

## Developmental Psycholinguistics

Psyc 452, Fall 2012  
Monday 11:30 – 1:00  
Thursday 1:00 – 2:30

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### Course Description

[from the course catalogue] This seminar focuses on the human ability to produce and comprehend language and its development. Using original empirical articles the participants in the seminar will examine topics like syntactic and lexical disambiguation, structural priming, the development of reading, and cultural variability in language ability.

### Readings

MOST required readings are available on Moodle. Please retrieve the rest through your library accounts. They may also be available on the web.

As a seminar, this course requires a substantial amount of independent work. Depending on your background, you may or may not 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 good grasp of experimental design issues. The Internet provides a convenient way to find definitions quickly. The following texts provide basic background on some of the issues we will discuss, and are on reserve at Stauffer Library. The reference sections of the papers may be helpful in figuring out where to look for further information as well.

Hoff, E. (2005). *Language Development* (3<sup>rd</sup> ed.). New York: Wadsworth.

Gaskell, M. G. (2007). *Oxford handbook of psycholinguistics*. New York: Oxford.

### Course Requirements and Grading Scheme

Discussion and participation	35%
Presentation	25%
Research proposal paper	40%

Class discussion and participation. About half of the course meetings will be in the form of a discussion. The goal of these meetings will be to clarify the methodologies, questions, and controversies in a particular area of research.

(10%) 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 in the enclosed handout. The grade will be largely determined by your self-evaluation, and your classmates' evaluation of how the discussion went.

(14%) To prepare for discussion, everybody except the discussion facilitators has to post a short, two to three paragraphs long, "reaction paper" on the course's Discussion Board. The deadline for posting those is noon on the day before the class discussion meeting. Discussion meeting days are **shaded** in the syllabus. In your reaction papers you may discuss 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. Reaction papers will be graded 0 – 2% points. A bonus 3<sup>rd</sup> point will be given for an exceptional contribution. The *seven* best papers will count toward your grade.

(11%) Your participation when you do not lead a discussion or present a paper also matters. The final part of the discussion and participation grade will reflect the quality of your contribution to class discussions. Furthermore, as evaluation is an integral part of learning, you will be asked to evaluate every class meeting (discussions and presentations alike, see below). In these evaluations, you have to provide constructive feedback those of your classmates who presented a paper or facilitated the discussion. You can miss two evaluations (i.e., two classes) with no penalty. 1 point will be deducted for each additional missed class.

Notes on Moodle: 1) Participation in the electronic 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) I would prefer that you use regular email rather than the Moodle email function to contact me regarding course-related issues.

Presentation. The other half of the course meetings will involve student presentations. The goal of these meetings will be to gain fuller and more in-depth understanding of a particular research area. They are an opportunity for you to develop your skills and confidence in analyzing primary articles and in presenting the material concisely yet without losing sight of the important nuances of the research. They are also an opportunity for you to pose the questions you find interesting and lead your classmates in the discussion.

You will be responsible for presenting one paper. Your presentation should be **less than 15 minutes long** so that there are at least 5-10 minutes for discussion. Your classmates' evaluations will largely determine your presentation grade. It will also reflect the thoughtfulness of your self-evaluation.

Research proposal paper. 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. 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 **Tuesday, December 4<sup>th</sup> 2012, at noon** in my mailbox.

I will be available to discuss your paper outline/draft the week of November 19<sup>th</sup>. If you choose to take advantage of this opportunity, 2% of the research proposal grade will be for your outline. (So the weight of the proposal itself will be 38%. If you don't take advantage, the weight of the proposal will be 40%.) To receive the 2% credit for the outline, it has to provide evidence for focused literature review and you have to turn it in 24 hours before your appointment. You are welcome to talk to me about this paper earlier of course – the earlier you start working on it the better.

For this paper you have to be able to research the primary literature on a particular topic. If you are not familiar with the PsycInfo or PsycArticles databases, you have to learn how to work with them promptly. Please contact the library for help.

Summary of the library resources available for Psychology is available at:  
<http://library.queensu.ca/research/guide/psychology>

### 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**

Grade	Numerical Course Average (Range)
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

### Accommodation

Students who are registered with Queen's Health, Counselling, and Disability Services and require alternative accommodation for assignments should notify the instructor as soon as possible.

