Developmental Psycholinguistics

Psyc 452, Fall 2022

Instructor: Dr. Stanka A. Fitneva
E-mail: fitneva@queensu.ca
Office Hours: Thursday 2:30-3:30 in H349 or on
Teams; also by appointment

Class meetings in Humphrey 223:
Monday 11:30 – 1:00
Thursday 1:00 – 2:30

Course Description
This seminar focuses on the human ability to produce and comprehend language and the development of this ability. Using original empirical articles, the participants in the seminar will examine topics like syntactic and lexical disambiguation, structural priming, the development of reading, and variability in language development.

Learning outcomes
Successful students will be able to:
1. identify and discuss key questions and methods in language development research
2. communicate to and with various audiences (peers, academics, the community) and in various formats (orally, in writing) about current language development research
3. evaluate primary research and formulate new research questions for developmental psycholinguistics
4. develop and execute teamwork strategies for research and dissemination of information to the community

Readings
1. Sedivy, J. (2021). *Memory Speaks: On Losing and Reclaiming Language and Self*. Cambridge, MA: Belknap.

2. The syllabus provides complete references for all primary research readings so you can retrieve them using your library account. There is also a Course Reserve system accessible through onQ or the library.

As a seminar, this course requires **a substantial amount of independent work**. One aspect of this requirement is that, depending on your background, you may need to supplement the required readings with other sources in order to participate fully in class discussion. For example, you may encounter unfamiliar terminology beyond the concepts we tackle in class. Virtually all readings require grasp of experimental design issues. If such situations arise: The Internet provides a convenient way to find definitions quickly. In addition, the reference sections of the papers we read are helpful in figuring out where to look for further information. Finally, the Queen's Library has a number of reference works on language development and psycholinguistics in its stacks and online that you can consult if you feel you need background on a particular issue, e.g.:

Kempe, V., & Brooks, P. (2014). *Encyclopedia of language development.* Washington, DC: Sage.
Spivey, M., Joannisse, M., & McCrae, K. (2012). *The Cambridge Handbook of Psycholinguistics*. Cambridge: Cambridge University Press.

Please don't hesitate to post to the Discussion Board or come to office hours!

Essential Course Requirements and Assessments

Heritage language module		
Journal (4 best/6)	8%	objectives 1, 3
Group presentation	15%	objectives 2, 3, 4
Community project	5%	objective 2, 4
Reflection papers (4 best/5)	16%	objectives 1, 3
Participation	12%	objectives 1, 2, 3
Individual presentation	15%	objectives 2, 3
Research proposal paper	29%	objectives 1, 2, 3

Heritage language module (28%)
In the **first part of the term**, we will use the book *Memory Speaks* by Julie Sedivy to develop group presentations. We will then use the presentation to develop products that can serve our community. Specifically, we will be working with Immigrant Services Kingston and Area to identify and meet a need they have. Examples of the 'products' we develop for them include a presentation, brochure, web page, etc. Your work will be assessed based on your preparation and participation (journal, participation below) as well as the quality of the outputs (group presentation, community project).

The **second part of the term** is organized around 5 modules and feature more individual work.

Reflection papers (RP; 16%). Each module will begin with a discussion of a general or a classic paper introducing the topic. To prepare for discussion, everybody has to post a "*reflection paper*" on the readings to the module's Discussion Board. The deadline for posting those is <u>noon on the Sunday before the class discussion meeting</u>. You should begin your RP with a clear summary of the points in the paper you are discussing (see the Rubric). Your discussion of those points may consist of 1) applications of the findings in the readings to the real world, 2) whether the questions posed by the researchers are answered to your satisfaction, 3) connections with other research you know about, 4) any ideas you have for extending the research presented in the paper, etc. Reflection papers will be graded 0 – 4 points. The *four* best papers will count toward your grade. Recommended length: 350-600 words.

<u>Individual Presentation</u> (15%). The individual presentation is opportunity for you to develop your skills and confidence in analyzing primary research and in presenting the material concisely but without losing sight of the important nuances of the research. You can find general Presentation Guidelines and resources at the end of this document.

