

Developmental Psycholinguistics

Psyc 452, Fall 2020
Monday 1:30 – 2:30
Wednesday 12:30 – 1:30

Instructor: Dr. Stanka A. Fitneva
Teams Office Hour:

- weeks with no class - during cancelled class session
- other weeks - W 1:30-2:30

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Course Description

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 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

Readings

The syllabus provides complete references for all readings so you can retrieve them using your library account. There is also an eReserves system for the course accessible through onQ or the library.

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 and the reference sections of the papers we read are helpful in figuring out where to look for further information. Stauffer Library has a number of reference works on language development and psycholinguistics 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.

Spivey, M., Joannisse, M., & McCrae, K. (2012). *The Cambridge Handbook of Psycholinguistics*. Cambridge: Cambridge University Press.

Course Requirements and Grading Scheme

Discussion facilitation	5%	objectives 1, 2
Reflection papers (4 best/5)	16%	objectives 1, 3
CE papers (5 best/6)	10%	objectives 1, 2, 3
Presentation & summary/response	20%	objectives 2, 3
Presentation evaluations (12/20+ presentations)	6%	objectives 2
Research proposal paper	40%	objectives 1, 2, 3
Introductory module work	3%	

Format

Learning in a seminar is based on discussion. Given the remote teaching and learning context this term I have re-designed the activities so that all can be done asynchronously. The current plan includes synchronous sessions via Zoom. Participation in the synchronous sessions will not count toward your grade. These plans may have to change.

I strongly encourage attendance and participation in the Zoom sessions. If you are unable to attend them in general or on occasion, I believe it will be to your benefit to go over and beyond the online participation that is required, e.g., by responding to others' posts and/or further reflecting on your own.

For deadlines, please consult the Timeline on onQ. If there is conflict between documents, the deadlines posted on the Timeline will apply.

Rubrics for each assessment can be found on onQ.

Discussion facilitation (5%). With a group of your classmates, you will be responsible for preparing reading notes and materials that facilitate the introduction of a topic. More information on the format of the Notes is available in the enclosed handout. They are to be developed and submitted on our class's collaborative Teams OneNotebook space. You also have to submit a work plan for your group and evaluation. These documents will not be evaluated but I will consider your answers in grading your and fellow group member's work. You will not receive a grade (or receive 0) if they are missing. The deadline for posting the Notes is 5pm on the business day before the class discussion meeting (Module Day 1).

Reflection papers (16%) To prepare for discussion, everybody except the discussion facilitators has to post a short, two to five paragraphs long, "reflection paper" on the module's Discussion Board. The deadline for posting those is 5pm on the business day before the class discussion meeting (Module Day 1). 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. Reflection papers will be graded 0 – 4 points. The *four* best papers will count toward your grade. Recommended length: 300-500; word limit: 500.

Presentation. Each module includes readings that will allow us to gain fuller and more in-depth understanding of the research area. You will be responsible for presenting one of these readings and evaluating on average 3 presentations for each module.

(15%) Presentation. The presentation is opportunity for you to develop your skills and confidence in analyzing primary articles 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 in the enclosed handout. Your pre-recorded presentation should be **10-15 minutes long**. The deadline for posting it to our Presentation Space is 5pm on the business day before the class presentation meeting (Module Day 2).

(5%) Summary/Response paper This is an opportunity to pull together the key threads in the discussion of the paper you present, and discuss further questions of interest to you. You can use this paper in part to work out the details of a future study, i.e., as a test-run for your research proposal paper. Your grade will reflect the level of close, critical reading of the paper and your classmates' CE posts, the originality of the extensions you offer, and the clarity/quality of your writing (see presentation handout and rubric for details). I expect that as you review the CE posts on the discussion board, you respond to a few. I hope this will not only foster a better sense of community and engagement but spur discussion that ultimately may help with your paper. The deadline for submitting your Response/Summary is 5pm two business days after Module Day 3. Recommended length: 400-700.

Presentation evaluations (6%). As evaluation is an integral part of learning, you will be also asked to fill 3 presentation evaluations for each module, for 12 evaluations altogether (allowing you to skip a module). Of the three, one should be on the presentation for the paper you do a CE paper for. [You should watch ALL presentation. This will help you participate in our discussions and find/develop a question for your research proposal.](#) In these evaluations, you have to provide constructive feedback to the presenters. Each evaluation is worth .5 point. The deadline for submitting your evaluations is 5pm the business day before Module Day 3.

