

PSYC 321 Psycholinguistics

Instructor: Dr. Kevin G. Munhall
e-mail: kevin.munhall@queensu.ca

The following are probably not necessary but just in case:

Office: Humphrey Hall, 343
Lab: Humphrey Hall, 307
Office Telephone: 613 533-6012
Lab Telephone: 613 533-6000 x77595

Teaching Assistants Daniel Nault drn2@queensu.ca
 Sylvia Pinheiro sgdv1@queensu.ca

Office Hours: I would usually say that I have an open-door policy but since we are not around campus regularly this term, I will say that I have an open inbox policy. If you contact me by e-mail, I will get back to you and we can arrange a time to chat with Zoom or phone. The TAs will have the same policy for office hours.

We will do a few things to increase contact with you. In Week 2, I will meet with each of you in a short (10-15 minute) Zoom meeting. There will be a sign-up page in the onQ site for the course. You can choose not to take part in this Zoom call but it is nice for me to get to know you and know who I am teaching to.

In addition, TAs will organize small groups of 5 or so people to meet with periodically to ask questions. Sometimes a group makes it easier to talk about things that are unclear and you can learn from the questions of others.

Learning goals:

My aim is that you gain an overview of the field of the psychology of language and also learn some experimental skills. You will learn to replicate the methods of a series of classic psycholinguistic experiments. In addition, you will learn how to construct new psycholinguistic experiments on your own.

Course Evaluation:

Laboratories		40%
Quizzes	(2 X 15)	30%
Final Paper	(due April 21, 2021)	30%
	Paper topics due March 10, 2021	

Laboratories

For this part of the course you will learn how to perform a number of psycholinguistic studies. The aim is to give you some "hands-on" experience in the experimental study of language. The laboratories include creating a voicing continuum for a speech perception experiment, creating a stimulus set for a lexical processing study, exploring conversation methodologies, and 'programming' a psycholinguistic study. There are eight of these laboratories and each will be marked (worth five marks each). Part of your mark will be what I call 'mastery marks'. If you complete and understand the laboratory, then you earn those marks. The rest of the marks for a particular laboratory are based on your responses to a series of short questions that must be answered and submitted by the deadline.

Software

Two free software packages should be downloaded to your computers as soon as you can. We will use them in some of the labs and classes. They also provide you with tools to carry out psycholinguistic activities in the future. If you download them soon and test them, we can help you solve any problems before you need the software in a lab.

Praat – this is a computer program that allows you to record, analyze, synthesize and edit speech. It is available for many platforms and operating systems and can be downloaded from here: <http://www.fon.hum.uva.nl/praat/>

OpenSesame – this is an experiment creation program that can be used to present stimuli and time and record responses. It is available from here: <https://osdoc.cogsci.nl>

Final Paper

The paper will be evaluated according to the following criteria (30 marks):

Research - comprehensiveness, accuracy, use of current and relevant research

Organization - clear identified units of thought, elaboration (adequate explanation)

Writing - correct English grammar and spelling, clarity and coherence

Your topic can be anything in psycholinguistics that you find interesting, but the topic has to be approved by me (**note the ‘soft’ deadline for topics: March 10, 2021**).

Maximum 10 pages (double spaced) plus references.

12 point, Times New Roman, minimum half-inch margins.

Quizzes

There will be two short quizzes during the term. Each will be composed of 3 essay questions that ask you to apply information from the course to answer problems. Each test is of the kind that I would give in a 1.5-hour class. However, you will have a 24-hour period to work on your answers. The length of the answers will be strictly limited to one page each (half-inch margins, Times New Roman, 12 point). Answers must be submitted through Turnitin on our PSYC321 onQ page. I will post examples of the kinds of questions that you can expect to onQ.

Late Policy

This is a course with many required submissions (Labs, Quizzes, Final Paper). We have designed the deadlines to allow you extra time to complete each part of the course. The quizzes would normally be given in single 1.5-hour class. Following the framework of Universal Design for Learning every student will have extra time to complete these quizzes (i.e., extra 22.5 hours = 24 hours for the quiz). If the Quiz is handed in after the deadline, marks will be deducted based on how many hours late the submission is.

The labs are also designed to be carried out in a single 1.5-hour class. In addition to the laboratory activity, you are required to answer 2-3 short questions about the meaning of the results or issues with the design of the experiment or other thought questions. Labs generally should be completed during the weeks that they are scheduled for. That said, the laboratory reports are due by the end of the week *following* the week they are scheduled for. This gives students an additional week beyond that in which a lab is scheduled to complete the lab work. This Universal Design for Learning (UDL) principle is there to help students with any circumstances that require students to take extra time to complete work. If you carry out the lab sometime during the scheduled week, you will have at least an additional week to prepare and submit the report given the additional week of time provided. You do not need to request this extra time: it is built in there for you to use if you need it. Lab assignments coming in after this week of additional time will be penalized per day late. Please note the deadlines in the schedule. Since the laboratories build on each other, it is necessary for you to keep up.