You will be responsible for presenting one paper. Your presentation should be **less than 15 minutes long** so that there are at least 5-10 minutes for discussion. Your presentation grade will be informed by your classmates' evaluations and also reflect the thoughtfulness of your self-evaluation. Please email me any materials you use for my records (e.g., handouts, slides).

Research proposal paper (29%). This paper is an opportunity for you to develop an original research idea related to the topic of the seminar. The paper should present evidence for critical analysis and synthesis of the literature and identify a point of controversy. It should also describe a well-thought out methodology to address the controversy. The paper should be **up to ten (10) pages long**, excluding the title and abstract pages and excluding the reference section. Please follow APA style. The paper is due on **Wednesday, December 7th, 2022, at 5pm**.

To support your success in this project, I will be available to discuss your paper topic and outline in November. You are welcome to talk to me about your ideas earlier – the earlier you start, the better! I can provide feedback on your outline/draft if you turn it in 24 hours before your appointment. While the meetings and outline are optional, it is mandatory to email me about your idea by November 20, and have it approved by me.

Participation
(4%) Heritage languages module – Your participation in the Heritage Language module, including the community project part, will be graded on the basis of the confidential self/group work evaluations which everyone has to submit. (See Self Reflection and Group Evaluation attachment.)

(4%) Your participation grade will also reflect the quantity and quality of your contribution to class discussion. As evaluation is an integral part of learning, you will be asked to provide constructive feedback to your classmates' presentations. You can miss two classes with no penalty. One (1) point will be deducted for each additional missed class. Beyond that, your grade will be based on the consistency of your participation, your ability to extend the discussion by offering critical analysis and bridges to other knowledge, and your adherence to the Ground Rules for discussion.

(4%) Your participation grade will also reflect your participation *on-line*. On "presentation days", non-presenters will be *randomly assigned* to provide 1) an extension or 2) a critique of *one* of the papers (CE in Schedule). These comments/questions have to be posted online by the beginning of class. My primary goals here are both to foster better in-class discussion and for you to help each other with the

development of research proposal ideas. Individual posts and responses will not be graded. Rather, I expect at a minimum 4 posts (200-350 words each).

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

Letter	Percentage Marks			
A+	90-100		C+	67-69
A	85-89		C	63-66
A-	80-84		C-	60-62
B+	77-79		D+	57-59
B	73-76		D	53-56
B-	70-72		D-	50-52
			F	49 and below

Late policy
Life happens so whenever possible, I have built the assessments with flexibility in mind. You can skip one reflection paper (out of 5), one CE paper (out of 5) and 2 journal entries. At the same time, many submissions feed into other activities. For example, journal entries, RPs and CEs help to structure class and group discussions. Similarly, group presentations will be building blocks for the community project. Thus, late submissions of reflection papers, CE posts, journal entries, and group presentations will *not* be accepted.

Individual Presentations: Once the schedule is set (around September 13th), presentation dates will be fixed. Because of the thematic organization of the course, they cannot be moved from one module to another.

Everyone will have a 24 hrs grace period on the submission of the final research proposal paper. Afterwards, 3% of its grade will be deducted for every 24 hrs, or part thereof, the paper is late.

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 (onQ, Zoom, Teams). 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. You will interact not just with me, your instructor, but also with your classmates, and members of the community. 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 (n)Etiquette below which I expect each of us to adhere to.

Queen's (N)Etiquette

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 I Will Communicate with You and How You Can Communicate with Me:

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. I will monitor this discussion forum and answer questions within two business days.
   - For questions that you would prefer to share privately, the best way to reach me is email. **Please use "Psyc 452:" in the subject line.** Again, I 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. If the time of office hours does not work, don't hesitate to contact me to find a different time when we can talk.

