

**YORK UNIVERSITY**  
**Department of Psychology**  
**Psycholinguistics**  
**HH/PSYC 3290 3.0 M, Winter 2015**

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**Course Webpage:** moodle.yorku.ca

**Prerequisite / Co-requisite:** Prerequisite: HH/PSYC 1010 6.00 or HH/PSYC 2410 6.00, with a minimum grade of C, or AP/LING 1000 6.00.

**Time and Location:** Lectures on Tuesdays 8:30 a.m. - 11:30 a.m. in CLH E

**Course Description**

Language use is one of the most systematic behaviours that humans carry out every day. This course introduces different aspects of language from a psychological perspective. The course focuses on how humans perceive and produce speech sounds, how they build and access a mental dictionary, how they process sentences, and how all these abilities change throughout development. The course will also cover content related to the relationship between brain and language, alternative language processing and language disorders.

**Organization of the Course**

Classes will include formal lectures and, whenever possible, brief class discussions during the three hour scheduled timeslot on Tuesdays. Lectures will comprise the majority of the class time and will follow the content of the textbook. For some of the topics, the textbook material will be supplemented by presentation of relevant films, psychological tests, and scientific articles in order to illustrate the content more fully.

## Course Learning Objectives

### (1) Statement of the purpose:

The purpose of this course is to provide an overview of the range of topics in the field of psychology of language by integrating theory and research drawing from both psychology and linguistics. After the course students will be able to think critically about the roles that general cognition and specific language processing play in many aspects of human communication in both children and adults.

### (2) Specific learning objectives of the course:

- Understanding of the disciplinary components of this material, with contributions from psychology, linguistics and cognitive science
- Developing upper level writing skills in psychology through the summary and interpretation of scientific articles
- Understanding the roles that theory and research play in the evolution of the field

## Course Text

Carroll, D. W. (2008). *Psychology of Language (5<sup>th</sup> Edition)*. Belmont, CA: Thomson Wadsworth

## Evaluation

The final grade for the course will be based on the following items weighted as indicated:

<u>Component</u>	<u>Percentage</u>	<u>Due date</u>
Mid-term exam	35%	February 10, 2015
Poster	25%	March 24, 2015
Final Examination	40%	April exam period (April 8-24, 2015)

### Poster (25%):

Students will be required to create a power point poster on a topic from the realm of language disorders. Each poster will make use of at least five primary sources to outline the following four sections: 1) Symptoms, 2) Causes, 3) Research Evidence and 4) Interventions. References will be written in APA style. Additional information about this poster is posted on the moodle website.

### Mid-term Test (35%) and Final Examination (40%):

Both the mid-term and the final exam include a combination of multiple choice questions and short answer questions. These evaluations are NOT cumulative.

### Important Dates:

Last date to enrol without permission of course instructor: January 19<sup>th</sup>, 2015

Last date to enrol with permission of course instructor: January 30<sup>th</sup>, 2015

Last date to drop the course without receiving a grade: March 6<sup>th</sup>, 2015

## Grading, Assignment Submission, Lateness Penalties and Missed Tests

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be uploaded on moodle on the scheduled due date.

**Lateness Penalty:** Assignments received later than the due date will be penalized. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. *Students are required to contact the Course Instructor within 48 hours of the test date.* Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## Schedule

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Date	Topics
January 6	Introduction: Themes of Psycholinguistics (Chapter 1)
January 13	Linguistic Principles & Psychological Mechanisms (Chapter 2: pp. 17-26 & Chapter 3: pp. 45-59)
January 20	Perception of Language ( <i>Guest lecture</i> ) (Chapter 4)
January 27	Internal Lexicon (Chapter 5)
February 3	Sentence Comprehension and Memory (Chapter 6: pp. 131-146; 150-155)
<b>February 10</b>	<b>Mid-term exam (35%)</b>

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February 17	Reading Week
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February 24	Production of Speech and Language (Chapter 8: pp. 192-216)
March 3	Language Acquisition (Chapter 10: pp. 250-278 & Chapter 11: 286-293)
March 10	Processes of Language Acquisition (Chapter 12)
March 17	Bilingualism & Sign Language (Chapter 11: pp. 310-322 & Chapter 2: pp. 27-32 & Chapter 8: pp. 216-222 & Chapter 10: pp. 278-281)
<b>March 24</b>	<b>Poster due (25%)</b> Biological Foundations of Language (Chapter 13: pp. 355-379)
March 31	Small group discussions based on posters Language, Culture, Cognition and Disorders (Chapter 14: pp. 394-411; 417-419)
<b>April (TBA)</b>	<b>Final exam (40%)</b>

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## Poster Instructions

(Due March 24<sup>th</sup>, 2015; submit online to moodle by 5pm; 3% per day late penalty)

Students will be required to create a power point poster on a topic from the realm of language disorders using the template provided by the course instructor. Each poster will make use of at least 5 primary sources to outline the following four sections: 1) Description/Symptoms, 2) Theory/ Explanation of Causes, 3) Research, & 4) Interventions. References will be written using APA style. This poster will be submitted electronically and **NOT** printed.

The objective of this project is to review and synthesize the literature on **one** of the following four topics:

1) dyslexia, 2) specific language impairment, 3) language development in autism and 4) stuttering. Choose a topic that interests you the most and imagine that the audience for your poster is made up of people with minimal knowledge about the topic of your choice.

Section	Description	Marking scheme
Definition/ Symptoms	Outline the nature of disorder and its typical symptoms.	3 points
Theory/ Causes	Describe 1 or 2 theories about the core deficits. How is the disorder thought to arise? How are the symptoms explained?	4 points
Research	Outline in detail 2 studies that evaluate core deficits. What conclusions can be drawn?	10 points
Interventions	Describe an intervention study that targets the core deficit. What are the outcomes? Did it work?	4 points
Appearance, APA & Cohesion	How well is the poster format used, is APA style followed, do sections connect to each other?	4 points

Comments:

Total mark: \_\_\_ /25

### POSTER TIPS

**Find relevant articles:** There will be a large number of papers on your topic. Don't settle on the first 5 that you find. You want to use papers that address your central question and that you can describe clearly.

**Take advantage of the format:** Use diagrams, figures & tables. Avoid being wordy. Find the kernel of the research and concisely describe it. Do not treat the poster as a "visual paper".

**Aim for clarity and cohesion:** What are the "take home" messages of your poster? How do the different sections of your paper connect to each other?

**Class on March 31<sup>st</sup>, 2015: Print 5 handouts of your poster.** You'll meet in groups of 4 or 5. Each student will take about 5 minutes to describe their poster to their group. Then a group discussion will follow.