

Department of Psychology
Linguistics 467 (Cross-listed as PSYC 467)
Fall 2013 – Course Outline

Instructor:	Julie Sedivy	Lecture Location:	SB 148
Phone:	403-220-5469	Lecture Days/Time:	T/TR 11:00-12:15
Email:	jsedivy@ucalgary.ca	TAs:	David Sidhu Michele Wellsby
Office:	SS 810	Lab location:	SS 018
Office Hours:	T 12:30-1:30 TR 5:00-6:00	Lab Day/Time:	W 3:00-4:45 or TR 3:30-5:15

Course Description

Psycholinguistics is a broad field of research ranging from speech perception to sentence processing to language development to computer modeling. Throughout the course we will consider the relationship between theoretical linguistic concepts and constructs and psycholinguistic data. We will discuss what language is, how it is organized, represented, and acquired, where it comes from, and what cognitive factors influence it. We will delve into current and ongoing issues in psycholinguistics while examining the basic processes underlying the acquisition, production, and comprehension of spoken and written language. The lab component provides experience with experimental techniques used to study language behaviour.

Course Goals / Learning Objectives

- A primary goal is intellectual synthesis. Strive to organize disparate facts into coherent wholes.
- Learn foundations of psycholinguistic research.
- The course is reading-intensive. You will learn to think critically about research and to summarize research in writing.
- Think about the broad theoretical questions and about research methods available to address these questions.
- Review the literature, read articles and synthesize the material, thinking critically about scientific information.
- Learn to write an original research proposal grounded on a review of relevant literature.
- Develop your scientific writing skills.
- Prepare a coherent thesis and argue for it with citations from the scientific literature.

Prerequisites

PSYC 312 (Experimental Design & Quantitative Methods for Psychology) **or** LING 203 (Introduction to Linguistics II)

Use of electronic devices

This course requires the full participation and active presence of all class members in lectures and discussion. In order to create an environment that fosters curiosity, engagement and deep thinking, no electronic devices (including laptops) will be allowed in class. **This is a firm policy, and students unwilling to attend class without electronic devices should not take the course.** To minimize the burden on note-taking in class, summaries of lecture notes will be posted on Blackboard.

Required Text

This course is reading intensive and will include regular textbook readings as well as primary research and review articles published in academic journals. The textbook is:

*Sedivy, J. (in press). **The Psychology of Language**. Sinauer Associates.*

A pre-publication version will be made available to students online at no cost.

Links to journal articles will be made available on Blackboard.

Course Requirements & Evaluation

Written Summaries (as noted in schedule, 15% total)

As noted on the Class Schedule, you are expected to write a critical summary (approx. 750 words) of assigned papers (total of 3 worth 5% each). You should choose **three of the five available papers targeted in the Class Schedule** for written summaries. Each summary should be titled with the full reference of the paper reviewed. A "critical summary" entails three parts: first, a synopsis of the article which should illustrate both your understanding of the text's salient arguments as well as your ability to summarize these points succinctly and clearly. In general, this should be accomplished in about 1 paragraph. The second part should contain your assessment of the article's weaknesses and strengths and/or its relationship to other articles for the week. Strive to synthesize the "big picture" theoretical questions and relate them to themes in the course. Finally, suggest several questions for discussion. Bullet points are fine for this section; this need not be a thesis, but it should illustrate your understanding of the material. You should keep a "notebook" of these summaries; if you do them well, they will be very helpful in preparing for your research proposal.

Discussion Questions (10%)

Lectures will be structured so that every Tuesday, we summarize and highlight the key points from the assigned textbook chapter for that week. On Thursday, we'll discuss the assigned journal articles that are related to that topic. The textbook chapters will provide the conceptual background against which to understand the journal articles, and students are expected to have read them in advance of Tuesday's class. **By noon each Monday**, all students are to post discussion questions about the content of the textbook chapter for that week. These questions will inform the content of Tuesday's lecture, so they are a good opportunity for students to highlight topics that were either difficult to understand or especially interesting. Overall marks will be assigned to reflect the regularity and quality of students' discussion questions. Students will receive a mark out of five mid-way through the semester, and then again in the final week of lecture, for a total of 10% of their final mark.

