

Psycholinguistics PSY 440/540
Fall 2014

Tuesday/Thursday 4:00-5:20 PM
101 Library

Instructor:

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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.

Blackboard: There will be a Blackboard website developed for this class, which can be found at <http://blackboard.uoregon.edu>. This site will provide supplemental information for the course (copies of lecture slides, assignments, etc.). If you are having any difficulties using this site, please refer to <http://libweb.uoregon.edu/scis/blackboard/help> or go to the Knight Library Center for Media and Educational Technologies (CMET).

Text: *Language in Mind: An Introduction to Psycholinguistics* by Julie Sedivy; Sinauer Associates, Inc. This is a comprehensive text for the course and can be purchased through the bookstore. Another option is to buy the ebook, which is cheaper than the hard copy. Ebook options had be found here: <http://www.sinauer.com/language-in-mind-an-introduction-to-psycholinguistics-627.html>). A copy of the text is also available on reserve at the Knight Library. You will need some version of this text for the course.

iClicker: You will also need an iClicker remote for this course and will need to register your iClicker on Blackboard. Beginning with Week 2 you will need to bring your iClicker to every class. Clicker numbers must be registered on Blackboard by Tuesday, Oct.7 or you will not receive credit for in-class participation or micro-quizzes.

Course Format: The material in this course will be presented through a combination of assigned readings, class lectures, in-class discussion, and demonstrations. Lecture material and readings will overlap, but will not be replications of each other; some lecture material will not be covered in the readings and vice versa. Lecture slides will be posted on Blackboard immediately following the day's lecture; slides will not be posted before class in order to preserve the novelty of in-class demonstrations and discussions. You are expected to do the assigned reading **BEFORE** the class period in which it is due. Reading the material before the corresponding lectures will help your performance in two ways. First, presentation of the material during lecture will be more fruitful if you have at least a general understanding of the material beforehand, helping you to ultimately

comprehend and retain the material. Second, questions drawn from the assigned readings may be included on the mini-quizzes, *even if they have not yet been discussed in lecture (see below)*. This is a fast paced class and you should plan on scheduling regular intervals of time for studying outside of class.

Micro-quizzes: Starting with Week 2, there will be a micro-quiz for each lecture. These quizzes will typically take the form of several multiple choice questions, and will either be administered in class via iClicker or on Blackboard following each day's lecture. If there is no in-class micro-quiz, you will find the micro-quiz under the Assignments tab. These are designed to serve as quick reviews of recently covered material as well as to encourage you to attend class and keep up with reading assignments. Micro-quizzes may either contain material from the most recent lecture or from the assigned reading that has not yet been discussed in class.

For micro-quizzes administered on Blackboard, you must complete each of these quiz questions **within 24 hours** of the lecture, at which point the questions will be no longer available. Any micro-quiz not completed within this period will receive a score of zero. If you miss class on the day of a micro-quiz, you will also receive a score of zero. There will be **NO** exceptions in either case. Your lowest two micro-quiz grades will be dropped from your overall grade.

Course Evaluation: There will be three midterm exams that will consist of multiple choice, true/false, fill-in-the-blank, short-answer, and/or short essay questions and will cover material from the assigned readings **AND** lectures. While there will be substantial overlap between lecture and text materials, we will cover additional material during lectures. So you will need to attend lectures in order to do well in the course. Note that Midterm 3, while given at the time designated for the final exam, will not be comprehensive. It is weighted slightly more than the other two midterms because it will cover more material, but all of this material will be that covered after Midterm 2. In addition, there will be a 5-7 page term paper in the form of a research proposal, details of which can be found on a separate handout.

Class participation: Regular attendance and in-class participation are encouraged, and you may be able to improve your grade a little bit by regularly participating in class. Opportunities for class participation are randomized across classes and during each class, and iClickers will be used for participation in class demonstrations and will thus document your in-class participation across the term.

Cell Phones: Because cell phone usage in class is distracting to the instructor and your fellow students, cell phones are prohibited in class **for any purpose** (e.g., talking, texting, internet browsing). Out of consideration for others, please respect this rule.