Finally, the final paper is due more than a week after the end of term. Papers submitted after the deadline will be penalized per day late. You are encouraged to begin early. A 'soft deadline' has been set for choosing a topic. This is a gentle nudge to get you going. I am happy to work with you to find a topic and to help you to begin your research.

We will help you make these deadlines if you reach out to us.

Readings

There is no text. There are three kinds of readings for the course: **Type 1**. Short papers that are required readings. This means that I can ask questions about them on the quizzes. There are nine of these papers. **Type 2**. General background readings that may provide the kind of extra information that a text might give you. A list of these Type 2 readings is available on the class webpage. **Type 3**. Interesting papers that relate to the issues that we are discussing or the original publications for studies we are discussing.

TYPE 1 Readings:

1. Coleman, J.S. (2006). Design features of language. *Encyclopedia of Language and Linguistics*, 471-475. **Week Jan. 18, 2021**
2. Levinson, S. (2016) Turn-taking in human communication. *Trends in Cognitive Sciences*, 20, 6-14. **Week Jan. 25, 2021**
3. Choi, J., Broersma, M., & Cutler, A. (2017). Early phonology revealed by international adoptees' birth language retention. *Proceedings of the National Academy of Science USA*, 114, 7307-7312. **Week Feb. 1, 2021**
4. Blumstein, S.E., & Kurowski, K. (2006). The foreign accent syndrome: A perspective. *Journal of Neurolinguistics*, 19, 346-355. **Week Feb 8, 2021**
5. Dumay, N. & Gaskell, M.G. (2007). Sleep-associated changes in the mental representation of spoken words. *Psychological Science*, 18, 35-39. **Week Feb. 22, 2021**
6. Snowdon D.A., Kemper S.J., Mortimer J.A., Greiner L.H., Wekstein D.R., Markesbery W.R. (1996). Linguistic ability in early life and cognitive function and Alzheimer's disease in late life: Findings from the Nun Study. *JAMA*, 275, 528-532. **March 1, 2021**
7. Ferreira, F., Bailey, K. G. D. & Ferraro, V. (2002). Good-enough representations in language comprehension. *Current Directions in Psychological Science* 11:11– 15. **Week March 8, 2021**
8. Berisha, V., Wang, S., LaCross, A., Liss, J., & Garcia-Filion, P. (2015). Tracking discourse complexity preceding Alzheimer's disease Diagnosis: A case study comparing the press conferences of presidents Ronald Reagan and George Herbert Walker Bush. *Journal of Alzheimer's Disease*, 45, 959-963. **Week March 15, 2021**
9. Garrod, S. & Pickering, M.J. (2004). Why is conversation so easy? *Trends in Cognitive Sciences*, 8, 8-11. **Week March 29, 2021**

Tentative Lecture Schedule

DATE	TOPIC
Week of Jan. 11	Introduction (Lec 1); Animal communication (Lec 2)
Week of Jan. 18	What is language? (Lec 3); Introduction to Praat and OpenSesame (Lec 4)
Week of Jan. 25	Conversation (Lec 5); Lab 1: Eliciting Conversations (Lec 6; Due Feb.5)
Week of Feb. 1	Speech (Lec 7); Lab 2: Acoustic Continuum (Lec 8; Due Feb. 12)
Week of Feb. 8	Beyond acoustics in speech (Lec 9); Lab 3: Categorical Perception (Lec 10; Due Feb. 22)
Week of Feb. 15	Winter Term Break
Week of Feb. 22	Words (Lec 11); Lab 4: Lexical Frequency (Lec 12; Due March 5)
Feb. 24	Quiz 1: Question released at 12 PM Feb. 24 Answers due Feb. 25 12 PM
Week of March 1	Sentences (Lec 13); Lab 5: Lexical Decision (Lec 14; Due March 12)
Week of March 8	Meaning (Lec 15); Lab 6: Semantic Priming (Lec 16; Due March 19)
Week of March 15	Discourse (Lec 17); Lab 7: Discourse (Lec 18; Due March 26)
Week of March 22	Special topics (Lec 19; Lec 20)
Week of March 29	Natural communication (Lec 21); Lab 8: Conversation Data (Lec 22; Due April 9)
March 31	Quiz 2: Question released at 12 PM March 31 Answers due April 1 12 PM
Week of April 5	Special Topics (Lec 23; Lec 24)
April 9	End of term

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/academic-integrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness

<http://www.queensu.ca/studentwellness/accessibility-services/>

The Psychology Grading Policy, "mixed-marking method," is outlined on the following webpage:

<http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies/grading-policy>

A full list of Departmental Policies, including exam absences, can be found at:

<http://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

TURNITIN

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 plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and 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.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University, 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.

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.