Schedule of readings (subject to change)

* optional reading or background reading
Shaded = presentations day

Date	Topic	Readings	Assessments
Th 9/8	Introduction		
M 9/12	What is language?		Journal 0 due NOON, 9/11
Th 9/15		Sedivy – Chapter 1	Journal 1 due 11:55pm 9/14
M 9/19		Sedivy – Chapter 2	Journal 2 due 11:55pm 9/18
Th 9/22		Sedivy – Chapter 3	Journal 3 due 11:55pm 9/21
M 9/26		Sedivy – Chapter 4	Journal 4 due 11:55pm 9/25
Th 9/29		Sedivy – Chapter 5	Journal 5 due 11:55pm 9/28
M 10/3		Sedivy – Chapter 6	
Th 10/6			Group presentations due NOON Wed 10/5 Self/group evaluation due Friday 10/7
M 10/10	THANKGIVING	NO CLASS	
Th 10/13		BREAK – NO CLASS	
M 10/17		Community presentation work / debriefing on Sedivy	
Th 10/20	Language processing	Snedeker, J., & Huang, Y. (2017). Sentence processing. In E. Bavin and L. Naigles (Eds.), *The handbook of child language*, 2nd Edition, 409-437. Cambridge University Press. Assigned pages: 409-425	RP1 due NOON Wed 10/19
M 10/24		Fernald, A., Swingley, D., & Pinto, J. P. (2001). When half a word is enough: Infants can recognize spoken words using partial phonetic information. *Child Development, 72*(4), 1003-1015. Mani, N. & Huettig, F. (2012). Prediction during language processing is a piece of cake—But only for skilled producers. *Journal of Experimental Psychology: Human Perception and Performance, 38*, 843-847	Presentation OR CE

		Yurovsky, D., Case, S., & Frank, M. C. (2017). Preschoolers flexibly adapt to linguistic input in a noisy channel. *Psychological Science*, 28(1), 132–140. https://doi.org/10.1177/0956797616668557	
		*Huang, Y. T., Leech, K., & Rowe, M. L. (2017). Exploring socioeconomic differences in syntactic development through the lens of real-time processing. *Cognition*, 159, 61–75. https://doi.org/10.1016/j.cognition.2016.11.004	
		*McMurray, B., Farris-Trimble, A., & Rigler, H. (2017). Waiting for lexical access: Cochlear implants or severely degraded input lead listeners to process speech less incrementally. *Cognition*, *169*, 147–164. https://doi.org/10.1016/j.cognition.2017.08.013	
		*Fernald, A. & Marchman, V. A. (2012). Individual differences in lexical processing at 18 months predict vocabulary growth in typically-developing and late-talking toddlers. *Child Development*, 83, 203-222.	
Th 10/27	Statistical learning	Saffran, J.R. (2020), Statistical language learning in infancy. *Child Development Perspectives*, 14: 49-54. doi:10.1111/cdep.12355 Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, *274*, 1926-1928. *Saffran, J.R., & Kirkham, N. Z. (2017). Infant statistical learning. *Annual Review of Psychology, 69*, 181–203.	RP2 due NOON Wed 10/26
M 10/31		Estes, K. G., & Lew-Williams, C. (2015). Listening through voices: Infant statistical word segmentation across multiple speakers. *Developmental Psychology, 51*(11), 1517-1528 http://dx.doi.org.proxy.queensu.ca/10.1037/a0039725 Potter, C. E., & Lew-Williams, C. (2019). Infants' selective use of reliable cues in multidimensional language input. *Developmental Psychology, 55*(1), 1-8. http://dx.doi.org.proxy.queensu.ca/10.1037/dev0000610 MacDonald, K., Yurovsky, D., & Frank, M. C. (2017). Social cues modulate the representations underlying cross-situational learning. *Cognitive Psychology*, *94*, 67–84. https://doi.org/10.1016/j.cogpsych.2017.02.003 *Shufaniya, A., & Arnon, I. (2018). Statistical learning is not age-invariant during childhood: Performance improves with age across modality.	Presentation OR CE

