	Introduction to Linguistics	100	2008F, 2011S, 2013F, 2016F
LING 101H	Introduction to Linguistics (Honors)	20	2011F
LING 201	Introduction to Transformational Grammar	35	(only taught 2005S)
LING 203	Language Acquisition and Development	35/60	2008F, 2009F, 2010F, 2011S–F, 2012Su, 2013S–F, 2014S–F, 2014Su, 2015S–F, 2016S–F, 2017S–F, 2018F, 2020S–F
LING 305	Race Against Time: Language Revitalization	10-12	2016Su, 2017Su, 2020MM



LING 428	Bilingualism and Second Language Acquisition	35	2014F, 2015F (both taught as LING 490), 2016S, 2017S, 2019S, 2021S
LING 528	Language Acquisition I	10–15	2009S, 2013S, 2014S, 2015F, 2017F, 2019F, 2021F
LING 529	Language Acquisition II: Acquisition of Syntax	5	2009F, 2013S
LING 530	Syntax I	10	(only taught 2004F)
LING 545	Language and Mind	30	2007S, 2009S

## Advising

N.B. All thesis projects are in Linguistics at UNC unless otherwise noted.

### PH.D.

in progress	reader	Elyce Williams, UNC Psychology & Neuroscience, <i>The Effect of Mixed-Input Contexts on Pronoun Comprehension</i>
2021	reader	Valerie Langlois, UNC Psychology & Neuroscience, <i>Investigating the Role of Distribution in Syntactic Comprehension</i>
2020	reader	Hao Wu, UNC School of Education, <i>Meanings and Means of Children's Heritage Language Maintenance in Chinese Immigrant Families in the United States: Three Ethnographic Case Studies</i>
2018	reader	Emily Moeng [Data scientist, Google], <i>The Acquisition of Phonetic Categories</i> .
2015	reader	Caleb Hicks, <i>Condition Bias in Split-alignment Systems: A Typological Study of North American Languages</i> .
2012	advisor	Inmaculada Gomez Soler [Asst. Prof., Dublin City University], <i>Acquiring Spanish at the Interfaces: An Integrative Approach to the L2 Acquisition of Psych-Verbs</i> .
2009	advisor	Susannah Kirby [Postdoc, UBC; Asst. Prof., Simon Fraser; Computer scientist, Amazon], <i>"Semantic Scaffolding" in First Language Acquisition: The Acquisition of Raising-to-Object and Object Control</i>
2009	reader	Li Yi, Duke University, Psychology, <i>Why do Young Children Fail in False Belief Tasks: Linguistic Representations and Implicit Processing</i> .
2007	reader	Yu Li [Sr. Lecturer, Emory U.], <i>Differential Acquisition of Phonemic Contrasts by Infant Word-Learners: Does Production Recapitulate Perception?</i> .
2004	reader	Julie St. John, <i>The Semantics of English Manner Adverbs</i>
2003	reader	Youngon Choi, Duke University, Psychology [Asst. Prof., Chung-Ang University Psychology] <i>Preschool Aged Children's Use of Prosody in Sentence Processing: The Case of Korean Children</i>

### MA

in progress	advisor	Samantha Golden, topic: Mutual Exclusivity and vocabulary development in a trilingual child
in progress	advisor	Jolie Hiers, topic: Attitudes about gender nonspecific language in the Spanish L2 classroom
in progress	advisor	Xuan Hu, topic: L1 language attrition in bilingual speakers
2021	reader	Jiefang Li, <i>Contribution of Morphological Awareness to Word Segmentation among Adult L2 Chinese Speakers</i>
2021	reader	Yiwen Peng, <i>The Constituency and Syntactic Projections of Classifiers in Mandarin Chinese</i>
2020	advisor	Erin Chesson, <i>Heritage Speaker Use of Pro-Drop and Verbal Agreement Morphology in Tigrinya</i>

