

Developmental Psycholinguistics

Psyc 452, Fall 2024

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

Required Course Materials

The syllabus provides complete references for all readings so you can retrieve them using your library account.

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.

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!

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Educational Technologies, Help, Privacy, and Accessibility

This course makes use of the following website(s), program(s), and/or application(s) for specific educational use/purposes: onQ (communication), Microsoft Teams (communication, collaborative/peer learning).

Privacy: Be aware that your independent use of the website(s), programs, and/or application(s) used in this course, *beyond what is required*, is subject to their terms of use and privacy policy. You are encouraged to review the applicable privacy statements before using the site.

Accessibility: Queen's University is committed to developing courses that are accessible. For further information on accessibility compliance of the website(s), program(s) application(s) used in the course, please contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Assessments

Essential Course Requirements

| Component | Weight | Course Learning Outcome |
|--------------------------------|--------|-------------------------|
| Reading portfolio | | |
| Reflection papers (5 best) | 15% | 1, 3 |
| Critique/Extension (5 best +2) | 7% | 1, 3 |
| Literature search reflection | 2% | 1, 3 |
| Seminar Participation | 10% | 1, 2, 3 |
| Leadership | | |
| Discussion facilitation | 10% | 1, 2, 3 |
| Presentation | 16% | 1, 2, 3 |
| Research proposal paper | 40% | 1, 2, 3 |

Reflection papers (RP; 15%). Each of the 8 content modules of the course 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 is 5pm the day before discussion takes place (so usually Tuesday 5pm). You should begin your RP with a clear summary of the point(s) in the paper you want to discuss. Your discussion of these 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 – 3 points. The *five* best papers will count toward your grade. Recommended length: 350-600 words.

Critique/Extension papers (CE: 7%). Each module includes readings that will allow us to gain fuller and more in-depth understanding of the topic. You have to read and provide either an extension or a critique of *one* of these papers. You will be randomly assigned one paper to read and comment on. The CE has to be posted on the appropriate onQ Discussion board by 8am on the day the paper is being presented (usually Friday). Each CE paper is worth 1 point and your five best submissions will count toward your grade. You may find it useful to think of CEs as mini RPs or an opportunity to clarify how you would pose a motivated question to presenters. Recommended length: 50-100 words. A special two-part CE the first week will be worth 2%.

Literature Search reflection (2%). Learning involves searching for information, and that’s a skill that has to be practised to improve. We will use class time around the middle of the term for this, with the aim of helping you develop this skill as well as ideas for the research proposal paper. A short reflection (≈300 words) on your activities should be submitted to onQ. Deadline: 5pm Oct 25th, 2024.

Discussion facilitation (10%). Each of the 8 content modules of the course will begin with a discussion of a more general or classic paper introducing the topic. The goal of these meetings will be to clarify the methodologies, questions, and controversies in a particular area of research. You will be responsible for facilitating one of the seminar’s discussions with a group of your classmates. More information on the format of the discussion hours is available on the Discussion Facilitation Guidelines. The grade will take into account your self-evaluation and your classmates’ evaluation of how the discussion went. Please submit any materials you use (e.g., handouts, slides) for my records to onQ.

Presentation (16%). 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 participating in a panel discussion with the other presenters at the end of the class. 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 **10-minutes long**. The grade will take into account your self-evaluation and your classmates' evaluation of how the discussion went. Please submit your presentation slides to onQ for my records.

Participation (10%). Your participation grade will reflect the quantity and quality of your in-class contributions, including 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 Communication and Participation guidelines. As evaluation is integral to learning, participation will also involve providing feedback and self reflection. In your discussion and presentations evaluations, you have to provide constructive feedback to your classmates. You can miss two evaluations (i.e., two classes) with no penalty. One point (1%) will be deducted for each additional missed class.

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 **Friday, December 6th, 2024, 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. I have requested a guest lecture from the Psychology liaison librarian, so stay tuned! The Psychology liaison librarian is a resource for you for 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 Monday November 17, 5pm and have it approved by me.

Assessment Submission Policy

To promote accessibility and inclusion for all students, I have built the assessments with flexibility where possible. Some submissions in the course feed into other activities. In particular, RPs and CEs help to structure class discussions. Thus, late submissions of reflection papers and CE posts will *not* be accepted. You can skip 3 reflection papers (out of 8) and 3 CEs (out of 8). If you submit more than the required 5 RPs and 5 CEs, the best 5 of each will count toward your grades. Take advantage of this policy to manage your workload.

Given that discussion facilitations involve group work, they cannot be rescheduled.

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

Research proposal paper: Everyone will have a 3-day grace period on the submission of this paper. Afterwards, i.e., after 5pm on December 9th, 3% of its grade will be deducted for every 24 hrs, or part thereof, the paper is late including weekends, unless arrangements have been made. As this three-day grace period, aligns with the Faculty of Arts and Science's policy for Academic Considerations, if you have extenuating circumstances when the paper is due, and these circumstances will last up to three (3) days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period will be automatically applied to papers submitted up to three (3) days late. However, if your circumstances will last more than three (3) days and you have documentation, please use the Academic Considerations Portal.

