

Psycholinguistics (PSYC 440)

Fall Term, AY 2018–2019

Straub Hall, Rm. 245

T, Th 4:00-5:20 PM

CRN: 16389

Instructor: Prof Gwen Frishkoff

E-mail: gfrishkoff@gmail.com

Class Website: Access via Canvas (<https://canvas.uoregon.edu>)

Required Course Materials:

Sedivy, J. (2018). Language in Mind: An Introduction to Psycholinguistics, 1st ed. Sinauer: Sunderland, MA. Available at UO Bookstore.

Recommended Writing Guides:

- APA style guide
- Strunk, W. & White, E. B. (*any year*). *The Elements of Style*. New York: Penguin Press.

Course Overview:

This course provides an introduction to core topics and current research in psycholinguistics. We will review ideas and methods in the psychology of language and discuss the what is known about basic processes such as language learning, word recognition, resolution of syntactic ambiguity, and inferencing. By the end of this course you should have an improved understanding of how cognitive and brain mechanisms support human language and help to explain everyday actions and experiences that depend on language processing. This is a lecture-style course; however, class discussion is strongly encouraged.

Learning Objectives:

On completion of this course, you should be able to:

- (a) Discuss current issues and debates in psycholinguistics;
- (b) Generate well-structured, empirically based arguments about the relationship between mind, brain and language;
- (c) Articulate these arguments in writing following APA style; and
- (d) Receive and respond to constructive feedback on written work.

GRADING

1. Short Paper (3 drafts)	30%
2. Three "Ws" Exercises	20%
3. Midterm Exams (2)	30%
4. In-Class Quizzes	10%
5. Final Exam	10%

Final course grades will be determined as follows:

A = 100-94	B+ = 89-87	C+ = 79-77	D+ = 69-67
A- = 93-90	B = 86-84	C = 76-74	D = 66-64
	B- = 83-80	C- = 73-70	D- = 63-60

COURSE REQUIREMENTS

SHORT PAPER: 30%

You will be asked to write a paper consisting of 8-10 double-spaced pages of text and 4 or more APA-style references. The paper will address one several topics, and you will receive a list of these topics during the second week of class. You will be asked to produce **three drafts** of the paper, and each draft will be worth 10% of your final grade.

3Ws Exercises: 20%

These short writing exercises will provide scaffolding for your other writing assignments. A core skill in scientific writing is the ability to provide an accurate and concise summary of evidence from multiple sources. Ideally, many of these sources will consist of original research. A good summary of this research will address the following "3Ws" for each research study:

1. *What did the experimenters do?* --> **Methods** (subjects, stimuli, task, D.V. and I.V.)
2. *What did they find?* --> **Results** (how the D.V. varied as a function of the I.V.)
3. *What does it mean?* --> **Implications** (linking empirical data to theories of cognition)

I will post links to two scientific papers on Canvas. For each paper, you will be asked to write a summary. The summary should be around two pages (double-spaced) and should focus on **scientific methods**, i.e., experiment design, analysis, results, and interpretation. There will be **two drafts** of each 3Ws summary. Together, the 3Ws assignments will be worth 20% of your final grade.

COURSE REQUIREMENTS (CONT.)

MIDTERM EXAMS: 30%

There will be two midterm exams, worth 15% each. Exams will consist of multiple-choice and short-answer questions, and at least one integrative essay. There will be no make-up exams without prior arrangements with Instructor. *You are allowed one 8 1/2" x 11" page of notes during each midterm exam (one side only).* You will be asked to submit your notes together with the exam. Together, the two midterms will count towards **30%** of your grade.

IN-CLASS QUIZZES: 10%

Please be prepared for class by reading the chapter that is assigned for that period. There will be unscheduled in-class quizzes, which will test your comprehension of one or more topics that we covered the previous week and provide a stimulus for class discussion. If you make a good-faith effort to complete and submit a quiz on-time, you will receive credit; we will then discuss quiz problems in class, but your performance (correct/incorrect) on each item will not affect your course grade. Note that some quiz topics and questions may reappear on midterm exams. Thus, you should welcome each quiz as an opportunity to reinforce knowledge and to prepare for upcoming tests. There will be no make-up quizzes unless you have talked with me beforehand, or you were absent due to illness or another event beyond your control. There will be approximately 10 such quizzes, which will count towards **10%** of your final grade.

FINAL EXAM: 10%

The final exam will take place on **Tuesday, December 4, 2018, 12:30–2:20** (<https://registrar.uoregon.edu/calendars/examinations>). The test is cumulative, with a greater emphasis on the last 1/3 of the course. The final exam will count towards **10%** of your final grade.

CLASS WEBSITE

The course syllabus and lecture materials will be posted on Canvas (<https://canvas.uoregon.edu>). An outline of each lecture will be posted *before* class. Lecture slides will be posted immediately *after* class. To maximize your learning and success in this course, you are strongly encouraged to take notes in class, and to review and integrate these notes with your notes on course readings.

NOTE: Lecture slides provide a general outline of what is covered in class and are intended as "retrieval cues": they are not a replacement for class attendance, active participation and note-taking.

CLASS SCHEDULE

<u>Dates</u>	<u>Discussion Topic/Chapter</u>	<u>Assignments Due</u>
<u>Week 1:</u> Sept 25 (T)	Ch 1: Science of Language	-----
Sept 27 (Th)	Ch 2: Origins of Human Language	-----
<u>Week 2:</u> Oct 2 (T)	Ch 3: Language and the Brain (I)	-----
Oct 4 (Th)	Ch 3: Language and the Brain (II)	3Ws #1: Draft 1
<u>Week 3:</u> Oct 9 (T)	Ch 4: Learning Sound Patterns (I)	-----
Oct 11 (Th)	Ch 4: Learning Sound Patterns (II)	-----
<u>Week 4:</u> Oct 16 (T)	Ch 5: Learning Words	3Ws #1: Draft 2
Oct 18 (Th)	<i>— Midterm Exam #1 —</i>	-----
<u>Week 5:</u> Oct 23 (T)	Ch 6: Learning Syntax (I)	3Ws #2: Draft 1
Oct 25 (Th)	Ch 6: Learning Syntax (II)	-----
<u>Week 6:</u> Oct 30 (T)	Ch 7: Word Recognition (I)	Short Paper: Draft 1
Nov 1 (Th)	Ch 7: Word Recognition (II)	-----
<u>Week 7:</u> Nov 6 (T)	Ch 8: Language Ambiguity	3Ws #2: Draft 2
Nov 8 (Th)	<i>— Midterm Exam #2 —</i>	-----
<u>Week 8:</u> Nov 13 (T)	Ch 10: Discourse and Inference (I)	Short Paper: Draft 2
Nov 15 (Th)	Ch 10: Discourse and Inference (II)	-----
<u>Week 9:</u> Nov 20 (T)	Ch 11: Sociolinguistics (I)	-----
Nov 22 (Th)	<i>--FALL BREAK (No Class Meeting)--</i>	-----
<u>Week 10:</u> Nov 27 (T)	Ch 11: Sociolinguistics (II)	Short Paper: Draft 3
Nov 29 (Th)	Ch 12: Language Diversity	-----
Dec 4 (T)	<i>— Final Exam: 12:30 —</i>	-----