

Christopher V. Odato

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Appleton, WI 54911-5699

Current Position

Lawrence University, Appleton, WI
Postdoctoral Fellow & Visiting Assistant Professor of Linguistics, Fall 2010 to present

Education

University of Michigan, Ann Arbor, MI
Ph.D. in Linguistics, 2010
Dissertation: Children's development of knowledge and beliefs about English *like(s)*
Committee: Deborah Keller-Cohen (chair), Robin Queen, Carmel O'Shannessy, Holly Craig

Brown University, Providence, RI
A.B. with Honors in Anthropology-Linguistics, 2000

Fellowships & Awards

2009-2010. Rackham Predoctoral Fellowship, University of Michigan.
2009. Graduate Student Research Award, Institute for Research on Women and Gender.
2008. Rackham Humanities Candidacy Research Fellowship.
2007. Linguistic Society of America Fellowship, to attend the LSA Institute at Stanford University.
2000. Brown University class of 1873 Prize for top student in Linguistic Anthropology

Publications

Submitted: Odato, C. V. Linking linguistic features and social information: Children's acquisition of grammatical and social knowledge about U.S. English *like*

Submitted: Odato, C. V. The development of children's use of discourse *like* in peer interaction.

Odato, C. V. & Keller-Cohen, D. (2009). Evaluating the speech of younger and older adults: Age, gender, and speech situation. *Journal of Language and Social Psychology* 28, 457-475.

Demuth, K., Machobane, M., Moloi, F., & Odato, C. (2005). Learning animacy hierarchy effects in Sesotho double object applicatives. *Language* 81, 421-447.

Demuth, K., Machobane, M., Moloi, F., & Odató, C. (2002). Rule learning and lexical frequency effects in learning verb-argument structure. *Proceedings of the 26th Annual Boston University Conference on Language Development*. 142-153.

Conference Presentations

Odató, C. V. Is social evaluation sensitive to linguistic constraints on variation? The examples of *LIKE* and /r/. Poster presented at the Annual Meeting of the Linguistic Society of America. Boston, MA. January 4, 2012.

Odató, C. V. Assessing competence and performance in children's acquisition of innovative *like*. Poster presented at the Annual Meeting of the Linguistic Society of America. Portland, OR. January 7, 2012.

Odató, C. V. Experimentally assessing children's grammatical knowledge and social beliefs about *like*. Poster presented at the Annual Meeting of the Linguistic Society of America. Pittsburgh, PA. January 8, 2011.

Odató, C. V. Children's use of vernacular functions of *like* in peer conversation. Paper presented at the Annual Meeting of the Linguistic Society of America. Baltimore, MD. January 9, 2010.

Odató, C. V. Children's acquisition of the variable *like* as a discourse marker and discourse particle. Paper presented at NWAV 38. University of Ottawa. October 25, 2009.

Odató, C. V. & Keller-Cohen, D. Relevance in the eye of the beholder: How, and when, does age matter in evaluating speech? Paper presented at NWAV 37. Houston, TX. November 9, 2008.

Odató, C. V. & Keller-Cohen, D. Talk too much? Age and speech situation in evaluating others' speech: Off-target verbosity revisited. Paper presented at the 11th International Conference on Language and Social Psychology. Tucson, AZ. July 18, 2008.

Odató, C. V. & Keller-Cohen, D. Revisiting off-target verbosity: Speech situation and speaker identity. Poster presented at the Cognitive Aging Conference. Atlanta, GA. April 12, 2008.

Odató, C. V. & Keller-Cohen, D. The effect of age, gender and context on evaluations of topic and relevance: Some problems for language and cognition. Paper presented at the 2nd Biennial Midwestern Conference on Culture, Language and Cognition. Northwestern University. May 12, 2007.

Odató, C. V. What if Valley Girls were smart? Mallspeak and college students' (in)articulateness. Paper presented at the 27th Annual Ethnography and Education Research Forum. University of Pennsylvania. February 24, 2006.

Invited Talks

Children's developing knowledge of grammatical and social constraints on innovative *like*: Evidence for modularity of syntactic and social processing of language variation. Linguistics Department Colloquium. University of Wisconsin-Milwaukee. March 2, 2012.

Assembling sociolinguistic competence: Assessing multiple components of children's developing knowledge of language variation. Human Computer Interaction Institute, Carnegie Mellon University. January 27, 2012.

How does *like*, like, develop? Examining children's developing knowledge of the grammatical and social distribution of innovative *like*. Lawrence University. May 18, 2010.

Young children and *like*. Invited guest lecture, Linguistics 394: *Language and Gender*. February 8, 2010.

Relevance in the eye of the beholder: How does age matter in the evaluation of speech?
Department of Linguistics colloquium. University of Michigan. March 7, 2008.

Teaching

Lawrence University:

Linguistics 355: *Child Language Acquisition*.

Linguistics 325: *Introduction to Sociolinguistics*.

Linguistics 120: *Language and Discrimination* (satisfies Dimensions of Diversity requirement).

Linguistics 150: *Introduction to Linguistics*.

FRST 101: *Freshman Studies*.

Independent studies supervised:

Historical ethnolinguistic segregation in Chicago; English-Spanish language contact in the U.S.;

Linguistic and language rights in Bolivia and Peru; Linguistic theories of humor; English-Spanish code-switching in blogs; Perception of pre-velar /æ/ raising in Wisconsin English; The use of back-channeling in English dialogue by native speakers of Japanese.

University of Michigan:

(All as Graduate Student Instructor)

Linguistics 370: *Language and Discrimination* (satisfies Race & Ethnicity requirement).

Linguistics 200: *Language and the Human Mind*.

Linguistics 362: *Talking and Telling* (satisfies Upper-Level Writing requirement).

Linguistics 111: *Introduction to Language*.

Other Teaching Experience:

Hampshire Educational Collaborative Academy, Assistant Teacher 2001-2004

Three years teaching a variety of subjects in an alternative learning program serving high school students with learning, behavioral, and emotional disabilities.

Research Assistantships

Department of Linguistics, University of Michigan

Research Assistant to Professor Samuel Epstein, Spring/Summer 2008

Language and Mind Curriculum Development

Language Resource Center, University of Michigan

Graduate Media Assistant, Spring/Summer 2006, 2007

Transcription Tutorial for Linguistics 362, Professor Deborah Keller-Cohen

Department of Linguistics, University of Michigan

Research Assistant to Professor Deborah Keller-Cohen, Spring/Summer 2006

Language and Aging Project

Department of Cognitive and Linguistic Sciences, Brown University

Research Assistant to Professor Katherine Demuth, August 2000 – August 2001

Sesotho Acquisition Project

Service

Lawrence University Program in Linguistics:

Linguistics Curriculum Development, 2010-2012

Supervision of Linguistics Senior Experience Projects, 2011-2012

University of Michigan Department of Linguistics:

Graduate Committee, 2009-2010

Search Committee, 2008-2009

Executive Committee, 2008-2009

Graduate Student Representative at Faculty Meetings, Fall 2008

Undergraduate Committee, 2007-2008

Colloquium Series Organizer and Committee Co-Chair, 2006 – 2007

Colloquium Committee, 2005 – 2007

***Ad hoc* reviewer:**

Oxford University Press, 2007

Languages

Spanish: reading and conversational spoken competence

Italian: some practical spoken and reading competence

French: some practical spoken competence

Russian: some formal study

Sesotho: extensive linguistic study

Professional Affiliations

Linguistic Society of America

American Dialect Society