Note that I will not enforce the requirement of 3 evaluations per module. This is to give you further flexibility in managing the workload for the course. However, I strongly encourage you to adopt this pattern as it would be unfortunate if some presenters do not receive peer feedback. No more than 12 presentation evaluations will be evaluated per student.

Critique/Extension (CE) papers (10%). Again, each module, including the Introductory one, includes readings that will allow us to gain fuller and more in-depth understanding of a research area. As a non-presenter, will be asked to provide 1) an extension or 2) a critique of *one* of the papers. You will be either randomly assigned or sign up for a paper to read and comment on through your CE paper. The CE papers have to be posted on the relevant

Discussion board by 5pm on the business day before the class presentation meeting (Module Day 2). Each one is worth 2 points and your 5 best grades will count (so you can skip a CE paper for one module). Word limit: 250.

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 **Wednesday, December 9th, 2020, at 5pm**.

All of the other work you do in class is meant to support your success in the 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 hope paer of this class will be headed by our librarian who can answer questions about using psychology databases, narrowing and expanding literature searches, etc.
- 2) I will be available to discuss your paper topic and outline around November 9th (date will be settled once course enrolment is finalized). You are welcome to talk to me about your paper ideas earlier – the earlier you start working on it 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 Sunday November 8 5pm and have it approved by me.

Introductory module (3%). The goal of this module, in addition to setting the discussion for the rest of the term, is to give you a sense of and practice with using some of the tools you'll need to use later and to learn from each other. With the exception of the CE paper, the introductory module contains modified versions of the activities you'll be engaged in for the rest of the term so the reflection paper (1.5%) and the presentation (1.5%) you submit here will be evaluated differently: excellent, satisfactory, and unsatisfactory.

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

Late policy.

Life happens so whenever possible, I have built the assessments with flexibility in mind. You can skip one reflection paper (out of 5), one C/E paper post (out of 6) and do not have to evaluate every presentation you watch and you can do fewer evaluations for one module and make up in the next. At the same time, each submissions feeds into other activities for the class. For example, presenters use CE papers to summarize the response to a paper, and I use your presentation evaluations in structuring the feedback I give to presenters. Thus, your late submissions of reflection papers, C/E posts, and presentation evaluations will *not* be accepted.

Presentations: 5% deduction for submitting by noon of the day after the due date; further 10% deduction for every 24 hours, or part thereof, after and foregoing peer feedback.

Discussion facilitation: *no* extension on Notes. Plan and evaluations do not add points. But if plan or evaluation are not submitted on time, 1% deduction for each 24 hrs period, or part thereof, each is late. You will receive 0 on this assessment if either document is missing a week after your discussion day.

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

Everyone will have a 24 hrs grace period on the submission of the final research proposal paper. Afterwards, 3% of its grade will be deducted for every 24 hrs, or part thereof, the paper is late.

Accommodations for Disability

Queen's University is committed to achieving full accessibility for people 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. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/A/CADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic

accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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 a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Stanka Fitneva
Instructor/Coordinator email address: fitneva@queensu.ca

Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). 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 (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/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.

It is recommended that instructors add a paragraph here to explain issues of academic integrity that are particularly relevant to the course. E.g.

- Plagiarism –including guides on how to use sources correctly. Possible example:
 - *Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*
- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. 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.

Technology

This course requires that you work with the Queen's supplied software onQ and the MS Office365 application Teams (download through Software Centre). In addition, to participate in the (optional) synchronous sessions, you should download the free Zoom client for your device. Built-in camera and mic work generally ok but you may want to have access to a webcam and headset. Joining the sessions by phone may limit your participation options (e.g., in breakout rooms).

You are encouraged when possible to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader.

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Synchronous sessions

Our synchronous sessions (the Introductory module and Days 1 and 3 of Modules 1-5) will be participant driven and primarily involve small group discussions. I welcome ideas to make these sessions feel more like a classroom! For them to work and for you to benefit, you have to come prepared and be willing to participate. To decrease barriers of participation, I suggest you have your mic on for the duration of the class. Don't usurp the air, and if you find it hard to speak, the Chat box is a great way to contribute a question or a comment.

As the synchronous sessions will be participant driven, I do not intend to record them. I will record though those parts in which I make announcements relevant to the entire class.

Notice of Recording

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University: Zoom. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice

through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general [Notice of Collection, Use and Disclosure of Personal Information](#).