- 2019 reader Melissa Klein, *Cherokee Writing Reexamined: A Linguistic Analysis of the Cherokee Syllabary*
- 2019 reader Yunshu Xie, *Influences of Aspectual Classes on the Production of 3rd Singular -s in African American English*
- 2019 reader Steven Kramer, *Input Experience Enhancement: Evidence from Adult L2 Spanish Learners*
- 2017 reader Holly Shablack, UNC Psychology [Assistant Professor, Psychology, Oberlin College], *Linguistic and Situational Context Assist Emotion Concept Acquisition in Preschoolers*
- 2017 reader Daniel Seabrooks, *Spanish SE Constructions: Impersonal and Passives*
- 2017 advisor Xue He, *Second Language Acquisition of Particle-Verb Constructions in English by Adult Mandarin Speakers*
- 2016 advisor Iyad Ghanim [PhD program, Montclair Univ.], *Effect of Age of Acquisition on Concept Mediation in Heritage Bilinguals*
- 2016 reader Emily Andino, *Grapheme-to-Phoneme Mapping in L2 and L3: Developing a Model of Reading Aloud in Non-Native Languages*
- 2015 reader Xuewei Li, *Learning of Noun Classes Based on Semantic and Phonological Information in an Artificial Grammar*
- 2015 reader Melinda Johnson, *Korean Stop VOT Production by Heritage Speakers in the Language Classroom*
- 2015 advisor Laura Barnes, *Vowel accommodation strategies used by ESL teachers in foreigner-directed speech*
- 2014 advisor Megan Gotowski [PhD program, Rutgers], *Subject Clitics in Child French*
- 2014 reader Zachary Wilkins [PhD program, Stanford], *A Study of the Comprehension of Tautologies in Adults and Children*
- 2011 advisor Halley Wilson, *Child Acquisition of Passive Sentences: Building upon Animacy Assumptions from UG*
- 2009 advisor Inmaculada Gomez Soler [PhD, UNC], *The Morphosyntax–Lexicon Interface Breakdown: An Aspectual Account of the L2 Acquisition of ser and estar by L1 English Speakers*
- 2008 advisor Jenna Mory, Thesis title: *Verbal Acquisition in L2 Spanish*
- 2005 advisor Susannah Kirby [PhD, UNC], *Semantics or Subcases? The Acquisition of Referential vs. Expletive It*
- 2005 advisor Heidi Angel, *ASL Classifier Predicate Acquisition by a Deaf Child with Delayed Linguistic Input*
- 2004 reader Hayden Stack, *Analysis of Output Opportunities in a First Grade Spanish-English Dual Language Program*
- 2003 advisor (co-chair) Erin Eckhouse, *Onset-Rime Awareness in Children’s Reading*
- 2003 reader Neal Snider [PhD, Stanford], *Tongan Raising: A Minimalist Analysis*
- 2003 reader Maki Takahashi, *Acquisition of Mora in Japanese Children: Do They Develop Vowel-Length Contrast Before Coda Segments?*

#### BA HONORS THESIS

- 2019 advisor Kristen Lavery, *Cherokee Verb Classes, Language Revitalization, and Second Language Pedagogy*
- 2017 reader Felipe Acosta-Muñoz [MA program in Anthropology, NC State], *Shunguhuan Yuyai: The Battle for Kichwa Language and Culture Revitalization in Ecuador as Thinking–Feeling and Performance*
- 2015 reader Meghan Hersh, UNC Germanic Languages, *The Acquisition of German Verb Selected Prepositions and Prefixes in Adult Native English Speakers*
- 2013 advisor Anna Ollinger [PhD program, U. Wisconsin], *Joint Attention and Language Development in Children with Autism and Children with Developmental Delay (highest honors)*

2013	reader	Daniel Ramirez Contreras, UNC Asian Studies, <i>The Echo Method and the Teaching of the Four Mandarin Chinese Tones</i>
2012	reader	Mandy Plante, <i>The Perception and Production of German Vowels by Native English Speakers</i>
2009	advisor	Teresa Schubert, 2009 [PhD, Johns Hopkins; Postdoc Macquarie U., Harvard U.] <i>It's All Geek to Me: Exploring Leet as a Play Language</i>
2009	reader	Katharine Bouser, <i>Communicative Repairs in Boys with Fragile X Syndrome, Down Syndrome, and Autism Spectrum Disorder</i> (highest honors)
2007	reader	Kellin McKinney, <i>Expressive Morphosyntax in Boys with Fragile X Syndrome and Down Syndrome</i>
2007	reader	Agnieska Gucwa, <i>A Comparison of Narrative Abilities of Boys with Fragile X Syndrome and Boys with Down Syndrome</i>
2007	reader	Eliot Raynor, <i>Spanish Borrowings and Code-mixing in Ch'orti' Discourse</i>
2006	reader	Colby Day, <i>The Sociolinguistics of Physician-Patient Interactions: Factors Affecting Communication and Access to Healthcare</i>
2005	reader	Benjamin Frey [PhD, U. Wisconsin; Asst. Prof. UNC] <i>Siyo! An Introductory Cherokee Grammar</i> (highest honors)
2005	reader	Perry Sherouse, <i>Linguistic Nationalism: From Script to Narrative in Post-Colonial Africa</i>
2005	reader	Abby Shoun [PhD, UC Santa Cruz; Asst. Prof., U. Utah], <i>Interpreting and Generating Formal Grammar: A Study of HPSG Phonology</i>
2004	advisor	Lara Stephenson, <i>The Toddler's Knowledge of Phonotactic Constraints: Evidence from a Novel Word Mapping Experiment</i>
2004	reader	Katharine Melville, <i>AOL Instant Messenger and the Rules of Discourse</i>