		Cognitive Science, *42*(8), 3100–3115. https://doi.org/10.1111/cogs.12692	
		*Thiessen, E. D., Onnis, L., Hong, S.-J., & Lee, K.-S. (2019). Early developing syntactic knowledge influences sequential statistical learning in infancy. *Journal of Experimental Child Psychology*, *177*, 211–221. https://doi.org/10.1016/j.jecp.2018.04.009	
		*Karaman, F., & Hay, J. F. (2018). The longevity of statistical learning: When infant memory decays, isolated words come to the rescue. *Journal of Experimental Psychology. Learning, Memory, and Cognition*, *44*(2), 221–232. https://doi.org/10.1037/xlm0000448	
Th 11/3	Iconicity, gesture, and embodiment	Perniss, P., & Vigliocco, G. (2014). The bridge of iconicity: from a world of experience to the experience of language. *Phil. Trans. R. Soc. B,* 369(1651), 20130300. https://doi.org/10.1098/rstb.2013.0300	RP3 due NOON Wed 11/2
		* Hinton, L. & Bolinger, D. (2003). Sound symbolism. In W. J. Frawley, *International Encyclopedia of Linguistics* (2 ed.). OUP (e-book)	
M 11/7		Zwaan, R. A., Stanfield, R. A., & Yaxley, R. H. (2002). Language comprehenders mentally represent the shapes of objects. *Psychological Science*, *13*(2), 168–171. https://doi.org/10.1111/1467-9280.00430	Presentation OR CE
		Spaepen, E., Coppola, M., Spelke. E, Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. *PNAS, 108(8), 3163-3168.*	
		Tzeng, C. Y., Nygaard, L. C., & Namy, L. L. (2017). Developmental change in children's sensitivity to sound symbolism. *Journal of Experimental Child Psychology,* 160, 107–118. https://doi.org/10.1016/j.jecp.2017.03.004	
		*Brand, J., Monaghan, P., & Walker, P. (2018). The changing role of sound-symbolism for small versus large vocabularies. *Cognitive Science*, *42*(S2), 578–590. https://doi.org/10.1111/cogs.12565	
		*Masson, M. E. J., Bub, D. N., & Warren, C. M. (2008). Kicking calculators: Contribution of embodied representations to sentence comprehension. *Journal of Memory and Language, 59*(3), 256-265. http://dx.doi.org/10.1016/j.jml.2008.05.003	

Th 11/10	Perspective taking & conceptual pacts	Brennan, S. E., & Clark, H. H. (1996). Conceptual pacts and lexical choice in conversation. *Journal of Experimental Psychology: Learning, Memory, and Cognition,* 22(6), 1482-1493.	RP4 due NOON Wed 11/9
M 11/14		Köymen, B., Schmerse, D., Lieven, E., & Tomasello, M. (2014). Young children create partner-specific referential pacts with peers. *Developmental Psychology*, 50(10), 2334-2342.	Presentation OR CE
		Khu, M., Chambers, C. G., & Graham, S. A. (2020). Preschoolers flexibly shift between speakers' perspectives during real-time language comprehension. *Child Development*, 91, e619-e634. https://doi.org/10.1111/cdev.13270	
		*Gorman, K. S., Gegg-Harrison, Th., Marsh, C. R., & Tanenhaus, M. K. (2013). What's learned together stays together: Speakers' choice of referring expression reflects shared experience. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 39*(3), 843-853.	
Th 11/17		NO CLASS	
M 11/21	Dialogue	Bock, K., & Griffin, Z. M. (2000). The persistence of structural priming: Transient activation or implicit learning? *Journal of Experimental Psychology: General,* 129(2), 177–192.	RP5 due NOON Sun 11/20
Th 11/24		Branigan, H.P., & Messenger, K. (2016). Consistent and cumulative effects of syntactic experience in children's sentence production: Evidence for error-based implicit learning. *Cognition*. 2016;157:250-256. doi:10.1016/j.cognition.2016.09.004	Presentation OR CE
		Clay, Z., Pople, S., Hood, B., & Kita, S. (2014). Young children make their gestural communication systems more language-like: Segmentation and linearization of semantic elements in motion events. *Psychological Science, 25(8), 1518-1525*.	
		Branigan, H. P., & McLean, J. F. (2016). What children learn from adults' utterances: An ephemeral lexical boost and persistent syntactic priming in adult–child dialogue. *Journal of Memory and Language, 91,* 141-157. http://dx.doi.org.proxy.queensu.ca/10.1016/j.jml.2016.02.002	
		*Raviv, L., & Arnon, I. (2018). Systematicity, but not compositionality: Examining the emergence of linguistic structure in children and adults	

