PSY 440: Psycholinguistics Summer 2008 · MUWH · 4:00 - 5:50 PM · 105 Peterson Hall

Instructor: Georgina Parra, M.S.

Office hours: Wednesdays 3-4 p.m. or by appointment (will hold office hours in lecture hall for convenience)				
e-mail address: gparra@uoregon.edu (best way to reach me) 💻				
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COURSE DESCRIPTION:

This course will focus on the commonalities inherent in language, that is, the basic nature of the human capacity for language production. The psychology of language (i.e. psycholinguistics) invariably draws from many fields, including linguistics, neuroscience, philosophy and cognitive science. The primary objective of this course is to use the knowledge and methods specific to each field to gain a broader and deeper understanding of human language.

REQUIRED TEXT:

Carroll, D. W. (2008). Psychology of Language (5th ed.) Wadsworth, Thompson Learning Inc.

CLASS FORMAT:

Classes will be a mixture of lecture, discussion, and/or group exercises. In order to be fully engaged and to participate in each class session, it is essential that you read and think about the material to be covered in lecture **before** you come to class. This will enhance your learning experience.

Please note: Lecture material is selective. We will not cover everything in the text in class, and new material (not in the text) will be introduced in class. So, if you miss a class, it will be very important to get the class notes from another student.

SUMMER WORKLOAD:

Upon completing this course you will earn 4 credits toward your degree. The requirements for this course are equivalent to those in the same course over 10 weeks during the regular academic year. By continuing in this course, you are accepting that the workload for this summer class is $2\frac{1}{2}$ times that of a 4 credit class during the regular academic year.

GRADING:

Quizzes: 40%

The course is divided into four units, each about one week in length. There will be an in-class quiz at the end of each unit, for a total of four quizzes. The quizzes will be non-cumulative. That is, the material covered on each quiz will include only the material contained in a single unit. Quiz questions will cover material from both class lecture-discussions and assigned readings. While none of the quizzes will be cumulative in nature, some of the concepts and questions addressed throughout the course build upon each other and essay questions may reflect this. Again, if you miss a class, it will be important to get class notes from another student. Each quiz accounts for 10% of your grade, for a cumulative total of 40%.

Projects: 40%

Project 1: Naturalistic Speech Sample

The first project will be a take-home assignment on language transcription in which you will record and transcribe a conversation between two friends. Naturalistic speech data will be collected and transcribed according to a standard transcription scheme. The transcript you generate will be worth 20% of your overall grade in the course. Each project accounts for 20% of your grade. Detailed descriptions of these project requirements are available on Blackboard, under "Assignments".

Project 2: Research Review and Critique

The second project will be a research critique in which you will select an original research article from a relevant journal and write a summary and critique of the research presented in the article. A detailed description of project requirements is available on Blackboard, under "Assignments".

Thought Questions: 10%

Discussion will be an important part of this course. As such, Thought Questions are meant to prepare you to better engage in class discussions. You will complete 7 Thought Questions, cumulatively worth 10% of your grade. Responses should consist of 1-2 pg., double spaced written answers (1" margins, 12-point Times Roman, 11 point Arial or equivalent font). Thought questions are due in class, on the days specified below.

Attendance: 10%

Given the nature of the course, attendance will account for 10% of your grade.

EXTRA CREDIT:

Extra credit can be earned by participating in the Psychology Department Human Subjects Research Pool. For each hour of participation you can earn a 1% improvement in your grade as long as you hand in a 1-2 page description of the goals and methodology of each research study you participated in. You can improve your grade up to 4% (i.e. you can participate in 4 hours of research credit). The research descriptions are due by 4 p.m. on Thursday August 11th in the main office of the Psychology Department in Straub Hall. Visit http://darkwing.uoregon.edu/~hscoord

ADDITIONAL NOTES:

Students with disabilities: If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hearing, or vision, you may be eligible for academic accommodations. Please talk to me at the end of the first class.

