

PSYC 321 Psycholinguistics

Territorial Acknowledgement: Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Instructor: Dr. Jillian O'Connor

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Office hours: Virtual office hours: Please click [here](https://calendly.com/drjoconnor/office-hours) (https://calendly.com/drjoconnor/office-hours) to schedule a meeting. You may select either a virtual or in-person meeting. Meeting times are automatically set to 15 minutes. If you require more than 15 minutes, you may book another meeting immediately following the first.

Contacting me: Email is my preferred method of contact. Please enter "PSYC 321" in subject line. Please note that I respond to emails within approximately 48 hours (although usually the same day), Monday to Friday, generally between 9 and 5pm.

Teaching assistants: Brianna Derby (email TBA)

Course times & location: Winter 2023, Jan 9-Apr 6

1. Lectures: Mon 2:30-4pm, KINGSTON 308
 2. Labs: Wed 10-11:30am, HUMPHREY 219
- *Labs start the second week of class (First lab: Jan 18th)*

Number of credits: 3.0

Modality: on-campus

Pre-requisites: PSYC 221/3.0 and [PSYC 203/3.0 or (Level 3 or above and registration in a LING Plan and a grade of B- in PSYC 100/6.0)]

Course materials: *available from the Queen's Campus Bookstore*

Required e-text: Ludden, D. (2015) The psychology of language: An integrated approach. Sage. ISBN: 9781483356310, Alternative version: Paperback ISBN: 9781452288802

Required software (free):

1. Praat: <http://www.fon.hum.uva.nl/praat/>
2. lab.js: <https://lab.js.org/>

This software will also be available on the computers in the lab HUMPHREY 219.

Calendar description: An introduction to psycholinguistic research and theory. Weekly lectures and laboratories will introduce topics including language perception, language production, conversation and linguistic representation. Applied issues in language research will be emphasized (e.g., speech pathology, language aids, and machine recognition of speech).

Learning outcomes:

1. Summarize the major issues in the psychology of language
2. Provide an overview of speech perception, sentence processing, discourse processing, speech production, sentence planning, and sign language
3. Outline recent developments in speech technology
4. Replicate the methods of a series of classic psycholinguistics experiments

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab, studying course material, and completing homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

onQ: Throughout the term, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities. If you have general questions about anything in the course and that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 48 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus.

Grading Scheme & Method:

Evaluation	% of Course Grade	Dates
Participation	10%	Each lecture & lab
Lab assignments	15% (5% each, best 3 of 4)	11:59pm Jan 24 11:59pm Jan 31 11:59pm Feb 7 11:59pm Feb 14
Group research proposal:	25%:	
Written submission	(15%)	11:59pm April 2 nd
Group contract	(2%)	11:59pm Feb 28 th
Presentation	(5%)	All groups: slides due 11:59pm Apr 2 Presentations on April 3 rd OR 5 th
Peer evaluation	(3%)	11:59pm April 5 th

In-class Midterm Exam	20%	Feb 27 In-class 2:30pm
Final Exam	30%	TBA: During final exam period (April 14-29)

Course timeline: The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

Week	Date	Class	Topic	Deadlines	Ch #	
1	09-Jan 11-Jan	Lecture	Introduction to psycholinguistics *No Lab*		1	
2	16-Jan 18-Jan	Lecture <i>Lab</i>	The science of language <i>Lab assignment 1</i>		2	
3	23-Jan 25-Jan	Lecture <i>Lab</i>	Speech perception <i>Lab assignment 2</i>	<i>Lab 1</i>	3	
4	30-Jan 01-Feb	Lecture <i>Lab</i>	Speech production <i>Lab assignment 3</i>	<i>Lab 2</i>	4	
5	06-Feb 08-Feb	Lecture <i>Lab</i>	Words <i>Lab assignment 4</i>	<i>Lab 3</i>	5	
6	13-Feb 15-Feb	Lecture <i>Lab</i>	Sentences <i>Group organization & contract</i>	<i>Lab 4</i>	6	
7	20-Feb 22-Feb	*Winter Break – No Classes*				
8	27-Feb 01-Mar	<i>Lab</i>	Midterm Exam <i>Group project: Research proposal topic</i>	<i>Group Contract</i>		
9	06-Mar 08-Mar	Lecture <i>Lab</i>	Discourse <i>Group project: Writing an introduction</i>		7	
10	13-Mar 15-Mar	Lecture <i>Lab</i>	Reading & Writing <i>Group project: Methodological considerations</i>		8	
11	20-Mar 22-Mar	Lecture <i>Lab</i>	Language & Culture <i>Group project: Results, implications, limitations</i>		12	
12	27-Mar 29-Mar	Lecture <i>Lab</i>	Signed language <i>Group project: Presentation tips</i>		10	
13	03-Apr 05-Apr		<i>Group presentations</i> <i>Group presentations</i>	<i>Presentation slides, Research proposal</i>		