## GRANTS RECEIVED

### External Grants

Pending	National Science Foundation (with Dr. Kristen Lindquist, co-PI), "Children's Acquisition of Emotion Adjectives: A Developmental Linguistic Approach" (\$557,642)
July 2015–June 2016	Co-PI, Enhancing Language Pedagogy and Community Language Use of North Carolina Cherokee, Endangered Language Fund (ELF) Language Legacies grant with Dr. Ben Frey (UNC American Studies) (\$2,000)
August–Dec. 2012	Institute for Arts and Humanities faculty fellowship
May 2004	Grant from Bill and Mary Jo Stephenson (\$5,000)

## Internal Grants

2020	Large Course Redesign grant from the Center for Faculty Excellence (with Katya Pertsova) (\$5,000)
2018	Senior Faculty Research and Scholarly Leave (Pogue Fellowship)
2015–2016	Course Development Grant from the UNC Summer School to develop the course Race Against Time: Language Revitalization (\$3,000)
May 2015–Oct. 2016	Co-PI, Fostering Interdisciplinary Research Explorations (FIRE) grant with Dr. Kristen Lindquist (UNC Psychology). Project title: Children’s Development of Verbal and Perceptual Correlates of Human Emotion (\$25,000)
July 2008–June 2013	Associate Professor grant (\$6,000)
Jan.–Dec. 2006	Junior Faculty Development grant (\$7,500)
June 2004–May 2006	University Research Council award (\$3,900)
2002	Faculty Partners Grant, (\$7,000)

## PROFESSIONAL SERVICE

### Editorial Work

2015–2018	Associate Editor, <i>Language Acquisition</i>
2011–2015	Associate Editor, <i>Journal of Child Language</i>
2012–2015	Editorial board member, <i>Language Acquisition</i>

### Ad hoc Reviewing

Journals:	<i>Glossa, Language, Culture and Curriculum, Natural Language and Linguistic Theory, Cognition, Language Acquisition, Language Learning and Development, Language, Journal of Child Language, Journal of Pidgins and Creoles, First Language, Semantics &amp; Pragmatics</i>
Conferences:	International Congress for the Study of Child Language, Incontro di Grammatica Generativa, Boston University Conference on Language Development (BU-CLD), Linguistic Society of America (LSA; session chair at 2007 LSA), Generative Approaches to Language Acquisition (GALA), Generative Approaches to Language Acquisition–North America (GALANA), Western Conference on Linguistics (WECOL), West Coast Conference on Formal Linguistics (WCCFL)
Funding Agencies:	National Science Foundation

## Other Service

2021–	Chair, Committee on the Status of Women (member since 2019, co-chair spring 2021)
2021–2024	Member, Faculty Executive Committee
2020–	Director, Graduate Certificate program in Computational Linguistics
2020–2021	Co-organized (with Abbas Benmamoun, Vice Provost at Duke and Maria Polinsky at University of Maryland) the Heritage Language Research Institute, held jointly at Duke and UNC in June 2021
2020 (fall)	Alternate delegate, UNC Faculty Assembly
2020 (fall)	Member, Data Science Minor Committee
2019 (fall)	Member, Provost’s steering committee on Data Science, subcommittee on Undergraduate Curriculum
2019–2021	Chair, Beinecke Scholarship selection committee
2018–2023	Chair, Department of Linguistics
2017–2023	Member, Advisory Board, Department of Women’s and Gender Studies
2017 (spring)	Chair, Independent Study Task Force
2017 (spring)	Member, Review committee for Vice Provost Elabbas Benmamoun, Department of Asian and Middle Eastern Studies, Duke University
2016–2019	Member, Faculty Advisory Board of the Institute for Arts and Humanities
2015–2018	Member, Linguistic Society of America Program Committee
2012–2017	Summer School administrator, Linguistics
2012–2015	Member, Committee on Financial Exigency (UNC)
2009–2017	Director of Undergraduate Studies, Linguistics (on leave 2012)
2003–2009	Department Honors advisor
2005 (fall)	Served on Faculty Council (UNC)

## MENTORING AND OUTREACH

- ongoing      Mentor through Pop-Up Mentoring Program at LSA, BUCLD, and other conferences
- 2021–2022    Mentor for high school student at Research Triangle High School
- 2021          Gave invited talk to Enloe High School linguistics club about linguistics
- 2020–2021    Mentor for two high school students at the NC School of Science and Math through the NCSSM Research Mentorship program (also 2014–15 and 2017–18)
- 2016–2017    Faculty mentor for Underling, the undergraduate linguistics club at UNC Chapel Hill
- 2015–pres.    Collaboration with the Museum of Life and Science in Durham, NC, with focus on long-term outreach programs
- 2010–pres.    Advise undergraduate linguistics students on graduate school applications, assessment of feasibility of BA/MA dual degree program