



Psychology 467

Experimental Psycholinguistics

Fall 2014

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<b>Instructor:</b>	Julie Sedivy	<b>Lecture Location:</b>	SH 157
<b>Phone:</b>	403-220-5293	<b>Lecture Days/Time:</b>	T/TR 3:30 – 4:45
<b>Email:</b>	jsedivy@ucalgary.ca	<b>TAs:</b>	David Sidhu Svitlana Filonik
<b>Office:</b>	CH D 505	<b>Lab location:</b>	SS 018
<b>Office Hours:</b>	T/TR 5:00 – 6:00 or by appointment	<b>Lab Day/Time:</b>	T 11:00-12:45 <i>or</i> W 3:00-4:45

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### 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.
- Learn to link theoretical ideas to practical problems of application.
- 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) and Psychology 365 (Cognitive Psychology).

### **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 (and in any case, it is typically counter-productive for students to try to take extensive notes during class).

### **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 following textbook will be available in the bookstore:

Sedivy, J. *Language in Mind: An Introduction to Psycholinguistics* (2014) Sinauer Associates.

Additional readings (journal articles) will be available electronically.

### **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 and the methods used to study them. The lab will consist of mini-projects and lab write-ups. See the lab outline for details.

### **Evaluation Summary**

- Discussion questions, **10%**
- Written Summaries, **15%** (5% each) submitted on paper in class
- Final Paper, **25%** (due: **December 15 at 9 am**, submitted electronically).
- 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.**

### Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### 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	9/9	Course Introduction & Overview	none	<i>Lecture begins</i>	<b>NO LAB THIS WEEK!</b>
	9/11	Introduction to Language Science	Sedivy, ch. 1		
2	9/16	Origins of Language	Sedivy ch. 2	<b><u>Submit discussion questions by noon, 9/15</u></b>	How to run a basic experiment.
	9/18		Savage-Rumbaugh et al., 1980; Senghas et al., 2004	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
3	9/23	Brain & Language	Sedivy, ch. 3	<b><u>Submit discussion questions by noon, 9/22</u></b>	Animal Communication
	9/25		Emmorey et al., 2011; Hickok et al., 2002  (Jentschke et al., 2008)	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
4	9/30	Language acquisition: Making sense of sound	Sedivy ch. 4	<b><u>Submit discussion questions by noon, 9/29</u></b>	Gesture
	10/2	Discussion: statistical learning	Palmer et al., 2012; Creel et al., 2004	<b><u>Written summary of Jentschke et al. is due</u></b>  <i>Come to class <u>ready to discuss</u> assigned reading</i>	

5	10/7  10/9	Learning the meanings of words	Sedivy ch. 5  Fennell & Waxman 2010; Pilley & Reid, 2011  (Koenig & Woodward, 2010)	<b><u>Submit discussion questions by noon, 10/06</u></b>  Come to class <b><u>ready to discuss</u></b> assigned reading	Acoustics/ Categorical Percetion
6	10/14  10/16	Learning sentence structure & meaning	Sedivy ch. 6  Pullum & Scholz, 2002; Lidz et al., 2003; Akhtar et al., 2004	<b><u>Submit discussion questions by noon, 10/13</u></b>  <b><u>Written summary of Koenig &amp; Woodward is due</u></b>	Language Acquisition 1
7	10/21  10/23	Word recognition	Sedivy ch. 7  Magnuson et al., 2008; Dikker & Pyllkänen, 2012;  (Kovic, 2010)	<b><u>Submit discussion questions by noon, 10/20</u></b>  Come to class <b><u>ready to discuss</u></b> assigned reading	Language Acquisition 2
8	10/28  10/30	Understanding sentences	Sedivy ch. 8  Novick et al. 2005; Chrysikou, 2011	<b><u>Submit discussion questions by noon, 10/27</u></b>  <b><u>Written summary of Kovic is due</u></b>  Come to class <b><u>ready to discuss</u></b> assigned reading	Stroop
9	11/4	Language	Sedivy, ch. 9	<b><u>Submit discussion</u></b>	Working

	11/6	production	Dell et al. 2000  (Myachykov et al., 2013)	<u><b>questions by noon, 11/03</b></u>  Come to class <u>ready to discuss</u> assigned reading	memory
<b>10</b>	<b>11/11</b>	<b>Reading days – no lecture</b>			<b>NO LAB THIS WEEK!</b>
	11/13	Language production	Slevc, 2011	Come to class <u>ready to discuss</u> assigned reading	
<b>11</b>	<b>11/18</b>	<b>Discourse processing</b>	Sedivy, ch. 10	<u><b>Submit discussion questions by noon, 11/17</b></u>	Speech Errors
	11/20		Sanford & Sturt, 2002; Love & McKoon, 2002  (Hannon & Daneman, 2004)	<u><b>Written summary of Myachykov et al. is due</b></u>  Come to class <u>ready to discuss</u> assigned reading	
<b>12</b>	<b>11/25</b>	<b>Social underpinnings of language</b>	Sedivy, ch. 11	<u><b>Submit discussion questions by noon, 11/24</b></u>	Inferences
	11/27		Wu & Keysar, 2007; Duran et al., 2011	<u><b>Written summary of Hannon &amp; Daneman is due</b></u>  Come to class <u>ready to discuss</u> assigned reading	
<b>13</b>	<b>12/2</b>	<b>Psycholinguistics across languages</b>	Sedivy. Ch. 12	<u><b>Submit discussion questions by noon, 12/1</b></u>	<b>NO LAB THIS WEEK!</b>
	12/4		Frank et al., 2012; Bialystok & Viswanathan 2009	Come to class <u>ready to discuss</u> assigned reading	

**FINAL PAPER DUE: December 15 AT 9:00!**

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. 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. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

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

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.



### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 5, 2014**

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>  
Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

**Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

**Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Friday, September 19, 2014**. Last day for registration/change of registration is **Monday, September 22, 2014**.

The last day to withdraw from this course is **December 5, 2014**.