

Psyc 321

Psycholinguistics

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Lectures: Ellis 319
Monday 2:30 – 4:00
Thursday 4:00 – 5:30

Office Hour: any time by appointment

Course Summary: A general survey of the psychology of language. Topics will include speech perception, sentence processing, discourse processing, speech production, sentence planning, sign language, biological foundation of language, and the development of language in children. Applied psycholinguistics will be emphasized. The course material will be related to speech pathology and new developments in speech technology.

Learning goals:

My aim is that you gain an overview of the field of the psychology of language and learn some experimental skills. You will learn to replicate the methods of a series of classic psycholinguistic experiments.

Course Evaluation:

Activities		24%
Readings		6%
Midterm	(November 5)	30%
Final Paper	(due December 5)	40%
	Paper topics due November 12	

Activities

For this part of the course you are required to learn how to perform a number of psycholinguistic methods. The aim is to give you some "hands-on" experience in the experimental study of language. The activities include creating a voicing continuum for a speech perception experiment, creating a stimulus set for a lexical processing study, learning to eye track subjects for a sentence processing study, exploring conversation methodologies, examining translation techniques and 'programming' a psycholinguistic study. These 'activities' receive full marks if you learn the task and answer the question set on time. Four marks each.

Final Paper

The paper will be evaluated according to the following criteria (30 marks):

Research - comprehensiveness, accuracy, use of current and relevant research

Organization - clear identified units of thought, elaboration (adequate explanation)

Writing - correct English grammar and spelling, clarity and coherence

Your topic can be anything in psycholinguistics that you find interesting but the topic has to be approved by me (**note the deadline for topics: November 12, 2018**).

Maximum 10 pages (double spaced) plus references.

12 point, Times New Roman, minimum half-inch margins.

Midterm

The midterm will have the following format. The first section (A) of the exam will be composed of short answer questions. This will be followed by a section (B) of questions requiring longer answers drawn from the lecture material and readings. For both sections there will always be some choice. Finally, there will be a single question (C) of a very generally nature you need to integrate material and present a cogent argument.

Readings

There is no text. There are three kinds of readings for the course: **Type 1.** Short papers that you have to read and submit a one-page (maximum) comment about a reaction you had to the paper, some thought that came to you while reading it, some association you made with other work, etc. There are 6 of these papers and you get a mark for submitting each of your “thought papers” on time. **Type 2.** General background readings that may provide the kind of extra information that a text might give you. A list of these Type 2 readings is available on the class webpage. **Type 3.** Interesting papers that relate to the issues that we discussing or the original publications for studies we are discussing.

TYPE 1 Readings:

1. J.S. Coleman (2006). Design Features of Language. *Encyclopedia of Language and Linguistics*, 471-475. **September 13, 2018**
2. Levinson, S. (2016) Turn-taking in Human Communication. *Trends in Cognitive Sciences*, 20, 6-14. **September 17, 2018**
3. Choi, J., Broersma, M., & Cutler, A. (2017). Early phonology revealed by international adoptees' birth language retention. *Proceedings of the National Academy of Science USA*, 114, 7307-7312. **Sept. 27, 2018**
4. Mathôt, S., Grainger, J., & Strijkers, K. (2017). Pupillary responses to words that convey a sense of brightness or darkness. *Psychological Science*, 28, 1116-1124. **October 11, 2018**
5. Berisha, V., Wang, S., LaCross, A., Liss, J., & Garcia-Filion, P. (2015). Tracking Discourse Complexity Preceding Alzheimer's Disease Diagnosis: A Case Study Comparing the Press Conferences of Presidents Ronald Reagan and George Herbert Walker Bush. *Journal of Alzheimer's Disease*, 45, 959-963. **October 29, 2018**
6. S. Garrod & M.J. Pickering (2004). Why is Conversation So Easy? *Trends in Cognitive Sciences*, 8, 8-11. **November 26, 2018**

Tasks

The six tasks will mostly be carried out during classes. The exception is the eye tracking task which will be scheduled for small groups to come to my laboratory separately. The aim of these tasks is for you gain hands-on experience of some of the experimental methods of psycholinguistics. I will provide the materials for the tasks but for two of them you will need to download some free software: Praat and Psychopy. Praat is designed for analysis of speech acoustics. Psychopy is an application that allows you to run a wide range of perceptual and cognitive experiments.

Praat: <http://www.fon.hum.uva.nl/praat/>
We will download the current version.

Psychopy: <http://psychopy.org>
We will download Release 1.90.3 (Some versions are not stable yet for all operating systems.)

I view the marks for the tasks as mastery marks – you do the task and answer a small set of questions to show that you understand and you get the marks. There are two cautions. 1. As with the readings, there are strict deadlines. The answers to the questions are due **before the beginning of class** on the specified date. 2. The answers to the questions should demonstrate some effort to understand the task. Careless answers that demonstrate little effort to understand the concept will be marked accordingly.

Tentative Lecture Schedule

DATE	TOPIC
Sept. 6, 10	Introduction
Sept. 13	Conversation
Sept. 17	Task 1: Conversation (Due Sept. 24)
Sept. 20, 24	Speech
Sept. 27	Task 2: Acoustic Continuum; Categorical Perception (Due Oct. 4)
Oct. 1	Visible Speech
Oct. 4	Words
Oct. 8	Thanksgiving
Oct. 11	Task 3: Lexical Processing (Due Oct. 18)
Oct. 15, 18	Sentences
Oct. 22	Task 4: Reaction Time Experiment (Due Oct. 29)
Oct. 25	Fall Break
Oct. 29, Nov. 1	Discourse
Nov. 5	Midterm
Nov. 8	Special Topics
Nov. 12	Task 5: Eye tracking and sentence processing (Due 1 week after)
Nov. 15	Guest Lecture? (SLP)
Nov. 19	Animal communication
Nov. 22	Task 6: Translation (Due Nov. 29)
Nov. 26	Conversation
Nov. 29	Summing up

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. 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. Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments 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 (see <http://www.queensu.ca/artsci/academics/academic-integrity>), 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.

Queen's University is committed to achieving full accessibility for persons 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 of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness
<http://www.queensu.ca/studentwellness/accessibility-services/>

The Psychology Grading Policy, "mixed-marking method," is outlined on the following webpage:
<http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies/grading-policy>

A full list of Departmental Policies, including exam absences, can be found at:
<http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

Please note that for the Fall term, a Departmental make-up exam date will be scheduled after the term.

Academic Consideration & Accommodation for Students

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. 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 they submit a request at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools should refer to the protocol for their home Faculty.