

Language

Psyc 399, Winter 2021

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Course Description

What is the role of language in how we think, interact, and how our communities function? The course will sample from topics such as language evolution and development, communication, and social learning, among others to provide a broad overview of the ways language works at the individual, dyadic, and group levels.

Course Format

This course is set-up for asynchronous delivery. The technology platforms we will use are onQ, Teams, and Feedback Fruits. After the add/drop period, we will set up Book Club groups which we hope will also function as study groups and help create a sense of a community. All assessments will be based exclusively on the readings listed in this syllabus. All additional material that is posted (podcasts, YouTube videos, slides, etc.) will aim to clarify or contextualize points in the readings but will not be tested.

Learning Outcomes

Along with providing deeper understanding of how language works, this course aims to develop your critical thinking and communication skills. It will encourage you to observe language and engage with original scholarship in the area. Successful students will be able to:

1. define, provide examples of, and apply concepts of language research
2. compare and apply models of language learning, processing, and use
3. apply knowledge to derive conclusions from sample data
4. communicate in writing with various audiences (peers, academics) about current language research using APA style

Required Course Materials

1. Sedivy, J. (2020). *Language in Mind*. 2nd Edition. Oxford University Press.
Available from the Queen's bookstore or on-line retailers. Whether you get the electronic version or hard copy, I strongly recommend logging into the companion website for the textbook and checking out the supplemental videos and demonstrations.
2. The other readings listed in the syllabus are available through the eReserves system accessible through onQ or the Queen's library.
3. ONE of the following books. Available from the Queen's bookstore or on-line retailers. Refer to the Book Club assignment before deciding which one to purchase.
 - Deutscher, G. (2010). *Through the Language Glass: Why the World Looks Different in Other Languages*. New York: Metropolitan Books.
 - Everett, D. (2017). *How Language Began*. New York: New York: W. W. Norton
 - Kinzler, K. (2020). *How You Say It: Why You Talk the Way You Do—And What It Says About You*. Boston: Houghton Mifflin Harcourt.
 - Kulick, D. (2020). *A Death in the Rainforest: How a Language and a Way of Life Came to an End in Papua New Guinea*. Chapel Hill: Algonquin Books
 - McCulloch, G. (2019). *Because Internet: Understanding the New Rules of Language*. New York: Riverhead Books.
 - McWhorter, J. H. (2014). *The Language Hoax: Why the World Looks the Same in Any Language*. New York: Oxford.

Course Requirements and Grading Scheme

Quizzes (5 best of 7)	10%	objectives 1, 2
Assignment 1	10%	objectives 1, 3, 4
Assignment 2	15%	objectives 1, 2, 3, 4
Book club		
Book review	18%	objectives 1, 2, 4
Participation	5%	
Peer review	6%	objective 4
Final exam	36%	objectives 1, 2

For deadlines – all in Kingston, ON time (EST) – please consult the Timeline on onQ. If there is conflict between documents, the deadlines posted on the Timeline will apply. Consult the Timeline frequently and mark all deadlines in your agendas. The onQ Calendar cannot be used for all assignments so it is not to be relied on.

Rubrics for the assessments will be posted on onQ.

Quizzes (2% each, 5 best out of 7). There will be a short ≈ 10 multiple-choice questions quiz on each set of textbook readings. Each quiz will be open from noon on Thursday to 11:55pm on Friday of the corresponding week. It is to your advantage to take all quizzes. If you do not attempt a quiz, you will not be able to see the questions on it.

Assignments (10%, 15%) The goal of the two written assignments is to provide you with an opportunity to work with language data first hand and apply what you are learning in the course. Detailed instructions are provided on onQ. Please follow APA style. NOTE: you should read the instructions and start listening for misunderstanding for Assignment 2 as soon as possible.

Book club (29%) You are asked to read and review ONE popular science book (18%). The available books are listed above under Required Course Materials. In addition to the book review, you will be evaluated on your participation in a ‘book club’ with fellow classmates (5%), and on providing reflective evaluation of two book reviews by fellow classmates (6%). Detailed instructions are provided on onQ. This is more or less a whole term activity. You need to select a book and indicate your choice for us on onQ by the end of the add/drop period.

Final Exam. The final exam for this course will take place during the official exam period. It will consist of MCQ and short answer questions. Example short answer questions will be provided for practice.

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:

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 schedule each quiz at your convenience in a 36 hour window and can skip two quizzes, and you can submit updates on your book reading some weeks and not others. Given this choice, there will be no extensions on quizzes and book updates. There will be also no extensions for the misunderstanding diary entries.

Assignments: Everyone will have a 24 hrs grace period. Afterwards, 3% will be deducted for every 24 hrs, or part thereof, an assignment is late.

Book review: Given that your book review will be subject to peer review, there will be no extensions. However, to facilitate your work, there will be no readings that week. 3% will be deducted for every 24 hrs, or part thereof, a book review or a peer review 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/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.

