

Language

Psyc 399, Fall 2022

T: 1:00 – 2:30pm, Chernoff 117

Th: 11:00 – 1:00pm, Kingston 101

Instructor: Dr. Stanka A. Fitneva

E-mail: fitneva@queensu.ca

Phone: 613-533-2363

Office Hour: Thursday 2:30-3:30 or by appointment

Office: Humphrey 349

TA: Brooke Hilton, 14bch1@queensu.ca

Office Hour: Wednesday 2:00-3:00, Hum TA office

Course Description

What is the role of language in how we think and interact? What does it take to comprehend and speak, and how do the skills to use language develop? What is the role of language in our communities and our culture? The course will provide an overview of the psychological study of language, sampling from topics such as language evolution, language development, communication, and social learning, among others.

Land Acknowledgment

Queen's is situated on traditional Anishinaabe and Haudenosaunee territory.

Learning Outcomes

Along with providing deeper understanding of how language works, this course aims to develop your critical thinking and communication skills. It will encourage you to observe language and engage with original scholarship in the area. Successful students will be able to:

1. define, provide examples of, and apply concepts of language research
2. compare and apply models of language learning, processing, and use
3. apply knowledge to derive conclusions from sample data
4. communicate orally and in writing with various audiences (peers, academics) about current language research
5. develop and execute teamwork strategies for disseminating information

Required Course Materials

1. Sedivy, J. (2020). *Language in Mind*. 2nd Edition. Oxford University Press.
Available from the Queen's bookstore and on-line retailers in print and as an e-book. A hard copy will be available in Stauffer Library on a 3-hour reserve.
2. The other readings listed in the syllabus are available through the eReserves system accessible through onQ or the Queen's library.
3. ONE of the following books. Available from the Queen's bookstore or on-line retailers. Refer to the Book Club assignment before deciding which one to purchase.
 - Kinzler, K. (2020). *How You Say It: Why You Talk the Way You Do—And What It Says About You*. Boston: Houghton Mifflin Harcourt.
 - McCulloch, G. (2019). *Because Internet: Understanding the New Rules of Language*. New York: Riverhead Books.
 - Danesi, M. (2020). *The Art of the Lie: How the Manipulation of Language Affects Our Minds*. Lanham, MD: Prometheus Books.

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 studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

Essential Course Requirements

Quizzes (5 best of 6)	10%	objectives 1, 2
Assignment 1	10%	objectives 1, 3, 4
Assignment 2	15%	objectives 1, 2, 3, 4
Book club		
Presentation	15%	objectives 4, 5
Participation	5%	objectives 4, 5
Reflection	10%	objectives 1, 2, 4, 5
Final exam	35%	objectives 1, 2

Quizzes (2% each, 5 best out of 6). There will be a short ≈ 10 multiple-choice questions quiz on each set of textbook readings. Each quiz, except #6, will be open from noon on Thursday to 11:55pm on Sunday of the corresponding week. Quiz #6 will be available until 11:55pm on Sunday December 4th. It is to your advantage to take all quizzes. If you do not attempt a quiz, you will not be able to see the questions on it.

Assignments (10%, 15%) The goal of the two written assignments is to provide you with an opportunity to work with language data first hand and apply what you are learning in the course. Detailed instructions are provided on onQ. Please follow APA style. NOTE: You should read the instructions and start listening for misunderstanding for Assignment 2 as soon as possible.

Book club (30%) In a group with your classmates, you are asked to read ONE popular science book and develop a presentation for the rest of the class. You will be evaluated on the presentation (15%) as well as on your participation in the book club (5%) and reflection (10%). The available books are listed above under Required Course Materials. This is more or less a whole term activity. You need to select a book and indicate your choice for us on onQ by the end of the add/drop period.

Final Exam. The final exam for this course will take place during the official exam period. It will consist of MCQ and short answer questions. Example short answer questions will be provided for practice.