**Academic integrity both on my part and yours is essential to the success of this course.**  
Know your rights and responsibilities: <http://www.queensu.ca/artsci/academics/academic-integrity>

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.

## Schedule of readings (subject to change)

Date	Topic	Readings
9/10	Introduction	
9/13	What is language?	<p>Kaminski, J., Call, J., &amp; Fischer, J. (2004). Word learning in a domestic dog: Evidence for "fast mapping". <i>Science</i>, 304(5677), 1682-1683.</p> <p>Bloom, P. (2004). Can a dog learn a word? <i>Science</i>, 304(5677), 1605-1606.</p>
9/17	Language and thought	<p>Hunt, E. &amp; Agnoli, F. (1991). The Whorfian hypothesis: A cognitive psychology perspective. <i>Psychological Review</i>, 98(3), 377-389.</p> <p>The Economist Debate: <a href="http://www.economist.com/debate/days/view/630">http://www.economist.com/debate/days/view/630</a> (read positions and featured guest comments)</p>
9/20		<p>Franklin, A., Drivonikou, G. V., Clifford, A., Kay, P., Regier, T., &amp; Davies, I. R. L. (2008). Lateralization of categorical perception of color changes with color term acquisition. <i>PNAS</i>, 105, 18221-18225.</p> <p>Newton, A &amp; de Villiers, J.G. (2007) Thinking while talking: adults fail non-verbal false belief reasoning. <i>Psychological Science</i>, 18, 574-579.</p> <p>Hespos, S. J., &amp; Spelke, E. S. (2004). Precursors to spatial language. <i>Nature</i>, 430, 453 – 456.</p> <p>Bloom, P. (2004). Children think before they speak. <i>Nature</i>, 430, 410-411.</p>
9/24	Language in real time: Information integration	<p>Tanenhaus, M.K. &amp; Brown-Schmidt, S. (2008). Language processing in the natural world. <i>Philosophical Transactions of the Royal Society, B</i>, 363, 1105-1122.</p> <p>Trueswell, J. C., &amp; Gleitman, L. R. (2007). Learning to parse and its implications for language acquisition. In G. Gaskell (ed.) <i>Oxford Handbook of Psycholing</i>. Oxford: Oxford Univ. Press.</p> <p>* Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., &amp; Sedivy, J. (1995). Integration of visual and linguistic information in spoken language comprehension. <i>Science</i>, 268, 1632-1634.</p>
9/27		<p>Fernald, A., Swingley, D., &amp; 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>Huang, Y. T., &amp; Snedeker, J. (2012). The use of lexical and referential cues in children's online interpretation of adjectives. <i>Developmental Psychology</i>. Advance online publication. doi: 10.1037/a0029477</p>
10/1		<p>Fernald, A. &amp; Hurtado, N. (2006). Names in frames: Infants interpret words in sentence frames faster than words in isolation. <i>Developmental Science</i>, 9(3), F33-F40.</p> <p>Mani, N. &amp; 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>
10/4	Embodiment	<p>Iverson, J.M. (2010). Developing language in a developing body: The relationship between motor development and language development. <i>Journal of Child Language</i>, 37, 229-261.</p> <p>Zwaan, R.A. (2009). Mental simulation in language comprehension and</p>

