

**PSYC 4316/CRN 27625
(LING 4316/CRN 28253)**

Language and Cognition

**Spring 2017
UTEP**

Instructor

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Office: Room 110 in the Psychology Building
Office Hours: by appointment (send me an email)

Class meeting time and place

TUE-THU

10:30 – 11:50

LART 107

Core textbook

Traxler, M. 2011. *Introduction to Psycholinguistics: Understanding Language Science*, 1st edition. Wiley-Blackwell. Print: ISBN-10 1405198621, ISBN-13 9781405198622.

New copies available through Amazon affiliate from \$41 (+ \$4 shipping). Used copies from \$26 (+ \$4 shipping)

eText: ISBN-10 1118296885, ISBN-13 9781118296882

Kindle version: available for \$47.

Course-smart rental (iPad, Mac or PC): semester rental for \$12-13.

Chapters listed in the schedule refer to chapters in this textbook. Additional reading materials will be posted on Blackboard. **I will expect you to have read the assigned readings BEFORE each lecture, and will ask questions to verify that you have done this.**

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.

REEF App

I will use the REEF app for quizzes at each class (see below). I will post a link on Blackboard, which you will need to click on, and create your account in REEF. Alternatively, you can go to the REEF website and create an account by yourself (specify that UTEP is your school). In doing so, you should use your UTEP email address, but you can then change it to an alternative email, if you prefer to use another email address. Please do not create more than one account, as this will really mess up the system. You then need to download the REEF app on your mobile device

(phone, laptop or tablet). **You need to do this by next class; failure to do this will impact your grade.** After 14 days, you may see a message that you need to pay, but you should ignore it: **UTEP Students do not need to pay for this service.** Email me if you have any questions.

Email your professor

I will do all I can to assist you with your learning. HOWEVER, several rules apply:

- 1) Do not email me if you can find out the answer by yourself (read the syllabus, ask your peers, GOOGLE).
- 2) I may not answer emails on the last few days before an exam or assignment due date: Make sure you ask me any questions you have ahead of time.

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

I will ask questions in class. I will point to a specific person to answer the question, and it may be any one of you. If you fail to answer questions twice, I will take 5 points off your next exam. When asked to answer a question, please start by saying your name.

1. Exams (x3; each exam is worth 18% of final grade -> all three exams are worth 54% 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 mostly contain 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 and second part of the course, respectively; the third exam will have an emphasis on material covered in the third part of the course, 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. 2-page article summaries (x3; each summary is worth 9% of final grade -> all three summaries are worth 27% of final grade)

You will be assigned 3 articles throughout the course (see schedule). You will need to read them carefully, write a 1-2-page summary and submit it on Blackboard **no later than 11:59pm on the due date**. No late submissions will be accepted. Articles will be available on Blackboard throughout the whole course.

Each article summary needs to have the following components:

- (a) What question(s) were the authors asking?
- (b) What is/are the major theoretical hypothesis/es that were tested?
- (c) What task were participants asked to perform?
- (d) What was the overall design of the study?
- (e) What were the authors measuring?
- (f) What were the key predictions?
- (g) What were the most important results?
- (h) What was the theoretical interpretation of the observations/findings? Which hypothesis do they support? How does that answer the question the authors asked?
- (i) What do you think are the strengths and limitations of the study?

To get a better idea on how to write these 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 – I will be happy to provide as much additional guidance as necessary.

3. Quizzes (10% of the final grade). During each class, I will ask 5-10 quiz questions (and will use the REEF system for doing so). The questions will be both from the material we have covered in the previous lecture, and the readings you are supposed to do for the current class. To calculate your quiz grade, at the end of the course I will drop the 5 worst grades.

4. Random homework assignments (4% of final grade)

I will give you a few homework assignments at random points during the course. These assignments will generally involve something language-related fun thing to do, and will not be graded - you get the 4% by completing each assignment on time. If you have to miss a class, it is your responsibility to stay informed about homework assignments.

5. Extra credit (5% of final grade)

(a) Participating in *language experiments* though SONA. You need to complete 4 hours of experimental participation, which can be reduced to 3 hours if you complete your research participation by April 15th. 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 3-4 page research paper on a topic related to the material presented in class. **If you choose to do this, you need to let me know by Feb 16th!** 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, except when phones, tablets or laptops are used for quizzes. (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 listening to a lecture.

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 Jan 17	Introduction to the course	
1	Thursday Jan 19	Introduction to Psycholinguistics	Chapter 1 (pp.1-6)
2	Tuesday Jan 24	The Scientific Method The foundations of language	Chapter 1 (pp.6-18)
2	Thursday Jan 26	The foundations of language cont'd Language and thought	Chapter 1 (pp.18-27) Article assignment (read): Iverson & Goldin-Meyer (1998)
3	Tuesday Jan 31	Article discussion The sounds of language	Additional reading: Harley (Chapter 2, pp.30-36)
3	Thursday Feb 2	The structure of language	Additional reading: Harley (Chapter 2, pp.36-42)
4	Tuesday Feb 7	ARTICLE SUMMARY #1 DUE SUN FEB 12th Winawer et al. (2007) Language production	Chapter 2 (pp. 38-54)
4	Thursday Feb 9		
5	Tuesday Feb 14	Speech perception	Chapter 2 (pp. 54-70)
5	Thursday Feb 16	Visual word recognition	Harley (Chapter 6, pp. 167-177)
6	Tuesday Feb 21	Review	
6	Thursday Feb 23	FIRST EXAM	
7	Tuesday Feb 28	Reading	Chapter 10 (pp. 369-404)
7	Thursday Mar 2	Language comprehension: Semantics	Chapter 3 (pp.81-97; pp. 116-119)
8	Tuesday Mar 7		
8	Thursday Mar 9	ARTICLE SUMMARY #2 DUE SUN MAR 12th: TBA Language comprehension: Parsing	Chapter 4 (pp. 141-166)
9	Tuesday Mar 14	NO CLASSES – SPRING BREAK	
9	Thursday Mar 16		

10	Tuesday Mar 21	Language comprehension: Parsing	Chapter 4 (pp.175-177)
10	Thursday Mar 23	Discourse processing	Chapter 5 (pp. 187-199)
11	Tuesday Mar 28	Review	
11	Thursday Mar 30	SECOND EXAM	
12	Tuesday Apr 4	Alignment in dialogue	TBA
12	Thursday Apr 6	Dialogue. Non-literal language	Chapters 7-8 (TBA)
13	Tuesday Apr 11	ARTICLE SUMMARY #3 DUE SUN APR 15th: Wardlow et al. (2006) First language acquisition Second language acquisition	Chapter 9 (TBA) Harley (TBA)
13	Thursday Apr 13		
14	Tuesday Apr 18	Bilingualism	TBA
14	Thursday Apr 20		
15	Tuesday Apr 25	Language and the brain. Aphasia	Chapter 13 (TBA)
15	Thursday Apr 27	Sign language	Chapter 12 (TBA)
16	Tuesday May 2	Review	
16	Thursday May 4	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 4 research-participation credits with only 3 hours of participation. If you have 3 credits accumulated by April 15th, a 4th credit will be added automatically.

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.