

Instructor

Iva Ivanova, PhD
E-mail: imivanova@utep.edu
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.

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 (7.5% each, 15% of the final grade)

You will be assigned two articles to summarize 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?

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.

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 (5% 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. Research proposal paper (20% of the final grade).

At the end of the semester, you will submit a 3-4-page research proposal paper. Essentially, you'd need to come up with an experiment idea on a research question of your choice. The research question can be related to the work you are already doing, but it should be novel – i.e., not something you are already planning to do, say, for your first-year project. I would be happy to discuss the experiment and partial drafts with you before the paper is due.

Deadline for submission: Dead day (December 7th), 8pm.

The research paper should be in APA style and should contain (the same components you would write in a peer-reviewed research paper):

- Introduction (literature review)
- Hypotheses (these can be mixed with the literature review if you consider such an organization better to follow)
- The present study – a description of what you are planning to do, but without specific details at this point. It should include your logic (why this experiment will answer the research question) and predictions (what results would be expected according to each hypothesis)
- Method:
 - o Participants (who your proposed participants will be, how many, and how you determined this number)
 - o Materials
 - o Procedure
 - o Design
 - o Data analysis (What method will you use to analyze the data?)

Grading policy

A – 90.0% to 100%

B - 80% to 89.99%

C – 70% to 79.99%

D – 60% to 69.99%

F – 59.99% and under

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

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	

SYLLABUS CONTRACT

I confirm:

- (1) That have read the syllabus for Dr. Iva Ivanova's Language and Cognition course (PSYC6355) 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: _____