Literature search reflection: 3-day grace period will apply here as well.

University Policies

I. Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

II. Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

- VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

III. Academic Consideration 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 Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)**
- **Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)**
- **Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)**
- **Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, 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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

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 the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

IV. Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Use of Generative Artificial Intelligence (AI) Tools

Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are only permissible when explicitly noted in the assignment instructions. In these cases, be

sure to cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

V. Turnitin Statement

This course makes use of 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 for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI](#))-[generated text](#). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), 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.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

Inclusion and Communication

Land Acknowledgement

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnonhsáhere ne onhwéntsya.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

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. I will work to promote an environment where everyone feels welcome. Every member of the class is asked to show respect for every other member.

Building a Classroom Community (see also Participation Guidelines)

I see students as active agents in their learning and this course is constructed with many opportunities to interact both in and outside class. For everyone to feel safe and free to participate, we are all expected to behave respectfully and with integrity at all times both in face-to-face and online interactions:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Class Attendance: Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, and participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

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. Following university policy, we will communicate with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to this course.
3. Questions about the course content and assignments:
 - You are encouraged to post your questions in the Course Questions discussion forum on onQ as very likely your questions will be shared by other students. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions within two business days.
 - For questions that you would prefer to share privately, please email me or your TA. **Please use "Psyc 452:" in the subject line.** Again, we aim to respond within two business days.
4. 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! Getting to know my students is one of the best parts of my job. You can come to my office 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.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Schedule of readings (subject to change)

* optional reading or background reading

Shaded = discussion meeting

| Date | Topic | Readings |
|------|--|---|
| 9/4 | Introduction | |
| 9/6 | What is language? | Kaminski, J., Call, J., & Fischer, J. (2004). Word learning in a domestic dog: Evidence for "fast mapping". <i>Science</i> , 304(5677), 1682-1683. |
| 9/11 | Language and thought | Lupyan, G. (2016). The centrality of language in human cognition. <i>Language Learning</i> , 66(3), 516–553. https://doi-org.proxy.queensu.ca/10.1111/lang.12155 |
| 9/13 | | Anderson, E. M., Chang, Y. J., Hespos, S., & Gentner, D. (2022). No evidence for language benefits in infant relational learning. <i>Infant behavior & development</i> , 66, 101666. https://doi-org.proxy.queensu.ca/10.1016/j.infbeh.2021.101666 Spaepen, E., Coppola, M., Spelke, E, Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. <i>PNAS</i> , 108(8), 3163-3168. Zhu, R., & Gopnik, A. (2023). Preschoolers and adults learn from novel metaphors. <i>Psychological Science</i> , 34(6), 696-704. https://doi.org/10.1177/09567976231165267 |
| 9/18 | Language in real time: Information integration | 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. |
| 9/20 | | Marchman VA, Bermúdez VN, Bang JY, Fernald A. (2020). Off to a good start: Early Spanish-language processing efficiency supports Spanish- and English-language outcomes at 4½ years in sequential bilinguals. <i>Developmental Science</i> , 23:e12973. https://doi.org/10.1111/desc.12973 Seidl, A. H., Indarjit, M., & Borovsky, A. (2024). Touch to learn: Multisensory input supports word learning and processing. <i>Developmental science</i> , 27(1), e13419. 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 *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 |

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| 9/25 | Statistical learning | <p>Forest, T. A., Schlichting, M. L., Duncan, K. D., & Finn, A. S. (2023). Changes in statistical learning across development. <i>Nature Reviews Psychology</i>, 2(4), 205-219. https://doi-org.proxy.queensu.ca/10.1038/s44159-023-00157-0</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> |
| 9/27 | | <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. http://dx.doi.org.proxy.queensu.ca/10.1037/a0039725</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>Zettersten, M. and Saffran, J.R. (2021). Sampling to learn words: Adults and children sample words that reduce referential ambiguity. <i>Developmental Science</i>, 24, e13064. https://doi.org/10.1111/desc.13064</p> <p>*Simon, K., Werchan, D., Goldstein, M., Sweeney, L., Nadel, L., Bootzin, R. R., & Gómez, R. L. (2017). Sleep and statistical language learning: Insights into cortical development and retention in very young infants. <i>Brain and Language</i>, 167, 3-12. http://dx.doi.org/10.1016/j.bandl.2016.05.002</p> |
| 10/2 | Iconicity | <p>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</p> <p>*Hinton, L. & Bolinger, D. (2003). Sound symbolism. In W. J. Frawley, <i>International Encyclopedia of Linguistics</i> (2 ed.). OUP (e-book)</p> |
| 10/4 | | <p>Perry, L. K., Custode, S., Fasano, R. M., Gonzalez, B. M., & Savy, J. D. (2021). What is the buzz about iconicity? How iconicity in caregiver speech supports children's word learning. <i>Cognitive Science</i>, 00:, 1–18. https://doi-org.proxy.queensu.ca/10.1111/cogs.12976</p> <p>Sekine, K., & Özyürek A. (2023). Children benefit from gestures to understand degraded speech but to a lesser extent than adults. <i>Frontiers in Psychology</i>, 14, 1305562. doi: 10.3389/fpsyg.2023.1305562</p> <p>Tzeng, C. Y., Nygaard, L. C., & Namy, L. L. (2017). Developmental change in children’s sensitivity to sound symbolism. <i>Journal of Experimental Child Psychology</i>, 160, 107–118. https://doi.org/10.1016/j.jecp.2017.03.004</p> <p>*Brand, J., Monaghan, P., & Walker, P. (2018). The changing role of sound-symbolism for small versus large vocabularies. <i>Cognitive Science</i>, 42(S2), 578–590. https://doi.org/10.1111/cogs.12565</p> |
| 10/9 | Perspective taking & conceptual pacts | <p>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.</p> |