Important University Dates

Date	Event
Jan 9	Classes start
Jan 20	Last day to add courses
Jan 20	Last day to drop courses without financial penalty
Mar 3	Last day to drop without academic penalty
Apr 5	Classes end
Apr 14-29	Exam period

Assessment of Learning Outcomes: Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor and/or TA.

Grading Method: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Attendance: Lecture and lab attendance is required for successful completion of this course. Sometimes you may need to miss a lecture, that's ok, but be sure that you catch up on any important information by working with your peers (e.g., request notes from your fellow students). It is not recommended to miss the lab components, as these will cover important instructions for completing the lab assignments and provide guidance for the research proposal.

Labs: Labs are divided into 2 phases. During the first half of the term, labs will focus on developing skills using software: acoustic analysis and experimental programming. Labs during the second half of term are devoted to using these skills by applying them to a group research proposal. It is intended that you will use this time to meet with your group members, receive instruction on the components of the research proposal, and to consult with your instructor/TA regarding your group research proposal. The last week of the term will be devoted to group presentations of the research proposal.

Lab assignments: There will be 4 lab assignments (see course timeline for due dates). Each assignment is worth 5%, and you will be graded on the best 3 of the 4 labs. Therefore, (in the interest of Flexible Design for Learning) you are able to “miss” one lab without it negatively impacting your grade on this component of the course. Please note that labs that are not submitted for any reason, regardless of documentation, will be graded as “0.” Detailed information regarding these labs will be available on the course website and discussed in class.

Group Work: On lab assignments, you are permitted to work with a partner to encourage collaboration, cooperation, and collective learning on lab assignments. However, you must write up your lab on your own using your own words. You are not permitted to share answers among large groups or as a lab group. You must work independently on tests and exams. We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your instructor immediately.

Participation: Students are expected to actively contribute to the class environment by being prepared for and engaging in discussions, asking and answering questions, and offering their insight, critique, and/or application of course concepts. Participation grades are determined holistically, based on participation throughout the entire semester. Participation grades are not based on attendance; however, students must be present in class in order to demonstrate their engagement.

Group Research Proposal: You will work in groups to write and present an APA style research proposal. This includes formulating a testable hypothesis, designing an experiment, hypothesized results, and discussing the potential implications and limitations. The proposal may be in any area of psycholinguistics but **must be experimental** in nature. Further information will be discussed in class.

Midterm exam: The midterm exam will be held in-class during regularly scheduled class time. The exam will cover lecture material, assigned readings, and labs. Students who are absent from a test must immediately notify their professor. You may only have your student card and writing implements visible during the test. Phones, dictionaries, pencil cases, etc. are strictly prohibited during the test. Please ensure your cell phone is turned off. Students will not be permitted to enter the after another student has completed the test and exited the room. Students who arrive late to an exam will not be provided with additional time.

Failure to write the midterm exam on the assigned date will result in a “0” for that exam. Students who miss the midterm exam and have been excused from the exam (such as by an approved academic consideration or accommodation) will write a deferred midterm exam, anticipated to be during regularly scheduled lab time on March 8th (subject to change). Requests for individualized deferred midterm scheduling will not normally be accommodated. Students will not be permitted to write a deferred midterm exam after grades have been returned for the midterm exam.

Assignment submission & Late assignments: All assignments are submitted through the course onQ in .doc(x) format. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: <https://www.queensu.ca/its/software/available-software/microsoft-365-apps-enterprise/tutorials/office-windows>

Unreadable/corrupt/empty/incomplete files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student’s responsibility to ensure that their document is (1) readable and (2) in the correct format.

In the interest of Universal Design for Learning, students are allotted a 72-hour grace-period for submission of all assignments (except the midterm and final exam). Submissions after these deadlines are not eligible for credit.