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **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.**

Flexibility

Late policy

Life happens so whenever possible, I have built the assessments with flexibility in mind. You can schedule each quiz at your convenience and can skip a quiz. Given this choice, there will be no extensions on quizzes. There will be also no extension on your journal submission (see Book Club assignment) and your misunderstanding diary entries. Again, they can be done at any time until the deadline and depend on how *you* choose to schedule your work. Moreover, both are meant as building points of larger assignments – the book group presentation and Assignment 2. The success of group work, in particular, depends on everyone’s preparation and ability to contribute.

Assignment 1 & 2: Everyone will have a 24 hrs grace period. Afterwards, 3% will be deducted for every 24 hrs, or part thereof, an assignment is late.

Book club: The group presentations cannot be rescheduled. Everyone will have a 24 hrs grace period on the reflection statement. 3% will be deducted for every 24 hrs, or part thereof, it is late.

Grading method

Unless otherwise stated, course components will be graded using numerical percentage marks. Your course average will be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:
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

Equity, Diversity and Inclusivity

Equity in an educational institution is achieved when all members of our society have fair and equal opportunity to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as leaders and citizens in society. Queen’s is committed to the values of equity, diversity, and inclusivity.

Accommodations for Disability

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 Considerations for Students in Extenuating Circumstances

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.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under “Applying for Academic Consideration.”

N.B: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our **COVID-Related Absence Reference Guide** on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Coordinator Name: Stanka Fitneva

Instructor/Coordinator email address: fitneva@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available. **Please follow up with me using email within 2 days of receiving verification of your Consideration request.**

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, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, 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 appropriate to the severity of the departure 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.

Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin

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.

Technology

This course requires that you work with the Queen's supplied software onQ. 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 to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Notice of Recording

Classes may be recorded with video and audio (and in some cases transcription) and made available to students in the course for the duration of the term. Recordings will be stored on a platform supported by the University. The University has taken steps to configure these platforms in a secure manner. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

Participation and Communication

A see students as active agents in their learning and this course is constructed with many opportunities to interact both in and outside class. There will be opportunities for you to interact not just with me, your instructor, but also with your TA, and your classmates. For everyone to feel safe and free to participate, you are expected to behave respectfully and with integrity at all times both in face-to-face and online interactions. Please see Queen's netiquette below which I expect each of us to adhere to.

Queen's Netiquette

1. Make a personal commitment to learn about, understand, and support your peers and yourself.
2. Assume the best of your peers and expect the best of them. Encourage yourself and your peers to develop and share ideas.
3. Acknowledge the impact of oppression on the lives of other people and make sure your communications are respectful and inclusive. Do not demean or embarrass others.
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. Be open to being challenged or confronted on your ideas and challenge your peers with the intent of facilitating growth.
7. The Teaching Team will not tolerate any form of oppression, including, but not limited to: racism, transphobia, homophobia, Islamophobia, sexism, or silencing of colleagues within any form of communication, or course work.

How We Will Communicate with You and How You Can Communicate with Us:

1. Please activate notifications for the **Announcements** forum on the course's onQ page. I will use it to distribute important information and updates about the course. "Important information" means information that you are responsible for, e.g., deadlines, details about assignments, etc.
2. Questions about the course content and assignments:
 - You are encouraged to post your questions in the Course Questions discussion forum on onQ as very likely your questions will be shared by other students. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions within two business days.
 - For 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. **Please use "Psyc 399:" in the subject line.** Again, we aim to respond within two business days.
3. Do take advantage of my **office hours** if I can help you with anything (including grad school/career questions) or to just chat about the course! You can come to my office (Humphrey 349) or videocall through Teams. You do not need to give me a heads up unless you would like me to check or review something before the meeting. Getting to know my students is one of the best parts of my job.