Communication

1. You **must** 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. To ensure that you do not miss any important communications, here is how you should set up email/SMS notifications:
 1. Log into onQ.
 2. Click on the drop-down arrow, next to your name, in the top right corner of your screen.
 3. Select **Notifications**.
 4. Under **Contact Methods** enter your mobile number, if you would like to receive texts.
 5. Under **Instant Notifications** check the boxes to choose which notifications will be sent by email/SMS. You have to select the Announcements item; the rest are optional.
 6. Select the **Save** button to confirm changes.
2. onQ: 1) Participation in the General 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. The best way to contact me is via email. **Please use "Psyc 452:" in the subject line.** I aim to respond to student email within *two business* days.
4. Do take advantage of office hours if I can help you with anything (including grad school/career questions) or just want to chat about the course! You do not need to give me a heads up unless you would like me to check or review something before the meeting.

Appendices

- Schedule of readings
- Class Participation Guidelines and Resources
- Presentation Guidelines
- Presentation evaluation form
- Discussion Facilitation
- Facilitation notes plan
- Self Evaluation and Group Work Assessment

Schedule of readings (subject to change)

* optional reading or background reading

Shaded = zoom class meeting

Date	Topic	Readings
W 9/9	Introduction	
M 9/14	What is language?	
W 9/16	Language and thought	<p>Franklin, A., Drivonikou, G. V., Clifford, A., Kay, P., Regier, T., & Davies, I. R. L. (2008). Lateralization of categorical perception of color changes with color term acquisition. <i>PNAS</i>, 105, 18221-18225.</p> <p>Spaepen, E., Coppola, M., Spelke, E., Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. <i>PNAS</i>, 108(8), 3163-3168.</p> <p>Hespos, S. J., & Spelke, E. S. (2004). Conceptual precursors to language. <i>Nature</i>, 430(6998), 453–456. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1415221/</p> <p>Clay, Z., Pople, S., Hood, B., & Kita, S. (2014). Young children make their gestural communication systems more language-like: Segmentation and linearization of semantic elements in motion events. <i>Psychological Science</i>, 25(8), 1518-1525.</p> <p>Timeo, S., Mento, G., Fronza, E., & Farroni, T. (2019). Exposure to linguistic labels during childhood modulates the neural architecture of race categorical perception. <i>Scientific Reports</i>, 9, 17743. https://doi.org/10.1038/s41598-019-54394-6</p>
M 9/21		Watch presentations
W 9/23	Language processing	<p>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. Assigned pages: 409-425</p>
M 9/28		<p>Fernald, A., Swingley, D., & 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>Mani, N. & 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> <p>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</p> <p>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</p>