Timing of Final Examinations: The final exam is cumulative and will cover all course materials, including lectures, class discussions, and assigned readings. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Students should delay finalizing any travel plans until after the examination schedule has been posted. **Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** See <https://www.queensu.ca/psychology/undergraduate/current-students/departamental-policies> for departmental policies regarding missed final exams. In the case that students defer their final exam, such as in the case of an approved request for academic consideration, deferred final exams will be scheduled by the Exam’s Office and scheduled during the next deferred exam period (dates TBA). Requests for individualized final exam scheduling is not available in this course.

Course Feedback: At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Technology: Students are required to bring their own headphones to each lab. You are encouraged to use the required software on your own computers. The lab component will take place in a room with computers capable of running the required software:

1. Praat: <http://www.fon.hum.uva.nl/praat/>

Praat is downloadable software for conducting acoustic analysis and manipulation. Ensure you are running the latest version of Praat. Praat has versions for Windows, MacOS, and Linux.

2. lab.js: <https://lab.js.org/>

Labs.js is a browser-based experimental program and therefore works well across multiple machines with a modern browser. The best performance is using the latest version of Chrome. Avoid using Windows Edge or Linux-run Firefox.

External Software: This course makes use of lab.js for experimental programming. Be aware that by logging into the site, you will be leaving onQ, and accessing lab.js. Your independent use of that site, *beyond what is required for the course*, is subject to lab.js terms of use and privacy policy. You are encouraged to review these documents, using the link below, before using the site: <https://lab.js.org/>

Students are encouraged to work with the most recent versions of software, including web browsers, Java, Flash, and Adobe Reader.

Web Browsers: onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

For technology support ranging from setting up your device, issues with onQ or to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Discussion Guidelines: University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Accommodations for Disabilities: Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances: Assignments in this course have been designed with flexibility for academic consideration for all students. This means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not applicable and long-term requests will be handled on a case-by-case basis if needed. Please note that students **MUST** complete 3 of 4 labs, the group research proposal, the midterm and final exam to pass this course.

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor **AND** the coordinator. Please use the following:

Instructor Name: Jillian O'Connor

Coordinator email address: psyacom@queensu.ca

Instructor email address: jillian.oconnor@queensu.ca

Your professor requests email/phone communication within 2 days of receiving verification of your Consideration request. Students are encouraged to submit requests as soon as the need

becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Academic Integrity: Queen's students, faculty, administrators and staff all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>):

1. **Plagiarism:** Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, or submitting the same piece of work in more than one course without the permission of the instructor(s).
2. **Use of unauthorized materials,** such as possessing or using unauthorized study materials or aids during a test copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.
3. **Facilitation:** Enabling another's breach of academic integrity, such as by making information available to another student, knowingly allowing one's essay or assignment to be copied by someone else, buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.
4. **Falsification:** Misrepresentation of oneself, one's work, or one's relation to the University, such as by altering transcripts or other official documents relating to student records, impersonating someone in an examination or test, submitting a take-home examination written, in whole or in part, by someone else, or fabricating or falsifying laboratory or research data.

Copyright of Course Materials: Unless otherwise stated, all course materials are copyrighted and are for the sole use of students registered in this course. The materials may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course. Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express written consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Turnitin Statement: This course uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process. Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#). Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Equity, Diversity and Inclusivity Statement: Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

Expectations: Students in this course are expected to attend (in both body *and* mind) lecture and labs, be prepared to learn, participate, and contribute productively to the course environment. Students can help prepare themselves by reading the assigned material before class (recommended) and keeping up to date on materials e.g., via onQ. Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability. In turn, students can expect that I will provide a welcome and stimulating class environment. I value equity, fairness, and transparency in all aspects of the course. I encourage student questions, discussions, and engagement, whether in-person or online. I will act as a guide to the course content and provide supplementary information, highlight important concepts, and teach new skills. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be opportunities for you to interact with your instructor, TA, and your peers. Students will interact with their peers and have opportunities to learn from their colleagues during activities that include lab assignments and a group research project. The professor, TA, and students in this course are expected to “act in good faith,” which means fair and honest dealings, interactions, and communications. You are expected to behave with integrity at all times, both in face-to-face interactions and when engaging with each other online. See the discussion guidelines which I expect each of us to adhere to when interacting with one another, whether in person or online.