Brian V. Rusk

3F-E, No. 43, Lane 18, Guangming South St., Yuanlin City, Changhua County

✉ brusk@ualberta.ca ☎ 903659911 🌐 brianvrusk.rbind.io

Education

University of Alberta, PhD Linguistics	2021
University of New England, MA Applied Linguistics, High Distinction	2013
University College of the Fraser Valley, BA English Literature	1998

Awards

Social Sciences and Humanities Research Council Doctoral Fellowship	2016 - 2018
President's Doctoral Prize of Distinction	2016 - 2018
Alberta Graduate Excellence Scholarship	2020

Peer Reviewed Publications

Rusk, B. V., Paradis, J., & Järvikivi, J. (2020). Comprehension of English plural-singular marking by Mandarin-L1, early L2-immersion learners. *Applied Psycholinguistics*, 1–31. https://doi.org/10.1017/S0142716420000089

Paradis, J., Sorenson Duncan, T., Thomlinson, S., & Rusk, B. (2022). Does the use of complex sentences differentiate between bilinguals with and without DLD? Evidence from conversation and narrative tasks. *Frontiers in Education*.

Soto-Corominas, A., Paradis, J., Rusk, B. V., Marinova-Todd, S., & Zhang, X. (2020). Oral language profiles of English second language learners in adolescence: Cognitive and input factors influence how they compare to their monolingual peers. *Studies in Second Language Acquisition*, 1–24. https://doi.org/10.1017/S0272263119000767

Paradis, J., Rusk, B. V., Sorenson Duncan, T., & Govindarajan, K. (2017). Children's second language acquisition of English complex syntax: The role of age, input and cognitive factors. *Annual Review of Applied Linguistics*, (37), 148–167.

Presentations & Posters

Rusk, B. V., Paradis, J., & Soto-Corominas, A. (2019, July) Morphosyntactic abilities of early L2 learners in adolescence and young adulthood: Convergence with monolinguals and role of vocabulary size *International Symposium on Bilingualism 2019 (ISB12)*, Edmonton AB.

Rusk, B. V., Paradis, J., & Järvikivi, J. (2019, June) Middle-school language immersion learners' comprehension of plural-singular marking: Acquisition across a typologically distinct language pairing [Poster] *2019 CLA Meeting, Congress of the Humanities and Social Sciences*, Vancouver, BC.

Rusk, B., & Paradis, J. (2017, October). Differences between ESL, EFL and monolinguals: A developmental retrospective grammaticality judgment task study. *Alberta Conference on Linguistics*, Edmonton, AB.

Rusk, B. V. (2017, September). How are they now? Early second language learners' grammaticality judgments in adulthood. *Bilingual Acquisition Symposium in Edmonton*, Edmonton, AB.

Rusk, B. V. (2017, February). Influence of a classifier L1 on processing of number marking in an L2. *(Dis)Connections*. Edmonton, AB.

Paradis, J., Rusk, B., Sorenson Duncan, T., & Govindarajan, K. (2016, July). English L2 children's acquisition of complex sentences: The role of age, input and cognitive factors. *Young Language Learners Symposium*, Oxford.

Rusk, B. (2014, February) Benefiting from EFL immersion: Are youth and native input sufficient conditions for target language convergence? *The International TESOL Conference*, Kainan University, Taoyuan, Taiwan.

Research and Technical Skills

Psycholinguistic Experimental Methods:

Experience with designing and programming eye-tracking experiments using SR-Research software with EyeLink eye-trackers, as well as, experience using E-Prime and OpenSesame to create experiments including grammaticality judgment tasks, sentence repetition tasks, serial reaction time tasks or picture decision tasks

Statistical Analysis:

Ability to use R statistical software for data visualizations and a range of statistical analyses including generalized additive mixed models for time-series data, as well as, linear mixed models for multivariate analysis

Reproducible Research:

Ability to use the markdown language in R to produce dynamic documents that integrate analyses with the write-up text making analyses easily reproducible

Language Skills:

English: Native proficiency
Mandarin: Upper intermediate oral and pre-intermediate reading proficiency

Additional Proficiencies:

Knowledge of the Python programming language, Git version control, and document creation in either LaTeX or Word formats

Teaching Experience

University of Alberta

    Principle Instructor -

Psychology 423: Development of Bilingualism	Online - Fall 2021
Psychology 405 X01: Psychology of Bilingualism	Online - Fall 2020
Linguistics 101: Introduction to Linguistics	Winter 2020
Linguistics 204: English Syntax	Winter 2019
Linguistics 319: Child Language Acquisition	Fall 2017; Spring 2019; Fall 2019

Da-Yeh University

    Principle Instructor - Undergraduate L2-English classes

Taught a range of four-skills English classes	Fall 2021 & Spring 2022

Stanley English, Taichung

    IELTS Instruction -

International English Language Testing System instruction	Summer 2022
Qualified as an IELTS speaking examiner	July 2022

Data/Software Carpentry Workshops, Edmonton

Assistant Instructor - Helped to introduce Git and R software	July, 2017 & Nov, 2017

EPL Open Data Day Hackathon, Edmonton

Workshop Leader - Introduced R statistical software	March, 2017

Beth's Academy, Taipei

English Immersion Teacher - Taught first grade	2003 - 2014

EJ Canada College, Vancouver

ESL Instructor - Taught primarily university-aged adults	2001 - 2003

David's English Center, Taipei

ESL Instructor - Taught primarily working adults and corporate classes	1999 - 2001

Service

Peer Reviewing

Bilingualism: Language and Cognition	One review - 2021
Frontiers in Psychology	One review - 2022

Digital Scholars of the University of Alberta

Co-president	2015 - 2017

Linguistics Graduate Student Association

Secretary	2016 - 2018

Graduate Student Association

Linguistics department representative	2014 - 2015

References

Available upon request