		<p>McMurray, B., Farris-Trimble, A., & Rigler, H. (2017). Waiting for lexical access: Cochlear implants or severely degraded input lead listeners to process speech less incrementally. <i>Cognition</i>, 169, 147–164. https://doi.org/10.1016/j.cognition.2017.08.013</p> <p>*Fernald, A. & Marchman, V. A. (2012). Individual differences in lexical processing at 18 months predict vocabulary growth in typically-developing and late-talking toddlers. <i>Child Development</i>, 83, 203-222.</p>
W 9/30		Watch presentations
M 10/5	Statistical learning	<p>Saffran, J.R. (2020), Statistical Language Learning in Infancy. <i>Child Development Perspectives</i>, 14: 49-54. doi:10.1111/cdep.12355</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> <p>*Saffran, J.R., & Kirkham, N. Z. (2017). Infant statistical learning. <i>Annual Review of Psychology</i>, 69, 181–203.</p>
W 10/7		<p>Thiessen, E. D., Onnis, L., Hong, S.-J., & Lee, K.-S. (2019). Early developing syntactic knowledge influences sequential statistical learning in infancy. <i>Journal of Experimental Child Psychology</i>, 177, 211–221. https://doi.org/10.1016/j.jecp.2018.04.009</p> <p>Shufaniya, A., & Arnon, I. (2018). Statistical learning is not age-invariant during childhood: Performance improves with age across modality. <i>Cognitive Science</i>, 42(8), 3100–3115. https://doi.org/10.1111/cogs.12692</p> <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>Potter, C. E., & Lew-Williams, C. (2019). Infants' selective use of reliable cues in multidimensional language input. <i>Developmental Psychology</i>, 55(1), 1-8. http://dx.doi.org.proxy.queensu.ca/10.1037/dev0000610</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>Karaman, F., & Hay, J. F. (2018). The longevity of statistical learning: When infant memory decays, isolated words come to the rescue. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>, 44(2), 221–232. https://doi.org/10.1037/xlm0000448</p>
M 10/12	THANKGIVING	NO CLASS
W 10/14		Watch presentations
M 10/19	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.
W 10/21		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>Khu, M., Chambers, C. G., & Graham, S. A. (2020). Preschoolers flexibly shift between speakers' perspectives during real-time language comprehension. <i>Child Development</i>, 91, e619-e634. https://doi.org/10.1111/cdev.13270</p> <p>Gorman, K. S., Gegg-Harrison, W., Marsh, C. R., & Tanenhaus, M. K. (2013). What's learned together stays together: Speakers' choice of referring expression reflects shared experience. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>, 39(3), 843-853.</p> <p>Raviv, L., & Arnon, I. (2018). Systematicity, but not compositionality: Examining the emergence of linguistic structure in children and adults using iterated learning. <i>Cognition</i>, 181, 160-173. doi:10.1016/j.cognition.2018.08.011.</p>
M 10/26	Break – no class	
W 10/28	Break – no class	
M 11/2		Watch presentations
W 11/4		Research proposals / library workshop
M 11/9		Research proposal meetings
W 11/11		Research proposal meetings
M 11/16	Dialogue	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.
W 11/18		<p>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.</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> <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> <p>Branigan HP, Messenger K. Consistent and cumulative effects of syntactic experience in children's sentence production: Evidence for error-based implicit learning. <i>Cognition</i>. 2016;157:250-256. doi:10.1016/j.cognition.2016.09.004</p>
M 11/23		Watch presentations
W 11/25	Embodiment and 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>

<p>M 11/30</p>	<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>Eigsti, I.-M., Rosset, D., Col Cozzari, G., da Fonseca, D., & Deruelle, C. (2015). Effects of motor action on affective preferences in autism spectrum disorders: different influences of embodiment. <i>Developmental Science</i>, 18(6), 1044–1053. https://doi.org/10.1111/desc.12278</p> <p>Imai, M., Kita, S., Nagumo, M., Okada, H. (2009). Sound symbolism facilitates early verb learning. <i>Cognition</i>, 109, 54–65.</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>
<p>W 12/2</p>	<p>Watch presentations</p>
<p>M 12/7 Wrap-up</p>	<p>*McMurray, B. (2016). Language at three timescales: The role of real-time processes in language development and evolution. <i>Topics in Cognitive Science</i>, 8(2), 393–407. https://doi.org/10.1111/tops.12201</p> <p>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</p> <p>* 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</p>

Class Participation Guidelines and Resources

Ground Rules

- Be prepared. Re-read your reflection / CE paper and as many of those of your classmates as you can. Watch all presentations.
- Listen openly to what is said, rather than who says it. Try to understand the others as much as you hope they try to understand you.
- The person who is speaking should not be interrupted.
- If you disagree with someone, disagree with their ideas but don't attack the person.
- Do not monopolize discussion.

Electronic Forums - Good Practice

- *Sign your posts.* This shows respect for the time and thought readers puts in and makes it more likely for them to reply. *Address your posts too.* (The exception is original reaction papers. They only need a subject line/title.)
- Choose a subject line for your CE or RP that makes the subject of your message clear to all. (RP2 is not very effective)
- Be thoughtful and generous in your response to other people's posts – try to consider what might be useful in what they are trying to say even if you disagree with it.
- Never be rude or dismissive about someone's posts. If you have any complaints about other people's behaviour take it up with the instructor.

Queen's Netiquette

1. Make a personal commitment to learn about, understand, and support your peers and yourself.
2. Assume the best of your peers and expect the best of them. Encourage yourself and your peers to develop and share ideas.
3. Acknowledge the impact of oppression on the lives of other people and make sure your communications are respectful and inclusive. Do not demean or embarrass others.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks. Be open to being challenged or confronted on your ideas and challenge your peers with the intent of facilitating growth.
The Teaching Team will not tolerate any form of oppression, including, but not limited to: racism,
7. transphobia, homophobia, Islamophobia, sexism, or silencing of colleagues within any form of communication, or course work.

Resources

Participation depends on and sometimes involves learning of new tools. Spend some time to get familiar with Teams and Zoom (and onQ if you haven't used it much in the past).

