

Developmental Psycholinguistics

Psyc 452, Fall 2021

Instructor: Dr. Stanka A. Fitneva

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Office Hours (Teams): Thursday 11:30-12:00
and by appointment

Times for synchronous ZOOM meetings:

Monday 8:30 – 10:00

Thursday 10:00 – 11:30

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) and in various formats (orally, in writing) about current language development research
3. evaluate primary research and formulate new research questions for developmental psycholinguistics

Readings

The syllabus provides complete references for all readings so you can retrieve them using your library account. There is also an eReserves system for the course 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.

If you are not satisfied with the answers you find on your own, please don't hesitate to post about the issue to the Discussion Board or come to office hours!

Course Requirements and Grading Scheme

Reflection papers (4 best/5)	16%	objectives 1, 3
*CE papers (5 best/6)	10%	objectives 1, 2, 3
Presentation	20%	objectives 2, 3
CE response/summary	2%	objective 2
*Presentation evaluations (6)	12%	objective 2
Research proposal paper	40%	objectives 1, 2, 3

*The Substitution option described under Late Policy is designed to provide choice and increase flexibility in managing your workload. Applying the Substitution option allows you to choose the weight of the CE paper and PE requirements, within the following ranges:

CE papers (5 best/6 with the option to add up to 3 more) 10% - 16%
 Presentation evaluations (6 with the option to decrease to 3) 6% - 12%

Note that the Substitution Option does not change the total number of assessments in the course. A total of 11 CE papers and presentation evaluations should be submitted, of which minimum 5 CEs and minimum 3 PEs. You just have an option between a CE paper and a PE for the remaining 3 assessments you submit.

Format

This course will be delivered remotely. I have re-designed the course activities so that they can be done asynchronously. The current plan does include though synchronous sessions via Zoom. Participation in the synchronous sessions will not count toward your grade. That said, I strongly encourage attendance and participation in the Zoom sessions. Discussion is a/the major engine of learning in this seminar. If you are unable to attend our zoom sessions in general or on occasion, I encourage you to go over and beyond the online participation that is required.

Instructional plans may have to change due to the pandemic.

The seminar consists of five (5) modules, each with the following format:

MODULE STRUCTURE	Mon class 8:30am	Tue	Wed	Thu class 10am on ZOOM	Fri	Sat	Sun
Week1	See schedule for ZOOM sessions		RP to introductory reading due 10am	Day 1 Introductory reading discussion			
Week2	Day 2 No ZOOM sessions Presentations and CE papers due 10 am		PEs & CE response/summary due 11:55pm	Day 3 Discussion of Day 2 readings and wrap-up			

First Monday – reserved for special topics and 1:1 instructor-student work

Day 1 Thursday – Zoom discussion of introductory reading; submit reflection paper (RP) on the reading(s) the day before (Wednesday)

Day 2 Monday – prepare and submit either a presentation or a critique/extension paper on one of the further readings. Sign-up document for presentations and CE assignments is on Teams.

Day 3 Thursday – discussion of Day 2 readings and topic wrap-up. Prepare by watching Day 2 presentations and submit presentation evaluations (PE) the day before (Wednesday). In addition, Day 2 presenters should read the CEs on their paper and post a CE response/Summary.

Assessments

Rubrics for each assessment can be found on onQ.

Week 1

Reflection papers (RP; 16%). Each module will begin with a discussion of a more general or 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 10am on the Wednesday before module Day 1. 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.

Week 2

Critique/Extension papers (CE; 10%). Each module includes readings that will allow us to gain fuller and more in-depth understanding of its topic. You have to read and provide either 1) an extension or 2) a critique of *one* of these papers. You will be randomly assigned a paper to read and comment on – see file on Teams. The CE papers have to be posted on the appropriate onQ Discussion board by 10am on Monday, Module Day 2. Each CE paper is worth 2 points and your five best papers will count toward your grade. (You can skip a CE paper when you present.) Recommended length: 200 – 350 words.