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| 10/11 | | <p>Khu, M., Chambers, C. G., & Graham, S. A. (2019). Preschoolers flexibly shift between speakers' perspectives during real-time language comprehension. <i>Child Development</i>. https://doi.org/10.1111/cdev.13270</p> <p>Bleijlevens, N., Contier, F., & Behne, T. (2023). Pragmatics aid referent disambiguation and word learning in young children and adults. <i>Developmental Science</i>, 26(4), e13363.</p> <p>Ju, N., Williams, N., Sedivy, J., Chambers, C. G., & Graham, S. A. (2023). Preschoolers modulate contrastive inferences during online language comprehension. <i>Child Development</i>, 94(5), 1319-1329.</p> <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> |
| 10/16 | No class | Fall Term Reading Week |
| 10/18 | No class | Fall Term Reading Week |
| 10/23 | | Library workshop (or alternative) |
| 10/25 | | <p>Research Proposal – literature search</p> <p>Reflection due 5pm, Oct 25th</p> |
| 10/30 | Prediction | <p>Kray, J., Sommerfeld, L., Borovsky, A., & Häuser, K. (2024). The role of prediction error in the development of language learning and memory. <i>Child Development Perspectives</i>, 00, 1–14. https://doi.org/10.1111/cdep.12515</p> |
| 11/1 | | <p>Favier, S., Meyer, A. S., & Huettig, F. (2021). Literacy can enhance syntactic prediction in spoken language processing. <i>Journal of Experimental Psychology: General</i>, 150(10), 2167.</p> <p>Gambi, C., Pickering, M. J., & Rabagliati, H. (2021). Prediction error boosts retention of novel words in adults but not in children. <i>Cognition</i>, 211, 104650.</p> <p>Lieberman, A., Borovsky, A., Mayberry, R. (2018). Prediction in a visual language: Real-time sentence processing in American Sign Language across development. <i>Language, Cognition and Neuroscience</i>, 33(4), 387-401.</p> <p>* Fazekas, J., Jessop, A., Pine, J., & Rowland, C. (2020). Do children learn from their prediction mistakes? A registered report evaluating error-based theories of language acquisition. <i>Royal Society Open Science</i>, 7(11), 180877.</p> |
| 11/6 | Learning in dialogue | <p>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.</p> |
| 11/8 | | <p>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</p> |

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| | | <p>Hopkins, Z. L., & Branigan, H. P. (2020). Children show selectively increased language imitation after experiencing ostracism. <i>Developmental Psychology</i>, 56(5), 897–911. https://doi.org/10.1037/dev0000915</p> <p>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.</p> |
| 11/13 | Embodiment | Wellsby, M., & Pexman, P. M. (2014). Developing embodied cognition: Insights from children’s concepts and language processing. <i>Frontiers in psychology</i> , 5, 506. |
| 11/15 | | <p>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</p> <p>Zwaan, R. A., Stanfield, R. A., & Yaxley, R. H. (2002). Language comprehenders mentally represent the shapes of objects. <i>Psychological Science</i>, 13(2), 168–171. https://doi.org/10.1111/1467-9280.00430</p> <p>Vogt, A., Kaup, B., & Dudschig, C. (2019). When words are upside down: Language–space associations in children and adults. <i>Journal of Experimental Child Psychology</i>, 186, 142-158.</p> |
| 11/20 | No class | Research proposal meetings |
| 11/22 | No class | Research proposal meetings |
| 11/27 | | Special topic TBD |
| 11/29 | Wrap-up | Yurovsky, D. (2018). A communicative approach to early word learning. <i>New Ideas in Psychology</i> , 50, 73–79. https://doi.org/10.1016/j.newideapsych.2017.09.001 |