Teams - <https://www.queensu.ca/its/microsoft-office-365/teams/meetings>

Zoom - <https://zoom.us/resources>

onQ - <https://www.queensu.ca/onqsupport/students>

Presentation Guidelines

Content

The papers we are going to discuss vary widely in topics and methods used to address these topics. As such, I expect that the content of each presentation may have different emphasis. For instance, some papers may have a more pronounced theoretical importance, whereas others might represent significant methodological advances. Nonetheless, many of the following content guidelines may prove useful in developing your presentation.

1. Provide a clear, concise statement of the research question being investigated (What did they do?)
2. Provide a clear description of the theoretical background. (Why did they do what they did? Why is it important theoretically)
- 3.* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.
- 4.*A clear summary of what they found.
5. A conclusion stating what the authors think it all means.
6. Points for discussion. You may discuss anything you want (e.g., implications, methodological issues, relations to other readings, follow up ideas) but make sure that it is something that you want to discuss! You will be expected to get the ball rolling.

* Visual illustration of methods and results is very helpful. Consider including demonstrations and interactive elements.

Length

Your presentation should be 10 - 15 minutes long.

PowerPoint tips and hints.

In an educational setting, PowerPoint can be used to effectively and succinctly present visual material that helps the audience understand the main point of the presentation. There are many aspects of PowerPoint that can actually get in the way of your doing this. Here are some examples:

- too much information/text on a slide
- too many slides
- a long series of slides that all have the same title (e.g., "introduction")
- a long series of slides that all have the same format (e.g., title & bullets).
- unnecessary use of animations (e.g., things sliding in from the side...)
- unnecessary use of clip art
- sloppy use of scanned graphics from research papers (some journals offer PPT slides with graphics!)
- inclusion of data tables scanned from research papers
- bad color schemes and busy backgrounds
- "cute" fonts that are hard to read
- reading from slides (using slides the way you might use index cards).

Search the Web for information about putting together strong and effective PowerPoint presentations.

Recording and submitting your presentation

1. You can record your presentation in whatever software you like that is able to produce a video or slide deck that others can watch on onQ. Here are instructions about how to do it in PowerPoint and upload it through embedding to onQ (and Google will generate lots of nifty tips and tricks)

<https://web.microsoftstream.com/video/75e32d4c-798c-4658-8412-0783f48a8d07>

Note1: Once you are in Stream, you can directly upload the video to the Psyc 452 group content. If you upload it as your own personal content, to make it visible to the class, you need to add it to our group (copy/paste):
GROUP-PSYC 452 Developmental Psycholinguistic F20

Note2: One advantage of using Stream is that it automatically generates CC and a transcript, which would make your presentations more accessible. CC-ing is extremely helpful and frequently used by many people. Please review/edit your captions to make sure there's no silly or otherwise embarrassing parts.

Summary/Response Guidelines

This is a short paper (400-700 words) in which you have to accomplish two things:

- 1) Summary/synthesis - Draw key aspects of the discussion of the paper you presented. This "discussion" includes the CE papers and the Day3 discussion as well as your own thoughts
- 2) Response / reflection – discussion/response on one or two of the above.

The point of the paper is to provide an assessment of the contribution of the research you presented going beyond the authors' own ideas. Links with Day 1 readings and other class discussions are encouraged.

Name of presenter: _____

Name of evaluator: _____ ()
(+) if you read the paper

Presentation Evaluation

Your comments will be given to the presenter without identifying you.

1. In a sentence, what did you learn from this presentation?

Please consider the following five aspects of the presentation.

1. Preparedness
2. Clarity and logical organization of presentation
3. Effectiveness of visual aids
4. Effectiveness of delivery
5. Creativity

2. What are the strengths of this presentation? What did you particularly enjoy?

3. How can the presentation be improved? Concreteness, examples would be particularly helpful

Considering the three presentations you are evaluating for this module, this presentation ranks (highlight what applies):

1st (best) – 2nd – 3rd

Discussion Facilitation

For this assignment, you will work in a group to develop tools that can facilitate your classmates' understanding of the readings introducing one of our modules.

