Instructor: Meredith Meyer (398 Straub, 346-4947)
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Office hours: Th 11:00-12:00, F 10:00-11:00, or by appointment

Required Reading:
There is no required text for this course. Articles will be available on blackboard as .pdfs.

Overview:

Psycholinguistics (aka the psychology of language) falls at the intersection of many different fields, including linguistics, philosophy, anthropology, artificial intelligence, neuroscience, communication disorders, genetics, and of course, psychology. Our goal in this course is to use the knowledge and methods unique to each of these fields to gain a broader as well as deeper understanding of the abilities that underlie human language. This course emphasizes commonalities that underlie human languages everywhere, and we will focus on what these commonalities tell us about the basic nature of the human language-making capacity. Along the way we will be examining questions like the following:

- Who has language, and what is so great about it?
- How different are languages really, and what might be universal about language?
- What is it like to live without language?
- To what extent is language a cultural phenomenon, and to what extent is culture a linguistic phenomenon?
- What about language is special, and what can be accounted for in terms of other things we know about the human mind and brain?
- What about language is "instinct," and what is learned?
- Why does it seem to be more difficult to acquire a high degree of fluency in a language if you begin in adulthood rather than childhood?
- If language is lost – due to accident, illness, or other trauma – to what extent can it be regained?
- How do infants make a start at language learning, and how crucial a role do adults play in fostering infants' language acquisition?

The overarching goal motivating the course is that you will come away with a body of knowledge about techniques for investigating language and a new appreciation for the centrality of language to human social and cognitive functioning. My hope is that you will find the material in this course to be both fascinating and challenging.

Course Requirements:
Grades for the course will be based on 1) **four tests** (each worth 15% of the overall mark, 60% in all) , 2) **four weekly reading responses** (each worth 2.5% of the overall mark, 10% in all) and (3**) a group-based research project** (30% of the final grade).

Four tests will account for 60% of your overall grade. The tests will be multiple-choice and short answer in format. The tests are designed to help motivate you to keep up with the reading and to consolidate and integrate your growing knowledge about the psychology of language. Make-up tests (i.e., taking a test after its Thursday/Friday administration, see policy below) will be allowed only with appropriate documentation (e.g., doctor's note).

Thursday/Friday test administration: Summer courses, while compressed in time, still contain the same amount of material expected of students during the regular academic terms. To help make the pace manageable, you will be allowed to take tests either in class on Thursday OR during my office hour on Friday at 10:00. In-class tests are given the first hour of class and will contain 4 short answer questions, three of which you will select for providing responses. Friday tests may vary in question content but will not be designed to be more difficult; however, only three short answer questions will be provided for you, and you will need to answer all three questions. If you decide to take a Friday test, you should plan on arriving to class on Thursday around 3:00, as the remainder of class that day will consist of lecture or a class activity.

Review questions will be provided to you in advance of the exam. Review sheets will address LECTURE ONLY, although you will also be responsible for understanding material in assigned readings.

Reading Responses: It is crucial that you keep up with readings assigned for this class. Readings will be taken from popular press sources, empirical articles, and scholarly reviews and will cover a diverse range of topics. You will need to turn in a total of four 2- page (double-spaced) reading responses. Each reading response should cover one assigned reading from any given week and should be turned in as a hard copy in class on the Thursday of that week's readings.

There are no formal requirements for the content of your responses. One possible format is to summarize the readings briefly in the first couple paragraphs, and then integrate aspects of the reading with material you learned from class lecture or discussion. You might also think about posing hypothetical future research questions, speculating on what you think you might find if you investigated your questions. A sample reading response (from an entirely different course) is posted on blackboard under Course Documents.

Group-based Research Project.

The group-based research project will involve joining with other members of the class to design and carry out an investigation of a research question related to psycholinguistics. This project will account for 30% of your overall mark. The goal of this assignment is to encourage you to "go below the surface" of language and think deeply about underlying factors that give rise to, or impinge on, our everyday language functioning.

Point break-down for the group-based research project:
Article and article summary contribution: 20%
On Thursday of Week 2, everyone is responsible for bringing in one copy of an empirical article reporting the results of an experiment relevant to psycholinguistics. You will be sharing the general methodology and main findings of this article. Make sure that the methodology is one that we as a class could replicate or easily modify for conducting a study ourselves. Together as a class we will devise extensions of these methodologies for the class project.
Data contribution: 10%
On Monday of Week 4, we will be using computers in the Straub computer lab (where you had 302 and 303 lab) to enter and analyze our data. Everyone will be responsible for bringing in the data they have collected so that we can construct complete data sets.
Paper: 70%
Your final product will be an APA-style research paper including an Introduction, Methods, Results, Discussion, and References section. ****All sections of the paper must be independently written, except the Results section. The Results section will be written collaboratively in class after performing appropriate analyses in SPSS**** The research project write-up is due by 4 p.m. Friday July 20th in the main office of the Psychology Department in Straub Hall. Specific length and formatting guidelines are provided in the document entitled "Final Project Guidelines" under "Course Documents' on Blackboard.

Extra Credit You will have the opportunity to improve your grade by up to 2% by participating in the Human Subjects Pool. Each hour of study=1 credit=1%. You will need to assign the credit to this class (Psych 440) in order to receive extra credit. You also must have completed your credits by Friday, July 20th for credits to count towards this class. If you are unfamiliar with how to sign up for studies, please come talk to me. If you have participated in studies before but have forgotten your login information, please contact the human subjects coordinator, Jeff Loucks, at hscoord@uoregon.edu

Rough Timetable of Events and Accompanying Readings

Approximate date	Topic	Readings
Week 1	Language: What is it? Who has it? Phonology	Reading Set 1: Cheney&Seyfarth (1997) Carroll (2003) Maye, Werker, & Gerken (2002)
Week 2	Semantics Pragmatics Sociolinguistics	Reading Set 2: Carroll (2003) Aitchison (2002) Hudson (1996)
Week 3	Theories of Language Acquisition	Reading Set 3: Hauser, Chomsky & Fitch (2002); Tomasello (1990) Kuhl (2001) Baldwin & Meyer (2006)
Week 4	Abnormal Language Cognitive Linguistics, Gesture	Reading Set 4: Haddon (2003) Bellugi, Wang, & Jernigan (1994) Goldin-Meadow & Mylander (1998) Goldin-Meadow & McNeill (1996)

Due Dates for Project Components

Thursday, July 5th: Article and article presentation due. Please bring an ENTIRE hard copy of the article to class or email an ENTIRE copy of the article to me as a .pdf before class. If you miss class on July 5th, you will need to come to an office hour to present your article to me.

Monday, July 16th: Data due; we will be meeting in the Straub computer lab for the first half of class on this day.

Friday, July 20th: Paper due by 4 pm in Straub Hall as a hard copy to the undergraduate secretary

TWO IMPORTANT ADDITIONAL NOTES:

Academic Honesty: As a member of the university community you are expected to be honest and forthright in all your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: http://darkwing.uoregon.edu/~conduct)

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu