



Psych 490: Psychology of Language

Spring Semester, 2017

University of Wisconsin- Stevens Point

DESCRIPTION

This course will examine, from the perspective of psychology in general and especially cognitive psychology, the mental processes and representations involved in human language. We will discuss the history of language, its development, the cognitive underpinnings of psycholinguistics and how they originated, the role of memory in language, perception of language, language production, language comprehension, and higher order language processes, such as sentence and discourse processing. We will also consider the acquisition of language, disorders of language, and the role of culture and individual differences in language.

COURSE INFORMATION

Instructor: Dr. Patrick Conley

E-mail: Patrick.Conley@uwsp.edu

Office/Phone: D261 Science

Office Hours: TW 1-2

TIME AND LOCATION OF CLASSES:

2:00 - 3:15 TR in SCI D216

REQUIREMENTS OF PSYCHOLOGY 490:

REQUIRED MATERIALS

The textbook for this course is Fernandez and Cairns's *Fundamentals of Psycholinguistics* (1st edition).

REQUIRED PERFORMANCE

1. Satisfactory performance on examinations
2. Consistent class participation (though attendance itself is not graded, participation accounts for 15% of your final grade; if you don't attend, you obviously can't participate). You must be willing to discuss information in class to do well in this course.
3. Careful reading of the assigned readings in a timely manner. This means reading the text material the weekend before the week for which it is assigned
4. Attendance at the scheduled exam times. **NO MAKE-UP EXAMS WILL BE ADMINISTERED EXCEPT FOR SERIOUS PERSONAL OR FAMILY EMERGENCIES WITH APPROPRIATE DOCUMENTATION.** If you have such an emergency, you must attend the one-time-only makeup period I assign. If you do not, you will receive a zero on the exam.

TEST AND EXAMINATION SCHEDULE

1 Midterm Exam / 1 Final Exam (20% each) Each exam will be short-answer based and will only cover the material for that half of the class. (in other words, exams are not cumulative).

Thought Papers (12 papers, 25% total, about 2% each paper). A very short paper (2-3 pages) on the assigned reading(s) for the week. A thought paper should demonstrate that you have read and understood the article, though it is not strictly a review of the article itself. Rather, it is an opportunity for you to write your opinion of the article, its strengths and shortcomings, questions it raised, etc. As we go along in the course, it will be advantageous to refer back to previous articles to link the current discussion to what has gone before.

Research Paper (20%) You will be required to research and write a review article on some topic relevant to the psychology of language. The paper must follow APA guidelines for style and content, and should consist of roughly 10 pages. The point of any review article is to summarize the current state of the literature for a given line of research. Therefore, you must critically evaluate the articles you review and try to place them in context (i.e. compare and contrast) with other relevant articles. At least 6 articles should be reviewed, though of course you are welcome to review more if necessary. As psychology advances through research, at least 4 of these articles should be experimental articles, with a methods section, results, etc. No more than 2 should come from the assigned reading list.

Class Participation (15%) This part of the evaluation consists of two elements. Students will be required to lead a discussion of an assigned reading once during the term (all other students will read this article as well). This process involves stating your basic opinion of the article, points that you found interesting, confusing, or questionable, and formulating discussion questions for the article that that class will discuss. Questions will also be asked by me and the other students; student participation in this discussion of the article will likewise be evaluated, not just the performance of the discussion leaders. If discussion is lacking, I will ask specific questions of students to “re-start” the debate. To make this process easier, one suggestion is for each student to bring some questions, comments, problems, etc. for each assigned article; some of these will obviously come up when you are writing your thought paper.

LECTURE SCHEDULE

A tentative schedule follows. Certain subjects may take less or more time than they are scheduled for below. The assigned readings (both the text chapter and the weekly article) should be read *prior to* the week for which those readings are listed. The articles will be handed out or otherwise made available (e.g., D2L) the week preceding the week they will be discussed. Some of the readings on the list below may change before assignment if I find articles I think are more interesting or informative for the class in the intervening weeks. Some weeks may have only one article to read (these articles will be longer in length).

Date	Topic	Text	Reading (to be discussed)	Thought Paper Due
Jan 24, 26 Jan 31, Feb 2 Feb 7, 9 Feb 14, 16	Introduction Beginning Concepts History of Language Linguistic Competence	Ch. 1 Ch. 2	Daniels(1983) / Bolton (1981) Pinker (1994) / Hughes (2008) Kemp & Smith (1997) / Emmorey (1994)	1 st 2 nd 3 rd
Feb 21, 23 Feb 28, Mar 2 Mar 7, 9 Mar 14	Biological Basis of Lang. Acquisition of Language Acquisition of Language Video and Review	Ch. 3 Ch. 4	Heny (1997) / Ramachandran (2011) Moskowitz (1978) / Miller & Gildea (1987) Pinker (1995) / Fromkin (1985) MIDTERM: March 16th	4 th 5 th 6 th
March 28, 30 Apr 4, 6 April 11, 13 April 18, 20	Speech Production Speech Perception Visual Word Recognition Semantics	Ch. 5 Ch. 6	Kenneally (2007a), OSU, Pinker (1994) Pardo & Remez (2006) Seidenberg (2017) Lieberman & Shankweiler(1987), Sacks (2010) Ober & Shenaut (2006) / Aitchison (1994)	7 th 8 th 9 th 10 th
April 25, 27 May 2, 4 May 9, 11 FINAL	Syntax Discourse Conversation/Metaphor Tues, 5/16, 12:30-2:30	Ch. 7 Ch. 8	Heny (1997) / Kenneally (2007b) Johnson (2006) / Sanford (1999) Chaika (1982), Lakoff & Johnson (1980)	11 th 12 th PAPER

GRADING SCALE

Grade	Percentage	Grade	Percentage
A	100-91%	C+	79%
A-	90%	C	78-71%
B+	89%	C-	70%
B	88-81%	D+	69%
B-	80%	D	68-60%

SPECIAL NEEDS

Special needs (ADD, ADHD, or other physical, psychological, or learning conditions that require special arrangements) must be handled through the Disability Services Office. Please note that even short term disabilities (such as breaking your leg) can also be handled through this office. The Disability Services Office will handle special testing needs, materials, etc.

POLICY ON CHEATING AND ACADEMIC MISCONDUCT

Students are responsible for understanding the nature and avoiding the occurrence of plagiarism and other academic offenses. Note that such offenses include cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is appropriate, consult your instructor. A claim that you didn't know it was wrong will not be accepted as an excuse.

USING ELECTRONIC DEVICES

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy

STUDENT'S RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>) for both students and professors. All students are expected to be familiar with and to abide by these expectations.

COURSE WITHDRAWAL

Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

EMERGENCY PROCEDURES

In the event of a medical emergency call 911 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure at SCI C181. Avoid wide-span rooms and buildings.

www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx shows other floor plans showing severe weather shelters on campus.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC) Notify instructor or emergency command personnel of any missing individuals.

Active Shooter - Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."

TITLE IX

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents - both current and in the past - may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.