Presentation. Again, each module includes readings that will allow us to gain fuller and more in-depth understanding of a topic. You will be responsible for presenting one of these readings and evaluating on average 3 presentations for each module. Your work here has 2 parts:

(20%)* Presentation. The 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. Your presentation should be **pre-recorded** and **10-15 minutes long**. The deadline for posting it to the onQ Presentation Space is 10 am on Monday, Module Day 2.

(2%) CE response/summary. This paper an opportunity for you to prepare for the discussion on Module Day 3. It needs to pull together the key threads in the CE posts, connect with our Introductory discussion or the course material so far, and discuss at least one idea for a follow-up study. In other words, you can use this paper as a test-run for your research proposal paper. The deadline for submitting your CE response/summary is 11:55pm on Wednesday before Module Day 3. Recommended length: 300 - 400 words.

I expect that as you review the CEs you respond to a few. I hope this not only fosters a better sense of community and engagement but also spurs more thoughtful discussion on Day 3.

Presentation evaluations (PE) (12%). As evaluation is an integral part of learning, you will be also asked to watch and evaluate your classmates' presentations. You need to submit 6 evaluations (and no more than 6!) over the course of the term. In your evaluations, you have to provide constructive feedback to the presenters. This assumes familiarity with the material they are presenting. Each evaluation is worth 2 points. The deadline for submitting your evaluations is 11:55pm on Wednesday before Module Day 3.

Note 1: You should try to watch ALL presentations. This will help you participate in our discussions and find/develop a question for your research proposal.

Note 2: Note that the PEs will be available to everyone to see but they will be anonymous (except for the instructor.)

Note 3: As you and the other students in the class have a choice of when to do your presentations, the availability of presentations to evaluate may not be evenly distributed in the course. The dates of all presentations are available to you through the Presentation Sign-up sheet on Teams. Please review and plan your work accordingly. See also Substitutions option outlined under Late Policy.

Research proposal paper (40%). 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 8th, 2021, at 5pm**.

All other work you do in this class is meant to support your success in this project. In addition:

- 1) For this paper you have to be able to research the primary literature on a particular topic. We will have a class session (or collect a resource page) on APA style, plagiarism, and library work. It will

be led by the Psychology liaison librarian who can answer questions about using psychology databases, narrowing and expanding literature searches, etc.

- 2) 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 Thursday November 11, 5pm and have it approved by me.

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
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

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 C/E paper (out of 6) and, assuming usual class enrollment, you do not have to evaluate every presentation in a module and you can do fewer evaluations for one module and make up in the next. At the same time, each submission feeds into other activities. For example, presenters will use CE papers to summarize the responses to a paper and prepare discussion questions, I will use the reaction papers to structure Day1, and your summary/response papers will be departing points for your classmates on Day3. Thus, late submissions of reflection papers, C/E posts, presentation evaluations, and summary/response papers will *not* be accepted.

Presentations: no penalty extension for submitting by noon of the due date; 10% deduction for every 24 hours after, or part thereof, and potentially foregoing peer feedback.

Note: 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.

Substitutions: You can do one CE paper instead of one PE. Three such substitutions are allowed. The small print: The additional CE papers may be submitted by 11:55pm on Wednesday before Module Day 3 (rather than on Day2 Monday).

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.

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

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 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.

Plagiarism is a form of departure from academic integrity that sometimes surfaces in written assignments. Please visit these websites to help you make sure that you are able to write things in your own words. Regardless of how and where you retrieve information, the principles of academic integrity apply.

- <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

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin 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 determine the authenticity of work as a part of a larger process.

Technology

This course requires that you work with the Queen's supplied software onQ and the MS Office365 application Teams (download through Software Centre). In addition, to participate in the synchronous sessions, you should download the free Zoom client for your device. Built-in camera and mic work generally ok but you may want to have access to a webcam and headset. Joining the sessions by phone may limit your participation options (e.g., in breakout rooms).

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

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.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

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>

Synchronous sessions

Our synchronous sessions will be participant driven and primarily involve small group discussions. I welcome ideas to make these sessions feel more like a classroom! For them to work and for you to benefit, you have to come prepared and be willing to participate. To decrease barriers of participation, I suggest you have your mic on for the duration of the class. Don't usurp the air and, if you find it hard to speak, the Chat box is a great way to contribute a question or a comment.

As the synchronous sessions will be participant driven, I do not intend to record them. I will record though those parts in which I make announcements relevant to the entire class.

Notice of Recording

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University: Zoom. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. 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 general [Notice of Collection, Use and Disclosure of Personal Information](#).

Communication

1. I will use the onQ Announcements tool to distribute important information and updates about the course. "Important information" means information that you are responsible for, e.g., updates on deadlines, details about assignments, etc. To ensure that you do not miss any important communications, you **must** activate notifications for the Announcements forum on the course's onQ page. Here is how:
 1. Log into onQ.
 2. Click on the drop-down arrow, next to your name, in the top right corner of your screen.
 3. Select **Notifications**.
 4. Under **Contact Methods** enter your mobile number, if you would like to receive texts.
 5. Under **Instant Notifications** check the boxes to choose which notifications will be sent by email/SMS. You have to select the Announcements items; the rest are optional.
 6. Select the **Save** button to confirm changes.

2. *onQ*: 1) Participation in the General Discussion Board is strongly encouraged: post questions, read and respond to your fellow classmates. 2) The Board is intended to be used **ONLY** as a forum for discussion of topics relating to Psychology 452.
3. The best way to contact me is via email. **Please use "Psyc 452:" in the subject line.** I aim to respond to student email within *two business* days.
4. Do take advantage of office hours if I can help you with anything (including grad school/career questions) or just want to chat about the course! You do not need to give me a heads up unless you would like me to check or review something before the meeting. If the time 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 = zoom class meeting

Date	Topic	Readings
Th 9/9	Introduction	
M 9/13	What is language?	<p>Franklin, A., Drivonikou, G. V., Clifford, A., Kay, P., Regier, T., & Davies, I. R. L. (2008). Lateralization of categorical perception of color changes with color term acquisition. <i>PNAS</i>, 105, 18221-18225.</p> <p>Spaepen, E., Coppola, M., Spelke, E., Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. <i>PNAS</i>, 108(8), 3163-3168.</p> <p>Hespos, S. J., & Spelke, E. S. (2004). Conceptual precursors to language. <i>Nature</i>, 430(6998), 453–456. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1415221/</p> <p>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. <i>Psychological Science</i>, 25(8), 1518-1525.</p>
Th 9/16	Language processing	<p>Snedeker, J., & Huang, Y. (2017). Sentence processing. In E. Bavin and L. Naigles (Eds.), <i>The handbook of child language</i>, 2nd Edition, 409-437. Cambridge University Press. Assigned pages: 409-425</p>
M 9/20		<p>Fernald, A., Swingley, D., & Pinto, J. P. (2001). When half a word is enough: Infants can recognize spoken words using partial phonetic information. <i>Child Development</i>, 72(4), 1003-1015.</p> <p>Mani, N. & Huettig, F. (2012). Prediction during language processing is a piece of cake—But only for skilled producers. <i>Journal of Experimental Psychology: Human Perception and Performance</i>, 38, 843-847</p> <p>Yurovsky, D., Case, S., & Frank, M. C. (2017). Preschoolers flexibly adapt to linguistic input in a noisy channel. <i>Psychological Science</i>, 28(1), 132–140. https://doi.org/10.1177/0956797616668557</p> <p>Huang, Y. T., Leech, K., & Rowe, M. L. (2017). Exploring socioeconomic differences in syntactic development through the lens of real-time processing. <i>Cognition</i>, 159, 61–75. https://doi.org/10.1016/j.cognition.2016.11.004</p> <p>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. <i>Cognition</i>, 169, 147–164. https://doi.org/10.1016/j.cognition.2017.08.013</p> <p>*Fernald, A. & Marchman, V. A. (2012). Individual differences in lexical processing at 18 months predict vocabulary growth in typically-developing and late-talking toddlers. <i>Child Development</i>, 83, 203-222.</p>
Th 9/23		Discussion

M 9/27		Library research
Th 9/30	Statistical learning	<p>Saffran, J.R. (2020), Statistical language learning in infancy. <i>Child Development Perspectives</i>, 14: 49-54. doi:10.1111/cdep.12355</p> <p>Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i>, 274, 1926-1928.</p> <p>*Saffran, J.R., & Kirkham, N. Z. (2017). Infant statistical learning. <i>Annual Review of Psychology</i>, 69, 181–203.</p>
M 10/4		<p>Thiessen, E. D., Onnis, L., Hong, S.-J., & Lee, K.-S. (2019). Early developing syntactic knowledge influences sequential statistical learning in infancy. <i>Journal of Experimental Child Psychology</i>, 177, 211–221. https://doi.org/10.1016/j.jecp.2018.04.009</p> <p>Shufaniya, A., & Arnon, I. (2018). Statistical learning is not age-invariant during childhood: Performance improves with age across modality. <i>Cognitive Science</i>, 42(8), 3100–3115. https://doi.org/10.1111/cogs.12692</p> <p>Estes, K. G., & Lew-Williams, C. (2015). Listening through voices: Infant statistical word segmentation across multiple speakers. <i>Developmental Psychology</i>, 51(11), 1517-1528</p> <p>http://dx.doi.org.proxy.queensu.ca/10.1037/a0039725</p> <p>Potter, C. E., & Lew-Williams, C. (2019). Infants’ selective use of reliable cues in multidimensional language input. <i>Developmental Psychology</i>, 55(1), 1-8. http://dx.doi.org.proxy.queensu.ca/10.1037/dev0000610</p> <p>MacDonald, K., Yurovsky, D., & Frank, M. C. (2017). Social cues modulate the representations underlying cross-situational learning. <i>Cognitive Psychology</i>, 94, 67–84. https://doi.org/10.1016/j.cogpsych.2017.02.003</p> <p>Karaman, F., & Hay, J. F. (2018). The longevity of statistical learning: When infant memory decays, isolated words come to the rescue. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>, 44(2), 221–232. https://doi.org/10.1037/xlm0000448</p>
Th 10/7	D3	Discussion
M 10/11	THANKGIVING	NO CLASS
Th 10/14		BREAK – NO CLASS
M 10/18		Wildcard class
Th 10/21	Perspective taking & conceptual pacts	Brennan, S. E., & Clark, H. H. (1996). Conceptual pacts and lexical choice in conversation. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 22(6), 1482-1493.
M 10/25		<p>Köymen, B., Schmerse, D., Lieven, E., & Tomasello, M. (2014). Young children create partner-specific referential pacts with peers. <i>Developmental Psychology</i>, 50(10), 2334-2342.</p> <p>Khu, M., Chambers, C. G., & Graham, S. A. (2020). Preschoolers flexibly shift between speakers’ perspectives during real-time language comprehension. <i>Child Development</i>, 91, e619-e634.</p>

<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.

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.

