

**PSYC 4316/18668
(LING 4316/18685)**

Language and Cognition

**Fall 2016
UTEP**

Instructor

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Lab: 114B

Office Hours (**in lab for now**): TBA, or by appointment (send me an email)

Class meeting time and place

TUE-THU

3:00 – 4:20

LART 210

Core textbook

Harley, Trevor A. (2013). *The psychology of language: From data to theory*. Fourth edition. Psychology Press. ISBN-13: 978-1848720893/ISBN-10: 1848720890

You can download the book from:

http://s3.amazonaws.com/academia.edu.documents/42852515/The_Psychology_of_Language.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1471533010&Signature=LQbHn6iqp uZLPtayBT%2FI2H5q9yU%3D&response-content-disposition=inline%3B%20filename%3DThe_Psychology_of_Language_from_Data_to.pdf

Chapters listed in the schedule refer to chapters in this textbook.

Blackboard

I will use Blackboard and the course email to make announcements and post assignments, materials, and grades. I will try to make all announcements in class, but please check Blackboard once or twice a week to stay up-to-date.

Course description

This course provides a general introduction to the scientific study of human language. Humans use language to communicate with one another every day in what seems to be an effortless process. However, the ability to produce and understand language is actually incredibly complex. This course is designed to provide you with a general understanding of the key issues in the psychological study of language. It will introduce you to current theories of language processing and the research methods used to investigate them. You'll learn about how language is represented in the brain, how language is related to thought, how we figure out the

meaning of words and sentences, how we express our own ideas and why we say things in the way we say them, how we talk to one another, how children acquire language and how bilinguals keep track of more than one language.

Course Objectives

Upon a successful completion of this course you will:

- 1) Gain an understanding of the units and structure of language.
- 2) Gain an understanding of the foundations and origins of language, and how much of it is unique to humans.
- 3) Gain an understanding of the cognitive processes involved in spoken and written language comprehension, language production, first and second language acquisition and bilingualism.
- 4) Be able to describe methodologies used to ask questions about language processing and language use.
- 5) Develop your ability to critically analyze and interpret research on language, and scientific research in general.

Evaluation

1. Exams (x3; each exam is worth 20% of final grade -> all three exams are worth 60% of final grade)

There will be 3 exams. Material for the exams will be taken mainly from lectures (so please come to class regularly), but may also come from other materials (so please read all assigned readings and keep track of all additional materials). Exams can be comprised of both test-type questions and open-ended questions; open-ended questions may require an answer of up to a few paragraphs of text, and will require an understanding of the material. The first two exams will include the material covered in the first (Aug 23rd – Sept 22) and second part of the course (Sept 29th – Oct 27th), respectively; the third exam will have an emphasis on material covered in the third part of the course (Nov 3rd - Nov 22nd), but will include material covered throughout the whole course.

If you have to miss an exam, you need to let me know **one week before the date of the exam**, explaining your reason and providing documentation, and make arrangements to take the exam **early**. In unforeseen circumstances, contact me **as soon as possible**, again explaining your reason and providing documentation. Made-up exams due to unforeseen circumstances must be taken as soon as possible after the originally-scheduled exam, and may not be in the same format as the original exams.

2. 1-page article summaries (x3; each summary is worth 10% of final grade -> all three summaries are worth 30% of final grade)

You will be assigned 3 articles throughout the course (see schedule). You will need to read them carefully, write a 1-page summary and submit it on Blackboard **no later than the start of class on the due date**. No late submissions will be accepted. Articles will be available on Blackboard 2 weeks before the due date.

The write up needs to have the following components:

- (a) What is/are the major theoretical hypothesis/es that were tested?
- (b) What were the key predictions?
- (c) What was the overall design of the study? What were the authors measuring?
- (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?
- (g) What do you think are the strengths and limitations of the study?

To get a better idea on how to write these 1-page summaries, we will first discuss an article in class that you won't have to summarize, and I will provide guidelines on how to write the summaries. If you have additional questions about the summaries, please contact me by email or come to see me during office hours – I will be happy to provide as much additional guidance as necessary.

3. Random homework assignments (5% of final grade)

I will give you a few homework assignments at random points during the course (“random” means, come to class, and stay tuned!). These assignments will generally involve something language-related fun thing to do, and will not be graded - you get the 5% by completing each assignments on time. If you have to miss a class, it is your responsibility to stay informed about homework assignments.

