

YORK UNIVERSITY
Department of Psychology
Psycholinguistics
HH/PSYC 3290 3.0 M, Winter 2016

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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 Mondays 8:30 a.m. - 11:30 a.m. in VH C

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

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.

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 (5th Edition)*. Belmont, CA: Thomson Wadsworth.

Evaluation: The final grade for the course will be based on the following items:

Component	Percentage	Due date
Mid-term exam	35%	February 8, 2016
Poster	25%	March 21, 2016
Final Examination	40%	April exam period (April 6-20, 2016)

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 17th, 2016

Last date to enrol with permission of course instructor: January 29th, 2016

Last date to drop the course without receiving a grade: March 4th, 2016

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.).

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.

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., doctor's note).

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 Policies, Procedures and Regulations) - <http://secretariat-policies.info.yorku.ca/>

Schedule

Date	Topics
January 4	Introduction: Themes of Psycholinguistics (Chapter 1)
January 11	Linguistic Principles & Psychological Mechanisms (Chapter 2: pp. 17-26 & Chapter 3: pp. 45-59)
January 18	Perception of Language (Chapter 4)
January 25	Internal Lexicon (Chapter 5)
February 1	Sentence Comprehension and Memory (Chapter 6: pp. 131-146; 150-155)
February 8	Mid-term exam (35%)
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February 15	Reading Week
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February 22	Production of Speech and Language (Chapter 8: pp. 192-216)
February 29	Language Acquisition (Chapter 10: pp. 250-278 & Chapter 11: 286-293)
March 7	Processes of Language Acquisition (Chapter 12)
March 14	Bilingualism & Sign Language (Chapter 11: pp. 310-322 & Chapter 2: pp. 27-32 & Chapter 8: pp. 216-222 & Chapter 10: pp. 278-281)
March 21	Poster due (25%) Biological Foundations of Language (Chapter 13: pp. 355-379)
March 28	Small group discussions based on posters Language, Culture, Cognition and Disorders (Chapter 14: pp. 394-411; 417-419)
April (TBA)	Final exam (40%)

Poster Instructions

(Due March 21st, 2016; submit online through 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 (SLI), 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	Present in detail 2 empirical studies that examine language abilities or core deficits in your topic of choice.	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? Is the information presented clearly?	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 28th, 2016: 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