

Psyc 321

Psycholinguistics

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Lectures: Ellis 319
Monday 10:00 – 11:30
Wednesday 8:30 – 10:00

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:

Tasks		24%
Readings		6%
Midterm	(March 11)	30%
Final Paper	(due April 10)	40%
Paper topics due March 13, 2019		

Tasks

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: March 13, 2019**).

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. **January 14, 2019**
2. Levinson, S. (2016) Turn-taking in Human Communication. *Trends in Cognitive Sciences*, 20, 6-14. **January 16, 2019**
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. **January 28, 2019**
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. **February 6, 2019**
5. Berisha, V., Wang, S., LaCross, A., Liss, J., & Garcia-Filion, P. (2017). Longitudinal changes in linguistic complexity among professional football players. *Brain and language*, 169, 57-63. **February 27, 2019**
6. S. Garrod & M.J. Pickering (2004). Why is Conversation So Easy? *Trends in Cognitive Sciences*, 8, 8-11. **April 1, 2019**

Tentative Lecture Schedule

DATE	TOPIC
Jan. 7, 9	Introduction
Jan. 14	Conversation
Jan. 16	Task 1: Conversation (Due Jan. 23)
Jan. 21, 23	Speech
Jan. 28	Task 2: Acoustic Continuum; Categorical Perception (Due Feb. 4)
Jan 30	Visible Speech
Feb. 4	Words
Feb. 6	Task 3: Lexical Processing (Due Feb. 13)
Feb. 11, 13	Sentences
Feb. 18, 20	Reading Week
Feb. 25	Task 4: Reaction Time Experiment (Due March 4)
Feb. 27, March 4	Discourse
March 6	Special Topics 1
March 11	Midterm
March 13	Special Topics 2
March 18	Task 5: Eye tracking and sentence processing (Due 1 week after)
March 20	Guest Lecture? (SLP)
March 25	Animal communication
March 27	Task 6: Translation (Due April 3)
April 1	Conversation
April 3	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 Winter term, a Departmental make-up exam date will be scheduled after the term.

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.