

**PSYC 4316
(LING 4316)**

Language and Cognition

**FALL 2018
UTEP**

Instructor

Iva Ivanova, PhD
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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

1:30pm – 2:50pm

PSYC 115

Core textbook

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

Chapters listed in the schedule refer to chapters in this textbook. Additional reading materials will be posted on Blackboard. **You are supposed to read the pages/materials specified in the schedule immediately after we have covered them in class.**

Blackboard

I will use Blackboard to make announcements and post assignments, materials, and grades. I expect you to check Blackboard frequently to stay up-to-date. Announcements will also be sent to your UTEP emails as soon as they are posted.

Lecture slides will be posted on Blackboard before or after class. Review slides will be posted on Blackboard 1 week before each exam.

iClicker Reef App

I will use the iClicker 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 (<https://app.reef-education.com/>) 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 iClicker 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 classmates, Google).
- 2) I may not answer emails on the last few days before an exam or assignment due date: Make sure you ask me your questions ahead of time.
- 3) I will not answer emails that ask me to reconsider final grades if these requests involve making exceptions to the rules in this syllabus.

Important: if you think something in this course is unfair or not optimal for learning, I will be happy to consider your point, and I promise to give it serious consideration (even if I can't promise to actually implement it). **For this to happen, however, you need to let me know before the end of the course.** You can do this anonymously by writing a comment on a sheet of paper and placing it in my mailbox in the Psychology department main office.

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 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 (together, 60% of the final grade)

There will be 3 exams throughout the semester. There is no final. Each of the three exams is worth 20% of final grade.

There will be 3 exams throughout the semester. Material for the exams will be taken mainly from lectures (so it's a good idea to come to class regularly), but may also come from other materials (so make sure you 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 paragraph 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. Article summaries – group assignment (20% of the final grade)

You will be divided into groups of four students. Each group has to turn in two article summaries, **of specific articles** assigned throughout the semester. The article summaries should **not** be free-style essays. Each summary should be about **2 pages long** and address the following points:

Summary Rubric (40 points total)

1. What was the **research question**? – 3 points
2. What was/were the **hypothesis/es**? – 6 points
3. What was the **task**? – 6 points
4. What was the **measure**? – 3 points
5. What were the **predictions (and logic)**? – 7 points
6. What were the **results**? – 7 points
7. What were the **conclusions**? How do they tie with the hypotheses? How do they answer the question? - 3 points
(Style and grammar – 5 points)
(Bonus) What were the **strengths** and **limitations** of the study?

Individual group members will be responsible for writing the following sections as follows:

Group Member 1: Research question and hypotheses

Group Member 2: Task and measure

Group Member 3: Predictions

Group Member 4: Results and conclusions

However, please note that the article summaries will be graded **as a whole** – in other words, group members will **not** be graded individually. This means that you will be **responsible as a group** for the quality of the summary you are turning in, and for turning it in on time.

Grades in points and percentages will be posted for each of the two summaries. However, the final summary grade (20% of the final grade) will be **the higher** of the two summary grades obtained throughout the semester.

Summaries should be submitted **on Blackboard by 8:00pm on the due date**. If Blackboard doesn't work, I will accept submissions by email **but only if you can demonstrate that you started attempting to submit your work on Blackboard at least 2 hours before the deadline**. Please attach to your email a screenshot of the Blackboard error message that contains a clearly visible time and date. The articles to summarize will be available on Blackboard.

Throughout the course, you will receive detailed guidance on how to write the summary, and there will be whole classes (before summaries are due) dedicated to article discussions. It is your responsibility to attend these discussions; if you don't – take my word for it – it will be very hard for you to succeed on the summary assignments.

If you have additional questions about the summary, please email me or come to see me – I will be happy to provide as much additional guidance as necessary. Please note that I won't be able to review a whole summary ahead of time, to let you know if you are on the right track. This is because I can't do this for everyone, and, if I do it for some of you, it will be unfair to the rest.