Discussion contributions and participation (10%)

You are expected to attend and contribute to all class discussions, having come to class prepared. We will not necessarily be summarizing the content of the papers in class, though if you have questions, or if some parts of the papers were unclear to you, you should come prepared to address them. I will be ready to clarify difficult aspects of the papers. But your participation in the discussions should go beyond simply seeking to understand what the papers are saying. You should be prepared to evaluate, challenge, and possibly suggest extensions of the research in the context of what you have learned in this and other courses. Your participation mark will also reflect the extent to which you engage with the material as evident in after-class questions or discussions during office hours. You will receive preliminary feedback about your participation mark mid-way through the term.

Final Research Proposal (25%)

At the end of the semester, you will submit a paper (3000-4000 words) in which you propose a research project outlining one or more original experiments. Your proposal should address one of the topics we've addressed in class and should be an outgrowth of a literature review that you conduct as background for your project. The literature review will serve as the introduction for your proposal, leading you to identify a question that has not yet been addressed or fully resolved in the literature. To tackle this question, you will provide an outline of an experiment or short set of experiments, being sure to identify an appropriate methodology. Your proposal will include a brief description of the method and experimental design you would use to investigate this question, as well as a precise set of experimental predictions based on a clear hypothesis. Actually collecting data is outside of the scope of this project, and this need not be a project you would ever actually undertake; however, if you do it well, your paper could potentially serve as the groundwork for a thesis or grad school research proposal.

Laboratory (40%)

Once a week you will attend the lab section of the course. There you will get hands-on experience with psycholinguistic phenomena. The lab will consist of mini-projects, in-class assignments and homeworks. See the lab outline for details of how each component of the lab section will be assessed.

Evaluation Summary

- Discussion questions, **10%**
- Written Summaries, **15%** (5% each) submitted on paper in class
- Final Paper, **25%** (due: **December 11 at 10 am**, submitted electronically through Blackboard).
- Participation in class discussions, **10%**
- LABORATORY (see lab outline for individual assignments), **40%** of overall grade.

Missed and late assignments:

Late written summaries or final papers **will not be accepted without a medical note**—you should simply submit what you have by the stated deadline.

Students must achieve a passing grade on both the class and lab components to pass this course.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A, but 89.4% will be rounded down to 89% = A-).

Tentative Class Schedule

NOTE: topics and dates are subject to change.

Week	Date	Topic	Assigned Reading	Other Assignments	Lab
1	09/10	Course Introduction & Overview	none	<i>Lecture begins</i>	NO LAB THIS WEEK!
	09/12	Introduction to Language Science	Sedivy, ch. 1		
2	09/17	Origins of Language	Sedivy ch. 2	<u>Submit discussion questions by noon, 9/16</u>	How to run a basic experiment.
	09/19		Savage-Rumbaugh et al., 1980; Senghas et al., 2004	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
3	09/24	Brain & Language	Sedivy, ch. 3	<u>Submit discussion questions by noon, 9/23</u>	Animal Communication
	09/26		Emmorey et al., 2011; Hickok et al., 2002 (Maess et al, 2001)	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
4	10/01	Language acquisition: Making sense of sound	Sedivy ch. 4	<u>Submit discussion questions by noon, 9/30</u>	Gesture
	10/03	Discussion: statistical learning	Gerken & Bollt, 2008; Creel et al., 2004	<u>Written summary of Maess et al. is due</u> <i>Come to class <u>ready to discuss</u> assigned reading</i>	
5	10/08	Learning the meanings of words	Sedivy ch. 5	<u>Submit discussion questions by noon, 10/07</u>	Acoustics/ Categorical Perception
	10/10		Fennell & Waxman 2010; Pilley & Reid, 2011 (Koenig & Woodward, 2010)	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
6	10/15	Learning sentence structure & meaning	Sedivy ch. 6	<u>Submit discussion questions by noon, 10/14</u>	Language Acquisition 1
	10/17		Pullum & Scholz, 2002; Lidz et al., 2003; Akhtar et al., 2004	<u>Written summary of Koenig & Woodward is due</u>	
7	10/22	Word recognition	Sedivy ch. 7	<u>Submit discussion questions by noon, 10/21</u>	Language Acquisition 2