		using iterated learning. *Cognition*, 181, 160-173. doi:10.1016/j.cognition.2018.08.011.
		*Rowland, C.F., Chang, F., Ambridge, B., Pine, J. M, & Lieven, E. V.M. (2012). The development of abstract syntax: Evidence from structural priming and the lexical boost. *Cognition*, 125, 49-63.
		*Foltz, A., Thiele, K., Kahsnitz, D., & Stenneken, P. (2015). Children's syntactic-priming magnitude: lexical factors and participant characteristics. *Journal of Child Language*, 42(4), 932–945.
M 11/28	Language – community and careers	Readings TBD Research proposal meetings
Th 12/1	Language – community and careers	Research proposal meetings
M 12/5		Conclusion & wrap up

Copyright of Course Materials

Psychology 452
Developmental Psycholinguistics
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Class Participation Guidelines and Resources

Ground Rules for Discussion: It's all about Respect!
- Be prepared. This is the most fundamental form of respect in a discussion-based class. Do the readings. Re-read your post before class. Read your classmates' posts too.
- Listen openly to what is said, rather than who says it. Try to understand the others as much as you hope they try to understand you.
- The person who is speaking should not be interrupted.
- Do not monopolize discussion.
- If you disagree with someone, disagree with their ideas but don't attack the person.

Electronic Forums - Good Practice
- *Sign your posts.* This shows respect for the time and thought readers puts in and makes it more likely for them to reply. *Address your posts too. It's still a conversation!*
- Choose *a subject line* for your posts that makes it clear what the post is about. (RP2 is not very effective.) This will also help your writing!
- Be thoughtful and generous in your response to other people's posts – try to consider what might be useful in what they are trying to say even if you disagree with it. Be kind, specific, and helpful.
- Never be rude or dismissive about someone's posts. If you have any complaints about other people's behaviour take it up with the instructor.

Queen's Netiquette
University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place by adhering to 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 other people's lives 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 alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.

Resources
Participation depends on and sometimes involves the learning of new tools. Here are some helpful resources on onQ, Teams and Zoom:

onQ - https://www.queensu.ca/onqsupport/students
Teams - https://www.queensu.ca/its/microsoft-office-365/teams/meetings
Zoom - https://zoom.us/resources

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Individual Presentation Guidelines

Content
The papers we are going to discuss vary widely in topics and methods. As such, I expect that presentations vary in their emphasis. For instance, some papers present more substantial theoretical innovations, whereas others represent significant methodological advances. Presentations will and should reflect these differences in content. Nonetheless, each presentation should include the following:

1. Provide a clear, concise statement of the research question being investigated (What did they do?)

2. Provide a clear description of the theoretical background. (Why did they do what they did? Why is it important theoretically)

3.* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.

4.*A clear summary of what was found.

5.A conclusion stating what the authors think it all means.

6. *Your* evaluation of the work

* Visual illustration of methods and results is very helpful. Consider including demonstrations and interactive elements.
** Don't forget that as any piece of effective communication, your presentation should be engaging.

Length
Your presentation should be 10 - 15 minutes long.

PowerPoint tips and hints.
In an educational setting, PowerPoint can be used to effectively and succinctly present visual material that helps the audience understand the main point of the presentation. There are many aspects of PowerPoint that can actually get in the way of your doing this. Here are some examples:
• too much information/text on a slide
• too many slides
• a long series of slides that all have the same title (e.g., "introduction")
• a long series of slides that all have the same format (e.g., title & bullets).
• unnecessary use of animations (e.g., things sliding in from the side…)
• unnecessary use of clip art
• sloppy use of scanned graphics from research papers (some journals offer PPT slides with graphics!)
• inclusion of data tables scanned from research papers
• bad color schemes and busy backgrounds
• "cute" fonts that are hard to read
• reading from slides (using slides the way you might use index cards).

Search the Web for information about putting together strong and effective PowerPoint presentations.