3. Quizzes (15% of the final grade).

There will be 15 quizzes (which means, there will be a quiz **almost every class**). I will ask 5 quiz questions (and will use the iClicker 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**. If you miss a quiz, you will get 0 points for that quiz. Note that we can do the quiz at any point during the class, but, if it is at the beginning of class and you arrive late, you will get 0 points. **Please note that the quizzes cannot be made up.**

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

I will give you a few homework assignments at random points during the course. These assignments will generally involve some language-related fun thing to do. There are 8-10 assignments in total, and each assignment is worth 1 point. The assignments are not graded: You get one point by simply completing an assignment on time. If you have to miss a class, it is your responsibility to stay informed about homework assignments.

EXTRA CREDIT (up to 5%)

(a) Participating in psychology experiments through the SONA system. You can complete up to **5 hours** of experimental participation. If you wish to do this, please do not wait until the last minute to sign up for experiments: things will get busier (exams, etc.) as the semester

progresses. UTEP researchers are conducting experiments on different aspects of cognition, and the best way to learn about real research 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 summaries of research papers. If you do not wish to participate in psychology experiments, you can write summaries of research papers that I will provide. Each summary will take you approximately an hour to complete. More details will be provided during the first 1-2 weeks of class.

Note that you can complete a combination of research participation and summaries, as long as they sum up to 5 hours of work (for example, 3 hours of research participation and 2 summaries). **You will not get credit for more than 5 hours of extra credit assignments.**

Note that there will be NO other extra credit opportunities, and you cannot get extra credit after the last day of class.

Grading policy

A – 89.0% to 100%

B - 79% to 88.99%

C – 69.0% to 78.99%

D – 59.0% to 68.99%

F – 58.99% and under

Very important rule: this grading system gives you a higher grade with a lower percentage than the standard. But, this means that, if your final grade sums up to, for example, 88.95%, this will be a B and there will be NO discussion about it. It is your responsibility to keep track of your grade throughout the semester.

There will be no letter grades posted throughout the semester. Only your final grade will be a letter grade.

Grade-calculation:

An excel sheet with the final grade calculation formula will be posted on Blackboard, where you just have to plug in the values for the different assignments.

To calculate percentages for the different assignments:

Quizzes

You first identify your 5 lowest scores. You then sum up the points you have gotten on the rest of the quizzes. You then determine the total number of quizzes we have done and subtract 5.

You multiply the remaining number by 5 (total correct points on each quiz). You then divide your score by the total and multiply by 100.

Example:

We will have done 15 quizzes throughout the semester.

The points you got on the 15 quizzes are as follows:

4, 3, 3, 2, 1, 3, 4, 5, 4, 3, 2, 4, 5, 5, 4

We drop the lowest five, which are two times 2, 1 and two times 3.

The sum of the remaining 10 scores is 41.

Your Quiz% will be $41/50 * 100 = 82.0\%$.

Homework

For each homework assignment you will get one point. You will sum the points you have, divide them by the total number of points, and multiply by 100.

Example:

If there are 8 homework assignments, and you have completed 5 of them, you will get $5/8 * 100 = 62.5\%$

Classroom technology policy

This is a **smart-technology-use** classroom. Which means that we will use technology (phones, tablets or laptops) when we need them to **assist** learning (basically for quizzes). But we **won't** use them when they will make learning harder, such as during lecture time.

So, please bring writing materials and take hand-written notes in class.

Here's why: There is scientific evidence that you will remember more if you hand-write your notes than if you type them on a laptop (Mueller & Oppenheimer, 2014), and that laptop use is often distracting to your peers (Sana, Weston, & Cepeda, 2013). Plus, distractions from social media are clearly not going to help learning.

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).

Lateness rule (!)

I will accept submissions made up to 1 hour after the due date. **I will not accept any submissions made even one minute after this time is over.**

Grading Disputes

Any disputes should be submitted to me in writing, clearly stating the perceived discrepancy **within two weeks** after the graded material is returned. The grading dispute form that you

must fill out will be posted on Blackboard. You can submit the form by emailing it to me or by downloading the form and handing it to me or putting it in my mailbox in the Psychology main office. All submitted grading disputes will be carefully reviewed and discussed with you in an individual meeting.

