

LING/PSYC 467		Experimental Psycholinguistics		Fall 2018
<b>Instructor:</b>	Dr. Dimitrios Skordos	<b>Lecture Location:</b>	SS 113	
<b>Phone:</b>	403-220-6396	<b>Lecture Days/Time:</b>	T/R 11:00 – 12:15	
<b>Email:</b>	dimitrios.skordos@ucalgary.ca	<b>TA:</b>		
<b>Office:</b>	CHD 413			
<b>Office Hours:</b>	T/R 15:30 – 16:30 or by appt.			

### Course Description

Transforming an idea or thought to be communicated into speech and conversely interpreting speech by others into a meaningful and organized message that transmits information and intentions is an incredibly complex process that employs an interconnected series of systems in the human mind/brain. Psycholinguistics studies how humans acquire, produce, and comprehend language. More precisely it studies the systems, processes and mental representations involved in the production and comprehension of language.

In this course we will cover fundamental knowledge required by anyone (linguist or psychologist) who wants to study these processes and we will explore evidence from interdisciplinary basic research that aims to answer questions about them. We will examine different theories and models of language processing as well as classic and more recent experimental evidence in support of those models. Finally, we will talk about the methods and procedures used to carry out psycholinguistic research and carry out hands-on exercises employing some of these methods.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Students will familiarize themselves with relevant background, including theories, frameworks, and major debates in psycholinguistics.	Online discussion participation, in-class discussion participation	1,4	C, C
Students will construct and administer simple psycholinguistic experiments based on accessible experimental methods to test a hypothesis, gather sample data and summarize the results.	HW assignments, research proposal	2,3,4	C, C, A
Students will synthesize ideas and background covered to hold informed discussions on the predictions and implications of	Online discussion participation, in-class discussion	2,4,7	A, A, I

psycholinguistic theories as well as the evidence necessary to support one over the other.	participation, research proposal		
Students will critically evaluate primary research journal articles and propose questions for future study.	Online discussion participation, in class discussion, research proposal	2,4,5	A, A, C
Students will write a motivated and plausible research proposal that is grounded in a brief literature review and proposes a novel experiment to test a clearly-defined hypothesis	Research proposal (final writeup)	1,2,4, 5,7	A, A, C, A, C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Prerequisites

LING 201, or PSYC 312 and admission to the Psychology Major or Honours program

### Required Text (available at the University Bookstore and online)

Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*. Oxford: Wiley-Blackwell.

Journal articles and book chapters will be assigned throughout the semester. These can be accessed on the course D2L website either as pdfs when permitted by the publisher or as links to library or publisher websites.

### Assessment Methods

HW assignments 20% (4, see Tentative Course Schedule)  
 Discussion questions 10% (see Tentative Course Schedule)  
 Midterm Exam 30% (October 23rd)  
 Final Research Proposal 40% (due December 7)

*There will be no final exam for this course.*

**HW (homework) assignments:** Students will put together simple experiments in PsychoPy with the help of the instructor and collect sample data with themselves as the sole participant. The aggregated and anonymous data will be looked at and analyzed in class. Students will write up a brief summary of the results. Students will be assessed on their understanding of the process, the results and how the results support one or another theoretical position. Assignments will be submitted through D2L. The HW due dates are tentative and subject to change. Late assignments will incur a full letter grade of penalty for the first day after the due date and another full letter grade of penalty for every day thereafter.

**Discussion Forum:** A substantial part of the course will focus on discussing the assigned readings from a critical perspective. To facilitate this, students have to add a comment about one of the primary research readings (bolded in the schedule) for that day to the Discussion Forum on D2L, at the latest 2

hours before class. Students will be assessed on their participation level, on a weekly basis. Students are allowed to miss one (1) discussion question throughout the semester. For every missed question beyond that a 1% penalty will be added to their participation grade.

Midterm Exam: The midterm exam will consist of essay questions based on the readings up to that point in class. Answers to the questions need to be substantiated by citing relevant studies and findings. Concrete examples will be necessary. Students will be assessed on knowledge of relevant facts and the quality of the arguments they construct. The use of electronics of any kind or other aids (books, notes, etc) during the exam is strictly prohibited. The midterm due date is tentative and subject to change.

