



**Department of Psychology**  
**Psychology 467 – Experimental Psycholinguistics (Cross-listed as LING 467)**  
**Fall 2011 – Course Outline**

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<b>Instructor:</b>	Julie Sedivy	<b>Lecture Location:</b>	PF 128
<b>Phone:</b>	403-220-5469	<b>Lecture Days/Time:</b>	TR 9:30-10:45
<b>Email:</b>	jsedivy@ucalgary.ca	<b>TA:</b>	Stephanie Archer slarcher@ucalgary.ca
<b>Office:</b>	SS 816	<b>Lab location:</b>	SS 018
<b>Office Hours:</b>	TBA	<b>Lab Day/Time:</b>	W 16:00-17:50 or F 9:00-10:50

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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 orally and 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. 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 some textbook chapters (including several from a forthcoming textbook by the instructor) but will focus mainly on primary research and review articles published in academic journals. All readings 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. 500 words) of assigned papers (total of 3 worth 5% each). You should choose **three of the six 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 Leader (when assigned, 10%)**

For each discussion topic, there will be assigned discussion leaders. The discussion leaders will take responsibility for leading discussion, ensuring that the class engages the relevant issues of the week and highlighting major points. You may be creative with this role – brief presentations, demonstrations, examples, and even props are welcome.

**All students are expected to participate in all discussions.**

#### **Discussion contributions and participation (10%)**

You are expected to attend and contribute to all class discussions, having come to class prepared. We will not 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 and the discussion leaders 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. 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**

- Leading Discussion, **10%**
- Written Summaries, **15%** (5% each) submitted electronically via Blackboard
- Final Paper, **25%** (due: **12/17/11 AT 10:00**, submitted electronically through Blackboard).
- Participation in class discussions, **10%**
- LABORATORY (see lab outline for individual assignments), **40%** of overall grade.

### **Missed and late assignments or presentations:**

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. If you miss your scheduled time to lead the discussion, you will receive 0% for that course requirement, and you may not re-schedule unless you have a medical note. In the case of a medical scenario, you may be required to prepare a substitute presentation if it proves impossible to re-schedule.

**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	09/13	Course Introduction & Overview	none	<i>Lecture begins</i>	<b>NO LAB THIS WEEK!</b>
	09/15	Foundations of Language	Harley, Ch. 3		
2	09/20	Foundations of Language	Harley, Ch. 3		<b>NO LAB THIS WEEK!</b>
	09/22	Discussion: Language as Instinct?	Gould & Marler 2004 Pinker 1994	<i>Come to class <u>ready to discuss</u> assigned reading (see below for advice on how to prepare)</i>	
3	09/27	Discussion: Nature & origins of language	Pinker 2003 Tomasello 2003	<i>Come to class <u>ready to discuss</u> assigned</i>	<i>How to run a basic experiment.</i>
	09/29	Discussion: Nature & origins of language	Hauser et al. 2002 Berwick et al. 2011	<i><u>Written summary of Hauser et al. is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>  <i>09/23: Last day to drop a course with tuition refund and no W grade.</i>	
4	10/04	Language acquisition: Making sense of sound	Sedivy ch. 2		<i>Animal Communication</i>
	10/06	Discussion: statistical learning	Saffran et al 1996 Maye et al 2002 Gerken & Boltt 2008	<i><u>Written summary of Gerken &amp; Boltt. is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>  <i>09/26: Last day for registration/change of registration.</i>	
5	10/11	Language acquisition: Learning the meanings of words	Sedivy ch. 3		<i>Acoustics/ Categorical Perception</i>
	10/13	Discussion: Understanding	Fennell & Waxman 2010	<i>Come to class <u>ready to discuss</u> assigned reading</i>	

		<b>referential intent</b>	Bloom 2002 Preissler & Carey 2005 Markman & Abelev 2004		
6	10/18	<b>Language acquisition: learning sentence structure &amp; meaning</b>	Sedivy ch. 4		<i>Language Acquisition 1</i>
	10/20	<b>Discussion: Constraining the hypothesis space</b>	Morgan et al. 1995 Saffran 2002 Pinker 2005	<i><u>Written summary of Morgan et al. is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>	
7	10/25	<b>Language Processing: Word recognition</b>	Sedivy ch. 5		<i>Language Acquisition 2</i>
	10/27	<b>Discussion: Reading</b>	Seidenberg 2005 Grainger & Whitney 2004 Zeigler & Goswami 2005	<i>Come to class <u>ready to discuss</u> assigned reading</i>	
8	11/1	<b>Language Processing: Understanding sentences</b>	Sedivy ch. 6		<i>Stroop</i>
	11/3	<b>Discussion: Sentence processing</b>	Amato & MacDonald 2010 Trueswell & Kim 1998 Novick et al. 2005	<i><u>Written summary of Amato &amp; MacDonald is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>	
9	11/8	<b>Language production</b>	Bock & Griffin 2000		<b><i>NO LAB THIS WEEK!</i></b>
	11/10	<b>Reading Days – no classes</b>			
11	1/15	<b>Discussion: slips of the tongue</b>	Burke & Schafo 2004 Dell et al. 2000 Bock 2004	<i>Come to class <u>ready to discuss</u> assigned reading</i>	<i>Working memory</i>
	11/17	<b>Pragmatics and the social basis of language</b>	Noveck & Reboul 2008		
12	11/22	<b>Discussion: Inference &amp; language comprehension</b>	Grodner & Sedivy (in press) De Nays & Schaecken 2007	<i>Come to class <u>ready to discuss</u> assigned reading</i>	<i>Speech Errors</i>
	11/24	<b>Discussion:</b>	Ferreira et al. 2005	<i><u>Written summary of Ferreira</u></i>	

		<b>Audience design and common ground</b>	Kronmuller & Barr 2007	<i><u>et al. is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>	
13	11/29	<b>Discussion: Atypical language development</b>	Reilly et al. 2004 Fishman et al. 2010 Rice et al. (2005)	<i>Come to class <u>ready to discuss</u> assigned reading</i>	Gesture
	12/1	<b>Bilingualism</b>	<i>Altarriba &amp; Mathis 1997</i> Bialystok & Viswanathan 2009	<i><u>Written summary of Altarriba &amp; Mathis is due</u></i>  <i>Come to class <u>ready to discuss</u> assigned reading</i>	
14	12/6	<b>Language &amp; Thought</b>	No readings		<b>NO LAB THIS WEEK!</b>
	12/8	<b>Final paper tutorial</b>		<i>12/8 Lecture ends. 12/9 Last day to participate in research and allocate research credits. Last day to withdraw.</i>	

**FINAL PROJECT DUE: 12/17/11 AT 10:00!**

### 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. 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.

### **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 275), 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 9<sup>th</sup>, 2011**.

### **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 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

**Important Dates**

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Sep 23<sup>rd</sup>, 2011**. Last day for registration/change of registration is **Sep 26<sup>th</sup>, 2011**. The last day to withdraw from this course is **Dec 9<sup>th</sup>, 2011**.