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 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 for the following class
1	Tuesday Aug 28	Introduction to the course Introduction to Psycholinguistics	
1	Thursday Aug 30	The Scientific Method The Foundations of Language	Chapter 1 (pp.1-6)
2	Tuesday Sept 4	Literature Search Session	Article assignment (read): Iverson & Goldin-Meyer (1998)
2	Thursday Sept 6	The Foundations of Language	Chapter 1 (pp.6-14)
3	Tuesday Sept 11	Article discussion and guidelines for summary assignment	Chapter 1 (pp.14-20)
3	Thursday Sept 13	Language and Thought	Chapter 1 (pp. 21-29)
4	Tuesday Sept 18	Speech Perception	Article assignment (read): Winawer et al. (2007) Chapter 2 (pp. 54-58)
4	Thursday Sept 20	Article discussion	Harley (Chapter 2, pp.30-36) Harley (Chapter 9, pp.258-265) Chapter 2 (pp.68-70);
5	Tuesday Sept 25	Speech Perception Language Production	Chapter 2 (pp. 58-68; pp. 37-43)
5	Thursday Sept 27	Language Production	Chapter 2 (pp. 43-54)
6	Tuesday Oct 2	Review	
6	Thursday Oct 4	FIRST EXAM	
7	Tuesday Oct 9	Reading	START WORKING ON ARTICLE SUMMARY #1 Chapter 10 (pp. 369-376; 378-381)
7	Thursday Oct 11	Reading	Chapter 10 (390-392; 395-396; 400-401)
8	Tuesday Oct 16	Article discussion (ARTICLE SUMMARY #1)	Harley (Chapter 8, pp.241-255)
8	Thursday Oct 18	Word recognition	Harley, Chapter 6 (pp.167-177) Chapter 3 (pp. 97-99)
9	Tuesday Oct 23	Word Recognition	Chapter 3 (pp. 99-112) ARTICLE SUMMARY #1 due: Schotter, Tran, & Rayner (2014)

9	Thursday Oct 25	Semantics	Chapter 3 (pp. 81-90; 116-118)
10	Tuesday Oct 30	Review	
10	Thursday Nov 1	SECOND EXAM	
11	Tuesday Nov 6	Parsing	Chapter 4 (pp.141-151)
11	Thursday Nov 8	Parsing	Chapter 4 (pp.151-166; 175-177)
12	Tuesday Nov 13	Discourse Processing Alignment in dialogue	START WORKING ON ARTICLE SUMMARY #2 Chapter 5 (pp.187-199; 214-220) Pickering & Garrod (2004) (pp. 169-187)
12	Thursday Nov 15	Language development	Chapter 9 (pp. 325-339)
13	Tuesday Nov 20	Language development Article discussion (ARTICLE SUMMARY #2)	Chapter 9 (pp. 339-351)
13	Thursday Nov 22	Thanksgiving Holiday No Class	
14	Tuesday Nov 27	Bilingualism	Chapter 11 (pp. 419-429) ARTICLE SUMMARY #2 due: Wardlow et al. (2006)
14	Thursday Nov 29	Bilingualism	Chapter 11 (pp. 429-432; 434-438)
15	Tuesday Dec 4	Review	
15	Thursday Dec 6	THIRD EXAM	

Instruction for completing your extra-credit research participation

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. A contact email in case you have questions about how to use the SONA system will be provided during the first two weeks of class.

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 calling or emailing the experimenters. 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 credits you need to earn or takes away credits you have already earned.

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 ensure 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.

SYLLABUS CONTRACT

I confirm:

- (1) That have read the syllabus for Dr. Iva Ivanova's Language and Cognition course (PSYC/LING 4316) and I understand all of its contents;
- (2) That I agree to abide by all terms and policies explained herein.

Full name: _____

Today's date: _____

Signature: _____