Experiencing a problem?: If you are having any difficulties with the class -- such as dealing with the material, making it to class on time, attending class, doing poorly on the exams, or dealing with other students—please let me know as soon as possible so that we can work together toward resolving the issue.

Academic Honesty: As a student at the University of Oregon, you are expected to abide by the honor code. All work submitted in this course must be your own and produced solely for this class. The sure of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Plagiarism is the inclusion of someone else's words, ideas, or data as your own. By placing one's name on a work submitted for credit, the student certifies the originality of all work.

On written assignments, if statements are included verbatim, they should be enclosed by quotation marks or set off from regular text as indented extracts. Unauthorized collaboration with others on papers or projects can lead to a charge of plagiarism. If in doubt, consult with the instructor or seek assistance from the staff

of Academic Learning Services (68 PLC, 346-3226). UO website regarding academic honesty: http://darkwing.uoregon.edu/~conduct

Guidelines for Teaching and Learning at the University of Oregon, Department of Psychology

As members of the University of Oregon Department of Psychology we all share the responsibility for creating an atmosphere conducive to learning. A collaborative learning environment both in and outside the classroom involves the active participation of instructors (including faculty members, adjuncts, and GTFs), teaching assistants, and students. This environment requires:

- The best effort on the part of both instructors and students to enhance the learning experience for the benefit of all persons involved.
- The recognition that all present play important roles; all participants in the learning experience deserve respect for what they bring to it, and all should be sensitive to the importance of others in this process.
- An atmosphere in the classroom of mutual respect for all persons.
- See http://psychweb.uoregon.edu/quidelines/ for more information.

CLASS SCHEDULE: LECTURE TOPICS AND READING ASSIGNMENTS

(subject to slight changes as course unfolds)

	<u>Date</u>	Lecture topic	Readings 🚇
Introduction	Mo 6/23	Language: Who has it? What is it?	
		and what is so special about it?	Chapter 1
Unit I:	Sound Sense	Chapters 2, 3, 4	
	Tu 6/24	Linguistic Principles	•
	We 6/25	Psychological Mechanisms	
	Th 6/26	Perception of Language QUIZ #1	
Unit II:	Making and S	tructuring Meaning	Chapters 5, 6,7
	Mo 6/30	Internal Lexicon	•
	Tu 7/1	Sentence Comprehension	
	We 7/2	Discourse Comprehension	
	Th 7/3	QUIZ #2	
Unit III:	Conversational Interaction		Chapters 8,9, 10,11
	Mo 7/7	Speech and Language Production	•
		Project 1-Naturalistic Transcript DUE	
	Tu 7/8	Language Acquisition	
	We 7/9	Communication	
	Th 7/10	QUIZ #3	
Unit IV:	Language Epigenesis		Chapters 12, 13, 14
	Mo 7/14	Processes of Language Acquisition	•
		Project 2-Research Review & Critique DUE	
	Tu 7/15	Biological Foundations	
	We 7/16	Cognition and Culture	
	Th 7/17	QUIZ #4	

Assignment DUE Dates:

Sound Sense

We 6/25 Chapter 1: Thought Question #2 (pg. 16)

Th 6/26 QUIZ #1

Making and Structuring Meaning

Tu 7/1 Chapter 5: Thought Question #3 (pg.129) We 7/2 Chapter 6: Thought Question #1 (pg. 156)

Th 7/3 QUIZ #2

Conversational Interaction

Mo 7/7 Project 1-Naturalistic Transcript & Paper DUE
Tu 7/8 Chapter 9: Thought Question #2 (pg.248)
We 7/9 Chapter 10: Thought Question #1 (pg.282)

Th 7/10 QUIZ #3

Language Epigenesis

Mo 7/14 Project 2-Reseach Critique DUE

Tu 7/15 Chapter 13: Thought Question #4 (pg. 393) We 7/16 Chapter 14: Thought Question #3 (pg. 420)

Th 7/17 QUIZ #4