4. Extra credit (5% of final grade)

(a) Participating in language experiments though SONA. You need to complete 8 hours of experimental participation, which can be reduced to 6 hours if you do this earlier on in the semester. So, please do not wait until the last minute to sign up for experiments – another reason is that things will get busier (exams, etc.) as the semester progresses. UTEP researchers are conducting experiments on different aspects of language learning, language processing and bilingualism, and the best way to learn about an experiment is to take part! You can find instructions on how to do this, as well as information about your rights as research participants, at the end of this document (after the tentative schedule). When you take part in an experiment, if you are not provided with an explanation of what the study was about at the end, please ask (that's how you get the maximum benefit)!

(b) Writing a research paper. If you do not wish to participate in language-related psychology experiments, you may write a 4-8 page research paper on a topic related to the material presented in class. The paper may be on a topic of your choosing, but you must discuss the topic and structure of the paper with me *before* the paper is written. Any

student who writes a paper is expected to do supplemental research (i.e., read research articles) in support of that paper. The paper will be graded on a five-point scale, and the grade of the paper will be added to the final grade (up to 5% of the final grade). The paper will be due **on the last day of class**. Note that you won't get additional credit if you *both* participate in experiments and write a paper.

Grading

- A - 90% to 100%
- B - 80% to 89%
- C - 70% to 79%
- D - 60% to 69%
- F - 59% and under

Classroom technology policy

This is a **no-technology** classroom. (Stay with me on this one, you will see why!) Please bring writing materials and take notes in class. There is scientific evidence that you will remember more if you hand-write your notes than if you type them on a laptop (Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168.) So, please put away your cell phones, laptops and tablets when you are in class.

If you believe your situation warrants an exception to this policy, please talk to me individually (in person or by email).

Academic dishonesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear

individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Access

The University of Texas, El Paso welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, **please let me know**. Also, you can get in touch with The Center for Accommodations and Support Services (CASS: 747-5148/cass@utep.edu/UTEP Union East, Room 106), or check out the Office for Disability Services Web site at <http://sa.utep.edu/cass/>.

Tentative Schedule

Week	Dates	Topic	Readings
1	Tuesday Aug 23	Introduction to the course Introduction to Psycholinguistics	
1	Thursday Aug 25	Describing language	Chapter 2
2	Tuesday Aug 30		
2	Thursday Sept 1	The foundations of language	Chapter 3 (pp. 51-73) Article assignment (read)
3	Tuesday Sep 6	Article discussion Language and thought	Chapter 3 (pp. 88-99)
3	Thursday Sep 8	Speech perception	Chapter 9 Article assignment (summarize)
4	Tuesday Sep 13		
4	Thursday Sep 15	ARTICLE SUMMARY #1 DUE Article discussion Visual word recognition	Chapter 6
5	Tuesday Sep 20	Reading Review	Chapter 7
5	Thursday Sep 22		
6	Tuesday Sep 27	FIRST TEST	
6	Thursday Sep 29	Reading	Chapter 8
7	Tuesday Oct 4	Language comprehension: Parsing	Chapter 10 Article assignment (summarize)
7	Thursday Oct 6		

8	Tuesday Oct 11	ARTICLE SUMMARY #2 DUE Article discussion Language comprehension: Semantics	Chapter 11
8	Thursday Oct 13		
9	Tuesday Oct 18	Language comprehension: Interpretation	Chapter 12
9	Thursday Oct 20		
10	Tuesday Oct 25	Language production Review	Chapter 13
10	Thursday Oct 27		
11	Tuesday Nov 1	SECOND TEST	
11	Thursday Nov 3	Structure of the language system	Chapter 15
12	Tuesday Nov 8	Language acquisition	Chapter 3 (pp. 73-88) Chapter 4
12	Thursday Nov 10		
13	Tuesday Nov 15	Bilingualism	Article assignment (summarize) Chapter 5
13	Thursday Nov 17		
14	Tuesday Nov 22		
14	Thursday Nov 24	NO CLASS – THANKSGIVING BREAK	
15	Tuesday Nov 29	ARTICLE SUMMARY #3 DUE Article discussion General review	
15	Thursday Dec 1	THIRD TEST	

Research participation

In this course, you will learn about numerous factors that interact to influence language processing and language use. Just as in other scientific disciplines, knowledge in Psycholinguistics (the scientific discipline which studies the relationship between language and cognition) is largely obtained by conducting carefully designed studies. Most of what you will learn in this course, therefore, represents the findings of previous psychological studies. Although this type of information is very important, it is also important for you to learn about the methods that are used to create scientific knowledge. Learning about scientific procedures is considered to be so vital that many scientific disciplines require students to take laboratory classes in addition to lecture classes. For example, students in chemistry courses participate in laboratory exercises in which they mix various chemicals, and observe and record the outcome of these exercises.

