

Psychology 4316

Language and Cognition

Summer 2016

Instructor

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Office hours: TR from 12-1:30 or by appointment

Class meeting time and place

M-F 2:00- 4:10 pm

EDUC 313

Course content

The scientific study of language

What have been the key issues?

What have been the major theoretical perspective on language?

For each of the following content areas we will cover:

The key cognitive processes

Key theories and models

Neurological underpinnings

Psycholinguistic and linguistic perspectives

Major questions/controversies

Content areas

- (1) The scientific study of language
- (2) The development of language
- (3) Speech production and comprehension
- (4) The development of language
- (5) Discourse processing
- (6) Bilingual language processing

Assessment

Article Summaries (4). The average grade of all 4 summaries is worth 40% of overall grade.

Each week students will be assigned an empirical article.

Students will write a one page summary of the article.

The write up will be **due each Friday of the week.**

As a class we will discuss implications and limitations of each article. What we discuss will then be on the test on Monday

The write up will have the following components:

- (a) What is/are the major theoretical hypothesis/es that were tested?
- (b) What were the key predictions tested?
- (c) What was the overall design of the study?
 - independent variable
 - dependent variable
- (d) Describe the key task/s (in simple language)
- (e) What were key observations/findings?
- (f) What was the theoretical interpretation of the observations/findings?

Tests (3). Each test is worth 20% of overall grade; 60% all together.

Test 1: Monday, July 11th

Test 2: Monday, July 18th

Test 3: Friday, July 28st

The format will be varied- including fill-in the blank, matching and/or short answer.

Cumulative Test: Tuesday, August 2nd 4:00 – 5:10

A 4th test will be given on the day of the scheduled final. This test will cover content from the course, and will consist of 50 multiple choice items.

If a student takes all 4 tests, the lowest grade will be dropped.

Week 1 (July 5th- July 8th)

Chapter 1. An introduction to language science

In class

Language and thought

A description of the language processing system

Read on own

Language characteristics

Language origins

Chapter 9. Language development in infancy and early childhood

In class

Infant perception and categorization of phonemes

Statistical learning and speech segmentation

Read on own

Prenatal learning

Learning word meanings

Journal Article

Dolscheid, S., Shayan, S., Majid, A., Cassanto, D. (2013). The thickness of Musical pitch: Psychophysical evidence of linguistic relativity. *Psychological Science*, 24, 613-621.

Week 2 (July 11th – 15th)

Chapter 2. Speech production and comprehension

In class

Speech production

The spreading activation model

Speech perception (pp. 54-63)

On own

Speech errors

Access interruptus: Tip of the tongue experiences

Journal article

Kreiner, H. & Degani, T. (2015) Tip-of-the-tongue in a second language: The effects of brief first-language exposure and long-term use. *Cognition*, 137, 106-114.

Week 3 (July 18th -22nd)

Chapter 3. Word processing

In class

Lexical access

Chapter 10. Reading

We are covering:

Pp 369-376

Cognitive processes in Reading I and II

Sections on Dyslexia

Journal article

Duñabeitia, J.A., Orihuela, K & Carreiras, M. (2014). Orthographic coding in illiterates and literates. *Psychological Science*, 25, 2175-1280

Week 4

Chapter 11. Bilingual language processing

Entire chapter will be covered in class.

Journal article: TDB.