Learning outcomes:

1. Develop and execute teamwork strategies for summarizing and facilitating understanding of primary research.
2. Examine primary information sources to identify the importance, methods, implications, and limitations of research / theories

Deliverables

1. Work organization plan – submitted by one person to an onQ Dropbox on behalf of the group
Due 1 week before discussion date but I recommend to do it ASAP
Name file: module_name_date
2. Facilitation notes that
 - a) list key terminology/concepts with definitions
 - b) enhance reading in 2-3 creative ways, e.g., annotated links to relevant online resources, video demonstrations, an infographic or a flow chart for a key idea or an argument in the readings, details of studies that are referenced in the readings but not well explained.
 - c) Identify 2 - 3 issues that we should think/talk about; these could be misconceptions that may have developed, repeated themes in the reflection papers, or a theme that in your mind is important but for whatever reason did not attract much attention in the RPs;

The notes are meant to serve as a reference for the class and facilitate understanding and contextualizing the material. The notes should live in the course's Onenote notebook on Teams.

Due 5pm the business day before Module Day 1; c) can be updated until noon of Module Day 1

3. Confidential self- and group-assessment – submitted individually
Due 11:55pm on Module Day 1
Name file: module_name_YourLastName_date

Group membership

We will form groups based on sign-ups on a document posted to Teams.

Organization of the work

The organization of the work for this task is up to your group. Here is a list of some possible models:

- everybody reads the paper(s) – decide on structure of notes – allocate responsibility for different parts of the notes to individuals – edit together
- go straight to allocating responsibility for different parts of the notes to 'specialists' – 'editors' read everything and edit specialists' notes to achieve coherence of the group report

You can modify these models or choose a different model altogether. Don't forget to plan time for editing.

Co-ordination is critical for group work. Please make an effort to participate in an organizational discussion. Everyone has access to Teams chat and video calls so this can be the default but feel free to use Skype, Facebook, Zoom, or just email.

In group work, there are often opposing views. Remember that everyone is interested in the success of the project so oppose ideas, not people. Correspondingly, don't take opposition personally. The best attitude to group work is "gain some, lose some." As decisions can be sticky and it can take a considerable time to even agree on how to make decisions, I would like all groups to adopt a majority decision rule.

Grading

Your final Discussion Facilitation grade = (Notes Grade) X your contribution multiplier.

The **Notes Grade** will be based on 1) completeness and accuracy of terminology list; 2) creativity, and effectiveness of linking the supplied resources with the reading. Each Notes submission will receive a single grade.

Contribution multiplier I hope that everyone would pull his/her weight. I assume that the vast majority of students will get 100% as their contribution multiplier. However, I am quite aware that group work presents unique risks. In particular, it provides an opportunity for free riding on one hand and usurping the work on the other. Group work also presents unique benefits and learning opportunities. The one I'd like to highlight is that you can get credit for work to which you contribute less than the rest of your team, e.g., due to other work commitments, travel, interest, etc. The difference between this situation and free riding is that the individual is honest and communicates clearly about his/her ability and plans to contribute to the project.

To address the risks inherent in group work, individuals' contributions will be assessed. First, your team has to submit a Work Organization Plan 1 week before the discussion date. The plan needs to indicate the groups' initial decisions about everyone's responsibilities. If the plan is updated, feel free to submit updates. Second, following Module Day 1, everyone will submit in onQ a confidential self- and group-assessment rating the consistency, timeliness, and quality of everyone's contribution.

Facilitation Notes Plan

Instructions

- Everyone need to agree to this plan before it is submitted
- Upload to onQ
- Name file: ModuleName _date

Module:

Your names:

Discussion points / progress update:

Next steps/ decisions:

#	Goal / task /deadline if applicable	Who's responsible?

Hint: you can also you the Planner app in Office365 to plan and track your progress

Self Evaluation and Group Work Assessment

Instructions
 Upload completed assessment to onQ
 Name file: ModuleName_YourLastName_date

Your Name:

Module:

How would you describe your strongest contribution to this project?

Did you face any challenges in fulfilling your tasks?

What did you learn? List/reflect on what you consider to be most valuable. You can refer to content or process.

What worked well in your group?

What challenges did your group face, if any?

Name	How much of the work that went into the project was done by this person (in %)? Take into account the entire process, not just the write-up.	How consistent was the person's involvement? Take into account communication, preparedness, and meeting deadlines. Use "inconsistent," "somewhat inconsistent," or "consistent"	How would you rate the quality of the work this person did over the entire project? (Don't focus solely on the part of their work included in the Notes.) Use "solid," "acceptable," or "not good."
self			
	Values must sum up to 100%		