Grading:

Exams, quizzes, and term paper will be awarded points as follows for the final course grade:

Midterm 1: **200 points**

Midterm 2: **200 points**

Midterm 3: **250 points**

Micro-quizzes: **100 points**

Research proposal paper: **250 points** (see separate sheet for details on the term paper assignment)

If your accumulated points are:

900-1000, your grade will be an A

800-899, your grade will be a B

700-799, your grade will be a C

600-699, your grade will be a D

< 600, your grade will be an F

For those taking the class pass/fail your grade must be **> 700 points** to receive a P

Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I may choose to curve grades at the end of the quarter – but I will not curve downwards to lower grades. Graduate students (PSY 540) will have additional requirements for the research proposal paper as outlined in the paper assignment.

Late Work: All dates and assignments are available at the beginning of the term, providing adequate time for preparation of projects and for exams. Please plan ahead and do not wait until the last minute to work on assignments. Late work is **not** accepted and any assignments turned in late will receive a grade of 0.

Learning Goals: Upon completing this course, students should have a broad knowledge of psycholinguistics and be skilled at reading, evaluating, and communicating about the primary scientific literature on psycholinguistics. More specifically, they should be able to:

1. Identify major theories, research findings, and methodological approaches in a variety of key content areas including, for example, brain and language, speech perception and production, word and sentence processing, language acquisition, and the effects of experience on brain systems and related abilities pertaining to language.
2. Find relevant articles in the primary psychological literature on a given topic, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and the quality of evidence presented.
3. Identify a specific research question pertaining to psycholinguistics and design an experiment to provide evidence bearing on this question, including the choice of appropriate methodological approaches, target population to be studied, and basic statistical analysis techniques. Describe this research proposal in an APA-style report.
4. Communicate clearly and effectively about topics related to psycholinguistics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Also, please contact the Accessible Education Center at the U of O to request a letter verifying your disability. For more information about the resources provided by the Accessible Education Center, please go their website <http://aec.uoregon.edu/>.

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructor as soon as possible to make special arrangements. Please note that you may NOT use dictionaries/translators during tests without discussing arrangements with the instructor at the beginning of the term.

Academic Learning Services: If you have difficulty with the course materials at any time, you are encouraged to contact the instructor or TA so that we can provide timely assistance. In addition, the resources of the Teaching and Learning Center (<http://tlc.uoregon.edu/>) can be invaluable to students who require assistance in, for example, perfecting good study habits or honing their writing skills.

Academic Honesty: 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. 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 details, please see

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

Course Schedule

This is the current course schedule; it may be revised as the term progresses. *Dates on which particular topics are to be presented in lecture are subject to change, as are reading assignment due dates; however, I will not change the dates of exams unless absolutely necessary.* I will send an e-mail via Blackboard alerting you to any changes and the official updated version of the schedule will reside on the Blackboard web site.

Date	Topic	Assigned Readings (read before lecture)
Sept. 30	Introduction to course What is language?	Chapter 1
Oct. 2	Nonhuman language	Chapter 2 pp. 9-37
Oct. 7	Fundamentals of language: Phonetics, phonology, morphology	Pp. 121-30; 135-38; 170-75
Oct. 9	Fundamentals of language: Semantics, syntax, pragmatics	Pp. 185-200
Oct. 14	Brain and language: Aphasia, neuroanatomy of language	Chapter 3 pp. 55-75
Oct. 16	Brain and language: Neuroimaging techniques	Chapter 3 pp. 75-104
Oct. 21	MIDTERM EXAM #1	
Oct. 23	Speech perception	Chapter 7 pp. 260-65
Oct. 28	Word processing	Chapter 7
Oct. 30	Speech production Research proposal topic due by 5 PM	Chapter 9
Nov. 4	Sentence processing	Chapter 8 pp. 279-317
Nov. 6	Discourse processing Non-literal language processing	Chapter 10
Nov. 11	MIDTERM EXAM #2	
Nov. 13	Language acquisition and experience: Learning sounds and words	Chapter 4 pp. 105-21; 130-35; 138-43 Chapter 5
Nov. 18	Language acquisition and experience: Learning grammar	Chapter 6
Nov. 20	Language acquisition and experience: Socioeconomic status and individual differences	Readings to be posted
Nov. 25	Language acquisition and experience: Sign languages / bilingualism	Readings to be posted
Nov. 27	Thanksgiving – no class	
Dec. 2	Language acquisition and experience: Bilingualism / Bilingual advantage hypothesis	Readings to be posted
Dec. 4	Language diversity / Language and thought FINAL RESEARCH PROPOSAL DUE BY 5 PM	Chapter 12
Dec. 9	MIDTERM EXAM #3 (12:30 PM)	