Final Research Proposal: The final research proposal will be a short paper (around 3,000 words) in which the students propose in some detail an experiment designed to investigate an unanswered question in psycholinguistics. Students will be assessed on the quality of the entire proposal in both form and content: a) The background and motivation for the study; b) the novelty, soundness and impact of the question that will be investigated; c) the methods proposed to collect the data necessary to answer the question. APA format is required. The write-up will be submitted through D2L. Late submission of the research proposal will not be accepted.

### **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 Lecture Schedule (Dates and content subject to change)

Date	Topic/Activity/Readings/Due Date	Reading	Due
R Sep 6	<i>University Lectures begin.</i> Introductions, Syllabus, etc.		
T Sep 11	Fundamentals: The structure of language	TXB Chapter 1	
R Sep 13	<i>Last day to drop full courses (Multi-term) and Fall Term half courses.</i> <i>No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i>  Fundamentals: The sounds of English;	TXB Chapter 2 pp 25-44	
F Sep 14	<i>Last Day to Add Courses</i>		
T Sep 18	Words PART 1	TXB Chapter 2 pp 44-47 AND Gleitman & Reisberg Part 1	Online Discussion
R Sep 20	Syntactic Structure PART 1 – Discussion on how to do first HW assignment.	TXB ch2 pp 47-58	
F Sep 21	<i>Fee payment deadline for Fall Term full and half courses.</i>		
T Sep 25	Syntactic structure PART 2	Pinker ch4 TXB ch2 pp 59-68	HW1
R Sep 27	Words PART 2	Gleitman & Reisberg PART 2 (up to p. 396)	Online Discussion
T Oct 2	The science of Language – A biological predisposition?	TXB ch3 pp 70-97 TXB ch4 pp 98-106	

R Oct 4	The science of Language – A biological predisposition? – Discussion on how to do second HW assignment	Chomsky 1986	Online Discussion
M Oct 8	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
T Oct 9	The origin of Language	Gleitman & Newport, 1995	HW2
R Oct 11	Language and the brain	Geschwind 1975	Online Discussion
T Oct 16	Genetic basis of a language disorder	VDLS 1997	
R Oct 18	Acquisition of sounds	Eimas et al, 1971	Online Discussion
T Oct 23	MIDTERM EXAM		
R Oct 25	Acquisition of words	ch4 pp 110-124 Bergelson & Swingley, 2012	
T Oct 30	Language & Thought	Winawer et al 2007	Online Discussion
R Nov 1	Language & Thought – Discussion on how to do HW3	Boroditsky 2001 January & Kako, 2007	
T Nov 6	Language Production I	TXB ch5 pp 134-144	HW3
R Nov 8	Language Production II – Discussion on how to do HW4	Levelt, 1992	Online Discussion
Nov 11-17	<i>Reading Days. No lectures.</i>		
M Nov 12	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
T Nov 20	Language Production III	Dell, 1995	HW4 & Online Discussion
R Nov 22	Language Comprehension I – Bottom-up processes	TXB ch6 pp 169–197	
T Nov 27	Language Comprehension II – Top-down processes	Goldinger et al, 1989 TXB ch6 pp 197-203	Online Discussion
R Nov 29	Language Comprehension III – Top-down processes	Swinney, 1979	
T Dec 4	Sentence Processing	TXB ch7 pp 204–224 Pinker ch7	
R Dec 6	Ambiguity and Comprehension in Context	ch7 pp 224–234 Ferreira et al, 2002 Spivey et al, 2002	Online Discussion
F Dec 7	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>		Final Proposal Write-up

Dec 10-20	<i>Fall Term Exam Period.</i>		
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### Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen 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 Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

### Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

### 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 <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

### **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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final).**

### **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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final).**

Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

### **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 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.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

## **Extra Research Participation Course Credit is Not Offered for this Course.**

### **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 130 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.:** [arts1@su.ucalgary.ca](mailto:arts1@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.ucalgary.ca/provost/students/ombuds>)

### **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 **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.