Th 10/28		Discussion
M 11/1		Research proposal meetings – times TBD
Th 11/4	Dialogue	Bock, K., & Griffin, Z. M. (2000). The persistence of structural priming: Transient activation or implicit learning? <i>Journal of Experimental Psychology: General</i> , 129(2), 177–192.
M 11/8		Research proposal meetings – times TBD
Th 11/11		REMEMBRANCE DAY – CLASS CANCELLED
M 11/15		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. <i>Cognition</i> , 125, 49-63. Foltz, A., Thiele, K., Kahsnitz, D., & Stenneken, P. (2015). Children's syntactic-priming magnitude: lexical factors and participant characteristics. <i>Journal of Child Language</i> , 42(4), 932–945. 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. <i>Journal of Memory and Language</i> , 91, 141-157. http://dx.doi.org.proxy.queensu.ca/10.1016/j.jml.2016.02.002 Branigan, H.P., & Messenger, K. (2016). Consistent and cumulative effects of syntactic experience in children's sentence production: Evidence for error-based implicit learning. <i>Cognition</i> . 2016;157:250-256. doi:10.1016/j.cognition.2016.09.004
Th 11/18		Discussion
M 11/23		Research proposal meetings – times TBD
Th 11/24	Embodiment and iconicity	Perniss, P., & Vigliocco, G. (2014). The bridge of iconicity: from a world of experience to the experience of language. <i>Phil. Trans. R. Soc. B</i> , 369(1651), 20130300. https://doi.org/10.1098/rstb.2013.0300 * Hinton, L. & Bolinger, D. (2003). Sound symbolism. In W. J. Frawley, <i>International Encyclopedia of Linguistics</i> (2 ed.). OUP (e-book)
M 11/30		Masson, M. E. J., Bub, D. N., & Warren, C. M. (2008). Kicking calculators: Contribution of embodied representations to sentence comprehension. <i>Journal of Memory and Language</i> , 59(3), 256-265. http://dx.doi.org/10.1016/j.jml.2008.05.003

- 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>
- Eigsti, I.-M., Rosset, D., Col Cozzari, G., da Fonseca, D., & Deruelle, C. (2015). Effects of motor action on affective preferences in autism spectrum disorders: different influences of embodiment. *Developmental Science*, *18*(6), 1044–1053. <https://doi.org/10.1111/desc.12278>
- Imai, M., Kita, S., Nagumo, M., Okada, H. (2009). Sound symbolism facilitates early verb learning. *Cognition*, *109*, 54–65.
- 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>

Th 12/2

Discussion & wrap up

Copyright of Course Materials

Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in Psyc 452. The material on the website 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.

Class Participation Guidelines and Resources

Resources

Participation depends on and sometimes involves the learning of new tools. Spend some time to get familiar with Teams and Zoom (and onQ if you haven't used it much in the past).

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

Zoom - <https://zoom.us/resources>

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

Ground Rules for Discussion: It's all about Respect!

- Be prepared. This is the most fundamental form of respect in a discussion-based class. Re-read your reflection / CE paper and read as many of the papers of your classmates as you can before class. Watch the presentations.
- 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 CE or RP that makes the subject of your post clear to all. (RP2 is not very effective.) It 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.

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.

Recording and submitting your presentation

1. You can record your presentation in any software that is able to record voice-over-slides and save/export a video (e.g., PowerPoint, Zoom, Teams, Camtasia). Your video should be uploaded to onQ for others to watch. Here are instructions about how to do this in PowerPoint and upload the video through embedding to onQ (and Google will generate lots of nifty tips and tricks)
<https://web.microsoftstream.com/video/75e32d4c-798c-4658-8412-0783f48a8d07>

Note: Once you are in Stream, you can directly upload the video to the Psyc 452 group content. If you upload it as your own personal content, to make it visible to the class, you need to add it to our group (copy/paste): GROUP-PSYC 452 Developmental Psycholinguistics F21

CE Response/summary Guidelines

This is a short paper in which you have to accomplish two things:

- 1) Summary/synthesis – Summarize and situate the themes of the CEs to the paper you presented. Links with Day 1 readings and other class discussions are encouraged. Based on your summary and your own ideas, identify 3-4 points for discussion on Day 3.
- 2) Discuss at least one idea for a follow-up study. How would this question be approached methodologically? Any roadblocks you see from the start?