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). 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>

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. 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 **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.
 5. Select the **Save** button to confirm changes.
2. onQ: 1) Participation in the General Discussion Board is strongly encouraged. Post questions and respond to fellow classmates. 2) The Board is intended to be used ONLY for discussion of topics relating to Psyc 399.
3. The best way to contact me and the TAs is via email. **Please use "Psyc 399:" in the subject line.** I aim to respond to student email within *two business days*.
4. Do take advantage of my virtual office hours. If I can help you with anything (including grad school/career questions) or to just 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.

Copyright

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 subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Appendices

- Schedule of readings and assignments
- Class Participation Guidelines and Resources
- Book club: Self Evaluation and Group Work Assessment

Schedule of Readings and Activities

subject to change: **check onQ Timeline for most up-to-date schedule**

Week	Topic	Materials	Activities & Assessments
Jan 11	Introduction	Chapter 1: Introduction	Introduce yourself Book Choice survey
Jan 18	Evolution	Chapter 2: Origins of Human Language	Book Choice due Jan 22 Quiz Ch2, open Jan 21, noon - Jan 22, 11:55pm
Jan 25	Thought	Chapter 13: Language diversity	Book Club introductions + your book update Quiz Ch13, open Jan 28, noon - Jan 29, 11:55pm
Feb 1	Culture	Kashima, Y., Kashima, E. S., Kidd, E. (2014). Language and culture. In Holtgraves, T. (Ed.), <i>The Oxford handbook of language and social psychology</i> (pp. 46-51). New York, NY: Oxford University Press.	Your book update
Feb 8	Identity	Eckert, P. (2005). Stylistic practice and the adolescent social order. In A. Williams and C. Thurlow (Eds.) <i>Talking Adolescence: Perspectives on Communication in the Teenage Years</i> . (pp. 93-110). New York: Peter Lang.	Language diversity assignment due Feb 12, 5 pm Misunderstandings assignment – diary entries due Feb 12 Your book update
Feb 15	READING WEEK		
Feb 22	Intentions	Chapter 12: The Social Side of Language	Your book update Quiz Ch12, open Feb 25, noon - Feb 26, 11:55pm
Mar 1	Models	Chapter 11: Discourse and Inference	Your book update Quiz Ch11, open Mar 4, noon - Mar 5, 11:55pm
Mar 8	Time	Chapter 4: Learning Sound Patterns Chapter 7: Speech Perception 7.0 – 7.3	Your book update Quiz Ch 4, 7, open Mar 11, noon - Mar 12, 11:55pm
Mar 15		/catch up or catch your breath/	Book review due Wednesday, Mar 17, 5 pm
Mar 22	Signs	Chapter 5: Learning Words, 5.1 – 5.3 Chapter 8: Word Recognition, 8.0 – 8.3	Book review responses due Wednesday, Mar 24, 5 pm Quiz Ch 5, 8, open Mar 25, noon – Mar 26, 11:55pm

Mar 29	Ideas	Chapter 9: Understanding Sentence Structure and Meaning Ch7: 7.4 – motor theory of speech perception	Quiz Ch 9, 7, open Apr 1, noon – Apr 3 (Sat), 11:55pm
April 5	Power	Maass, A., Arcuri, L., & Suitner, C. (2014). <i>Shaping intergroup relations through language</i> . In T. M. Holtgraves (Ed.), <i>Oxford library of psychology. The Oxford handbook of language and social psychology</i> (p. 157–176). Oxford University Press.	Misunderstandings Assignment due – Wed April 7, 5 pm Book Club group evaluation due April 9, 5 pm
Final exam: April 14 th – 30 th			

Class Participation Guidelines and Resources

Electronic Forums - Good Practice

- *Address your posts and sign your posts.* This shows respect for the time and thought readers put in and makes it more likely for them to reply. onQ class forums are not chats, IM, or open-to-the-world support sites. They are to support our community, and we should see and hear each other, and acknowledge each other's needs and help. So use names.
- 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.
- Read previous posts to avoid repeating a question.

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, transphobia, homophobia, Islamophobia, sexism, or silencing of colleagues within any form of communication, or course work.
- 7.

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>

Book Club: Self Evaluation and Group Work Assessment

Instructions

Upload completed assessment to onQ
Name file: BookClubName_YourLastName_date

Your Name:

Book Title:

Book Club members:

How would you describe your strongest contribution to the Book Club?

Did you face any challenges to participating?

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

What worked well in your group?

What challenges did your group face, if any?

Name	Did this person submit at least 4 updates on their reading?	How regular was the person's involvement in the club? Use "regular," "somewhat regular," or "sporadic"	How would you rate the quality of this person contribution to the book club? Consider their engagement and helpfulness about the book and the course in general (if applicable). Use "solid," "acceptable," or "not great."
self			