	10/24		Magnuson et al., 2008; Dikker & Pytkänen, 2012; (Kovic, 2010)	Come to class <u>ready to discuss</u> assigned reading	
8	10/29 10/31	Understanding sentences	Sedivy ch. 8 Novick et al. 2005; Chrysikou, 2011	<u>Submit discussion questions by noon, 10/28</u> <u>Written summary of Kovic is due</u> Come to class <u>ready to discuss</u> assigned reading	Stroop
9	11/5 11/7	Language production	Sedivy, ch. 9 Dell et al. 2000 (Burke & Schafo, 2004)	<u>Submit discussion questions by noon, 11/04</u> Come to class <u>ready to discuss</u> assigned reading	Working memory
10	11/12 11/14	Reading days – no lecture Language production	Slevc, 2011	Come to class <u>ready to discuss</u> assigned reading	NO LAB THIS WEEK!
11	11/19 11/21	Discourse processing	Sedivy, ch. 10 Sanford & Sturt, 2002; Love & McKoon, 2002 (Hannon & Daneman, 2004)	<u>Submit discussion questions by noon, 11/18</u> <u>Written summary of Burke & Schafo is due</u> Come to class <u>ready to discuss</u> assigned reading	Speech Errors
12	11/26 11/28	Social underpinnings of language	Sedivy, ch. 11 Wu & Keysar, 2007; Duran et al., 2011	<u>Submit discussion questions by noon, 11/25</u> <u>Written summary of Hannon & Daneman is due</u> Come to class <u>ready to discuss</u> assigned reading	Inferences
13	12/3 12/5	Psycholinguistics across languages Bilingualism	Sedivy. Ch. 12 Kootstra et al., 2010; Bialystok & Viswanathan 2009	<u>Submit discussion questions by noon, 12/2</u> Come to class <u>ready to discuss</u> assigned reading	NO LAB THIS WEEK!

FINAL PROJECT DUE: December 11 AT 10:00!

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Undergraduate Advisor	Dr Robert Murray	SS 824	lingadv@ucalgary.ca
Graduate Program Director	Dr Susanne Carroll	SS 830	linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building (SS 102), please contact them by phone 220-3580, or email artsads@ucalgary.ca, or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3rd Floor of the Taylor Family Digital Library, you can contact them at 220-5881, by email success@ucalgary.ca, or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them at 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation, and have not registered with **Student Accessibility Services** (formerly the Disability Resource Centre), please contact their office at 403-220-8237. Students who have not registered with **Student Accessibility Services** are not eligible for formal academic accommodation. **You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information. For more information on FOIP, visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email munnafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author,;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct pages in the on-line Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

EMERGENCY EVACUATION AND ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFEWALK INFORMATION

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email safewalk@ucalgary.ca or visit their website <http://www.ucalgary.ca/security/safewalk>.

STUDENT REPRESENTATIVE INFORMATION

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

Students in an undergraduate program, contact the Student's Union in the MacEwan Student Centre, MSC 251, by phone at 403-220-6551, by email arts1@su.ucalgary.ca, or visit their website <http://www.su.ucalgary.ca/>.

Students in a graduate program, contact the GSA in the MacKimmie Library Tower, MLT 214, by phone at 403-220-5997, by email ask@gsa.ucalgary.ca, or visit their website: <http://gsa.ucalgary.ca/>.

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. The office is in the Admin. Building, Room A166, or you can contact them at 220-6420, by email ombuds@ucalgary.ca, or visit the website <http://www.ucalgary.ca/provost/students/ombuds>.