Syntax (10/16)

1. When do children have syntactic categories
   a. Valian, 1986 (read for gist)
   b. Tomasello, 2000
   c. Fisher et al. 2010 (see Gertner, Fisher & Eisengart, 2006 for an example, if and only if the methods are unclear)
   d. Soderstrom et al., 2007

2. How do children acquire syntactic categories
   a. Maratsos & Chalkely, 1980 (See notes below on which sections to read)
   b. Pinker, 1984 “The bootstrapping problem”
   c. Redington, Chater & Finch, 1998 (See notes below on which sections to read)
   d. A player yet to be announced (I’m waiting to see if the author of a cool category learning study in infants will let us see it pre-publication. Final word by Saturday. If you can’t wait you can read an category learning study by Lany & Saffran, 2010)

Maratsos & Chalkely is the classic initial distributional theory. But it is long winded and far ranging. Here are the parts I’d recommend:

“An Account Based on Correlated Patterns” p 140-144. (But you may need to skim the material before this to follow this section).

“Summary of Form and Gender Class acquisition data” p. 151 (material between 144-151 supports this summary)

“Why are syntactic categories not equivalent to semantic categories” p 185-189

“Models of Acquisition and Representation” You can skim this he makes this harder than it needs to be p. 189-195

“Closing remarks” 208-209


“Is the study of distributional information useful” (p. 430-432)

“A new distributional approach” (p. 435-438)

Experiments (p. 438-449)

Experiment 1 (p. 449-453): skim others if you like

Discussion (p. 462-465)