Resources

Participation depends on and sometimes involves learning of new tools. Spend some time to get familiar with onQ and Teams if you haven't used them much:

Teams - <https://www.queensu.ca/its/microsoft-office-365/teams/meetings>

onQ - <https://www.queensu.ca/onqsupport/students>

Schedule of Readings and Activities – SUBJECT TO CHANGE

Changes will be posted to onQ

Week	Topic	Materials	Activities & Assessments
1	Sept 6	Introduction	Introductions
	Sept 8	Charades!	Book survey opens
2	Sept 13	Origins	Chapter 2: Origins of Human Language
			Language diversity assignment opens
			Quiz 1: due 11:55pm Sunday Sept.18 Book choice survey closes Friday Sept 16, 5pm
	Sept 15		
3	Sept 20	Thought	Chapter 13: Language diversity
			Book Clubs set-up Quiz 2: due 11:55pm Sunday Sept.25
	Sept 22		
4	Sept 27	Identity	Ireland, M.E., & Mehl, M.R., (2014). Natural language use as a marker of personality. In T. M. Holtgraves (Ed.), <i>Oxford library of psychology. The Oxford handbook of language and social psychology</i> (p. 201-208). Oxford University Press.
			Eckert, P. (2005). Stylistic practice and the adolescent social order. In A. Williams and C. Thurlow (Eds.) <i>Talking Adolescence: Perspectives on Communication in the Teenage Years</i> . (pp. 93-110). New York: Peter Lang.
	Sept 29		
5	Oct 4	Connecting	Duck, S., & Usera, D. A. (2014). <i>Language and interpersonal relationships</i> . In T. M. Holtgraves (Ed.), <i>Oxford library of psychology. The Oxford</i>
			Language diversity assignment due Friday, Oct 7, 5 pm

			<i>handbook of language and social psychology</i> (p. 188–200). Oxford University Press.	Misunderstandings assignment – diary entries due Friday, Oct 7, 5 pm
			Chapter 12: The Social Side of Language, 12.3-12.4	
	Oct 6			
Thanksgiving, Fall break: NO CLASSES				
6	Oct 18	Sound	Chapter 4: Learning Sound Patterns, 4.1-4.3 Chapter 7: Speech Perception 7.1 – 7.3 Chapter 12.1	Quiz 3 (Ch 4, 7): due 11:55pm Sunday Oct 23 rd
	Oct 20			
7	Oct 25	Sign	Chapter 5: Learning Words, 5.1 – 5.3 Chapter 8: Word Recognition, 8.1 – 8.3	Quiz 4 (Ch 5, 8): due 11:55pm Sunday Oct 30 th
	Oct 27			
8	Nov 1	Structure	Chapter 9: Understanding Sentence Structure and Meaning, 9.1 – 9.4 Chapter 11: Discourse and Inference, 11.1, 11.4-11.5 Chapter 12.2	Quiz 5 (Ch 9, 11): due 11:55pm Sunday Nov 6 th
	Nov 3			
9	Nov 8	Language as Action	Maass, A., Arcuri, L., & Suitner, C. (2014). <i>Shaping intergroup relations through language</i> . In T. M. Holtgraves (Ed.), <i>Oxford library of psychology. The Oxford handbook of language and social psychology</i> (p. 157–176). Oxford University Press.	Misunderstandings Assignment due Friday Nov 11 th , 5 pm Book journal due Sunday, Nov 13 th , 5 pm
	Nov 10			
10	Nov 15	In-class group work		
	Nov 17	In-class group work		
11	Nov 22	Book presentation and discussion	Kinzler, K. (2020). <i>How You Say It: Why You Talk the Way You Do—And What It Says About You</i> . Boston: Houghton Mifflin Harcourt.	
	Nov 24	Book presentation and discussion	McCulloch, G. (2019). <i>Because Internet: Understanding the New Rules of Language</i> . New York: Riverhead Books.	

12	Nov 29	Book presentation and discussion	Danesi, M. (2020). <i>The Art of the Lie: How the Manipulation of Language Affects Our Minds</i> . Lanham, MD: Prometheus Books.	Book Club Reflection & Group Work Assessment due Friday Dec. 2, 5pm Quiz 6 (Ch 12): due 11:55pm Sunday Dec 4 th
	Dec 1	Conclusion		
Final exam: December 8th – 22nd				

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