In order to facilitate learning the scientific procedures used in psychology, the Language and Cognition course has a research requirement. The preferred method to fulfill this requirement is by actual participation in language-related studies. Not only will you learn about the scientific procedures that are used in Psycholinguistics, but you will also be contributing to future knowledge. Studies conducted in the UTEP Psychology Department often appear in prominent scientific journals. If you are unable to or wish not to participate (perhaps because of a work schedule), you have the alternative option of writing a research paper.

Important note: You can obtain 8 research-participation credits with only 6 hours of participation. If you have 3 credits accumulated by the end of the 8th week of classes (October 10th), a 4th credit will be automatically added. If 7 credits are accumulated by the end of the 13th week of classes (November 21th), then an 8th credit will be given.

Instructions for Participating in Psychological Studies

1. In order to participate in research studies, you must have a current UTEP e-mail address. If you do not already have a UTEP e-mail address, you may obtain a free e-mail account from the University. For details on getting an e-mail account or finding computer labs on campus for student use, contact the HELP desk at 747-5257 (or x4357 on campus).
2. You will need to create an account on the online psychology research participation system. To access the system, go to the following website: <http://utep.sona-systems.com/> (there is a link from the Psychology Department website). To create an account the first time you access the system, use the link marked "request an account here." Enter the information requested, including your name, your UTEP student ID number, your UTEP e-mail address, and the course in which you are enrolled. Then press the button marked "Request Account."
3. Your log-on ID and password will be sent to your UTEP e-mail account within several minutes. You may then go to <http://utep.sona-systems.com/> and log in using the information that was e-mailed to you.

4. You may then select the link marked "Browse a list of studies and sign up for those that interest you." By selecting a study, you can see more detailed information and sign up for the study if you wish.
5. Once you have signed up for a study, the system will send you an e-mail and the study will appear under "My Schedule/Credits." You can use this feature to remind yourself of the time and location of the study. Within two days after your participation, your credit for the study should appear online. If you do not receive credit for a study within two days of your participation, please contact the researcher by e-mail or telephone to resolve the problem.
6. You may participate only once in each study (unless the study has two or more parts). Some studies may have additional restrictions on participation that will be displayed online.
7. In order to ensure that your participation is recorded properly, do not set up more than one account per person and do not use someone else's account.
8. If you have questions about how to use the SONA system, contact Zenaida Olivas in the Psychology Department at 747-5551 or pgraves@utep.edu. Please include your name, UTEP e-mail address, and instructor's name in your request for information.

Policy on Cancellations and Failures to Appear for Scheduled Experimental Sessions

It is important that you attend all studies for which you sign up. The Psychology Department encourages students to exercise professionalism and courtesy in keeping or canceling scheduled appointments. That is, if you schedule a session and later find that you are unable to or no longer wish to attend, please cancel such participation through the SONA system. If you cannot access the SONA system at that time, then you may cancel by sending an e-mail to the experimenter or calling to leave a message for the experimenter. Cancellation through the SONA system allows other students who need credit to sign up for the cancelled session, which makes it the ideal method. Canceling by e-mail or phone lets experimenters know that they can either open a new slot for another participant or make other plans for their time. Remember that most experimenters are other students and are also quite busy.

Failing to show up for a scheduled experiment without appropriate cancellation will result in a penalty of one credit being applied to your account. Each penalty credit increases the number of experiment hours you must complete to fulfill the requirement.

The Student's Rights as Research Participant

Participation in research is meant to be an enjoyable and educational experience. Therefore, specific steps are taken to insure that the student's participation will be beneficial to both the student and society (by the knowledge gained from the study):

1. The Institutional Review Board, an ethics committee, screens each study before anyone is allowed to participate in order to ensure that volunteers are not in any way mistreated.
2. Before participation, the researcher will give students information about what will take place during the study. Students will then be asked to sign a statement of consent to participate.
3. After completion of the study, the researcher will debrief the participants as to the purpose of the study.
4. Students have the right to discontinue participation in the study at any time and without penalty.
5. Student participants have the right to expect the researcher to be present on time to conduct the study. If a participant is present on time and the researcher is not, the participant should first check to ensure that the date/time/location is correct. If that information is correct, the student should contact the researcher as soon as possible in order to resolve the error and receive whatever credit is appropriate.
6. Students who feel that their rights have been violated during participation in any of the Psychology Department's research studies should inform their instructor. If the matter is not satisfactorily resolved by the instructor, they should contact the Chairperson of the Psychology Department Undergraduate Committee at 747-5551 and/or the Coordinator for Institutional Research Review at 747-8841.