

PSYCHOLINGUISTICS

PSY 440/540

Fall 2012

T, TH 5:30 – 6:50 pm

Course website: <http://blackboard.uoregon.edu>

Instructor: Amanda Hampton Wray

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Course Overview:

This course will provide an introduction into the core issues and methods of psycholinguistics, which combines insights from a variety of fields including psychology, linguistics, artificial intelligence, philosophy, communication disorders, and neuroscience to examine the relationship between the human mind and language. Psycholinguistics focuses on the primary questions of how humans acquire, comprehend, and produce language. It is difficult to discuss cognition without discussing biology; therefore this class will emphasize the contributions of cognitive neuroscience to various issues of psycholinguistics. This course will cover the subsystems of language from the perspective of linguistics and the basics of brain anatomy and functioning for language, introducing neuroimaging techniques common in psycholinguistic research. We will then consider evidence bearing on the primary questions of human language comprehension, production, acquisition, and disordered or atypical language.

Required readings:

- Traxler, M. J. (2012). *Introduction to Psychology: Understanding Language Science*. West Sussex, UK: Wiley-Blackwell.
 - Available at the UO Duck Store
 - To access the book via the UO Library, go to:
<http://uolibraries.worldcat.org/oclc/758695074>
Then click on "Orbis Cascade Alliance EBL DDA pilot Connect to this title online".
- Additional readings as assigned, made available via Blackboard.

Course Requirements/Grading:

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|----------------------------------|-----------------------|
| • Four quizzes | 60% (20% per quiz) |
| • Two projects | 30% (15% per project) |
| • Class participation/Attendance | 10% |

Quizzes:

Quizzes will consist of multiple choice, short-answer, and short essay questions and will cover material from the readings **AND** lectures. Review questions will be presented and/or discussed in class or posted on Blackboard prior to each quiz.

Projects:

Project #1:

The first project will be to review and critique a peer-reviewed journal article of your choice. There is a pool of potential papers available on Blackboard, a large list of articles cited in the textbook, or you may choose your own with prior approval by the course instructor. You will write a detailed summary and critique of the research methods, results, and discussion presented in the article.

Project #2:

The second project will involve choosing a specific research question and write a research proposal based on your research question. The second project will involve:

- Research proposal topic to be approved by the course instructor no later than **Nov. 8**
 - A written one paragraph proposal submitted to the course instructor with at least one peer-reviewed article listed as a reference
- Papers are expected to be:
 - PSY 440 students – 5-7 pages containing at least two peer-reviewed articles and the textbook
 - PSY 540 students – 10-12 pages containing at least five peer-reviewed articles and the textbook
 - An introduction – this will contain background information related to your question, including previous findings from at least two (for PSY 440 students) or five (for PSY 540 students) relevant peer-reviewed articles and your textbook, why this is a question of importance in psycholinguistics, and what hypotheses you are proposing to evaluate in your proposal
 - A methods section – this will contain specific populations to be assessed, the specific method (behavioral and/or neuroimaging) to be used, the stimuli to be used, type of data to be collected, and the analyses of the data.
- Your proposal will go through a peer-review process by one of your classmates while you review his/her proposal. Your finished draft of your paper will be due to your peer-review partner (assigned by the course instructor by Nov. 15) by **5:00 pm on Monday, Nov. 26**.
- The final week of class you will complete a peer review of your partner's paper, providing specific feedback both on content and writing, and write-up your review (approximately 1-2 pages).
- On the final day of class (**Nov. 29**), you will turn in your written peer review. Additionally, you and your partner will discuss your reviews and provide any clarification and further information about your review to your partner.
- You will be able to utilize your peer review feedback to improve your proposal before turning them in by **Thursday, Dec. 6 by 5:00 pm**, either in paper or email format to the course instructor.

More detailed descriptions of requirements for each project will be handed out separately.

Class Participation & Attendance:

- It is expected that students will participate in and contribute to in-class discussions. Low attendance and/or failure to participate will result in a lower grade for the course. Five percent of your participation grade will be based on attendance, and five percent will be based on your contribution to discussions in class.
- Because phone usage in class is distracting to both the instructor and other students, turn your cell phones off and keep them put away during class. Additionally, if you're using your phone, you're not participating in class, which could affect your grade.
- This course is designed to foster discussions throughout the semester. Students registered for PSY 540 are expected to take on a leadership role in these small group discussions. All students are expected to actively participate and contribute to group discussions.

Lecture Notes:

Lecture notes for each class will be posted on Blackboard by 4:30 pm the day of class.

Schedule:

Please note that the schedule is subject to change. Any changes in schedule will be announced in class and posted to Blackboard.

Additional Information:

- 1. Guidelines for Teaching and Learning:** The Psychology Department has developed guidelines for teaching and learning in Psychology. These guidelines can be accessed at the following web address: <http://psychweb.uoregon.edu/undergraduates/guidelines>
 - a. Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course.
- 2. 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.
 - a. 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.
 - b. 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. For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life

website at:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

3. **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, disabsrv@uoregon.edu, <http://ds.uoregon.edu/>). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability.
 - a. (Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu)

Schedule (subject to change)

Week	Date	Topics & Deadlines	Reading
1	9-25	Introduction What is language?	Ch. 1
	9-27	Nonhuman language	Ch.1 & Whitney Ch. 1 pp. 3-21
2	10-2	Fundamentals of Language: Phonetics, Phonology, Morphology	Whitney Ch. 2
	10-4	Fundamentals of Language: Syntax, Semantics	Whitney Ch. 2
3	10-9	Fundamentals of Language: Semantics, Pragmatics, Review	Whitney Ch. 2
	10-11	QUIZ #1 Brain & language: Neuroanatomy of language; Neuroimaging techniques	Friederici, 2011; Gazzaniga, pp. 130- 33; 145-62
4	10-16	Neuroimaging cont; Speech production	Ch. 2
	10-18	Speech perception	Ch. 2
5	10-23	Word processing	Ch. 3
	10-25	Sentence processing PROJECT #1 DUE	Ch. 4; Friederici, 2011
6	10-30	Sentence processing, Review	Ch. 4
	11-1	QUIZ #2 Discourse processing	Ch. 5
7	11-6	Non-literal language processing	Ch. 7
	11-8	Language acquisition & experience: Language learning and development PROJECT #2 PROPOSAL DUE	Ch. 9
8	11-13	Language acquisition & experience: Language learning and development	Ch. 9
	11-15	QUIZ #3 Sign language	Ch. 12
9	11-20	Bilingualism	Ch. 11
	11-22	THANKSGIVING - NO CLASS	
	11-26	WRITTEN PROPOSAL TO REVIEW PARTNER	
10	11-27	Brain & language: Aphasia; Right-hemisphere processing	Ch. 13 & 14
	11-29	Wrap up and Review; DISCUSS PEER-REVIEWS WITH PARTNER	
FINAL	12-4 7:00 pm	QUIZ #4 - Location TBA	
	12-6 5:00 pm	FINAL PROPOSAL DUE	

Readings are subject to change throughout the course. Instructor will announce changes in class and post them on Blackboard.