10/8		<b>Thanksgiving - no class</b>
10/11		Samuelson, L. K., Smith, L. B., Perry, L. K., & Spencer, J. P. (2011). Grounding word learning in space. <i>PLoS ONE</i> 6 (12). (Dec 14, 2011). Chambers, C. G., Tanenhaus, M. K., & Magnuson, J. S. (2004). Actions and affordances in syntactic ambiguity resolution. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 30(3), 687-696. Kaiser, E. (2012) Taking action: a cross-modal investigation of discourse-level representations. <i>Frontiers in Psychology</i> 3:156. doi: 10.3389/fpsyg.2012.00156
10/15	Gesture, sign, and communication	Goldin-Meadow, S., & Alibali, M.W. (2013). Gestures role in speaking, learning, and creating language. <i>Annual Review of Psychology</i> , 123, 448-453
10/18		Skipper, J. I., Goldin-Meadow, S., Nusbaum, H. C., & Small, S. L. (2007) Speech associated gestures, Broca's area, and the human mirror system. <i>Brain and Language</i> , 101, 260 - 277. Ozcaliskan, S., & Goldin-Meadow, S. (2005). Gesture is at the cutting edge of early language development. <i>Cognition</i> , 96, B101-113.
10/22		Senghas, A., Kita, S., & Ozyurek, A. (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua. <i>Science</i> , 305(5691), 1779-1782. Pyers, J. E., & Senghas, A. (2009). Language promotes false-belief understanding: Evidence from learners of a new sign language. <i>Psychological Science</i> , 20(7), 805-812.
10/25	Dialogue	Bock, J. K., Dell, G.S., Chang, F., & Onishi, K.H. (2007). Persistent structural priming from language comprehension to language production. <i>Cognition</i> , 104, 437-458. Garrod, S. & Pickering, M. J. (2004). Why is conversation so easy? <i>Trends in Cognitive Sciences</i> , 8(1), 8-11.
10/29		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. Kidd, E. (2012). Implicit statistical learning is directly associated with the acquisition of syntax. <i>Developmental Psychology</i> , 48, 171 - 184.
11/1	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. Moll, H., & Tomasello, M. (2007). Cooperation and human cognition: The Vygotskian intelligence hypothesis. <i>Philosophical Transactions of the Royal Society B</i> , 362(1480), 639-648.
11/5		Hanna, J. E., & Tanenhaus, M. K. (2004). Pragmatic effects on reference resolution in a collaborative task: Evidence from eye movements. <i>Cognitive Science</i> , 28(1), 105-115. Brown-Schmidt, S. (2009). Partner-specific interpretation of maintained referential precedents during interactive dialog. <i>Journal of Memory and</i>

11/8		Nilsen, E. S., & Graham, S. A. (2009). The relations between children's communicative perspective-taking and executive functioning. <i>Cognitive Psychology</i> , 58(2), 220-249.  Matthews, D., Lieven, E., & Tomasello, M. (2010). What's in a manner of speaking? Children's sensitivity to partner-specific referential precedents. <i>Developmental Psychology</i> , 46, 749-760.
11/12	Statistical learning	Saffran, J. R. (2003). Statistical language learning: Mechanisms and constraints. <i>Current Directions in Psychological Science</i> , 12, 110-114.  Saffran, J.R., & Thiessen, E.D. (2007). Domain-general learning capacities. In E. Hoff & M. Shatz (Eds.), <i>Handbook of Language Development</i> . Cambridge: Blackwell (p. 68-86).  * Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i> , 274, 1926-1928.
11/15		Pelucchi, B., Hay, J.F., Saffran, J.R. (2009). Statistical learning in a natural language by 8 month-old infants. <i>Child Development</i> , 80(3), 674-685.  Smith, L. B., & Yu, C. (2008). Infants rapidly learn word-referent mappings via cross-situational statistics. <i>Cognition</i> , 106, 333-338.  Hills, T. T., Maouene, M., Maouene, J., Sheya, A., Smith, L. (2009). Longitudinal analysis of early semantic networks: Preferential attachment or preferential acquisition? <i>Psychological Science</i> , 20, 729-739.
11/19		<b>Research Paper Outline/Draft</b>
11/22	From sound to sense	Chater, N. & Christiansen, M.H. (2010). Language acquisition meets language evolution. <i>Cognitive Science</i> , 7, 1131-1157.
11/26		Lany, J., Saffran, J.R. (2010). From statistics to meaning. <i>Psychological Science</i> , doi:10.1177/0956797609358570  Goldstein, M. H., & Schwade, J. A. (2008). Social feedback to infants' babbling facilitates rapid phonological learning. <i>Psychological Science</i> , 19(5), 515-523.  Imai, M., Kita, S., Nagumo, M., Okada, H. (2009). Sound symbolism facilitates early verb learning. <i>Cognition</i> , 109, 54-65.
11/29	Summary and conclusions	