

HESP 300 FALL 2009

University of MD, Dept. of Hearing & Speech Sciences

Introduction to Psycholinguistics

Class Meeting Time: Tuesday & Thursday, 11:00-12:15, 0102 Tydings.

Instructor: Prof. Rochelle Newman rnewman@hesp.umd.edu (301) 405-4226

Office hours: Tuesday, 3:30-4:30, Thursday 2-3, and by appointment

Office: 0141BB Lefrak Hall

Class web pages:

http://www.bsos.umd.edu/hesp/Newman/Newman_classes/Newman300/overall.html

This contains links to a copy of the syllabus, to outlines/overviews of the book chapters, and to copies of the power-point presentations I use in class.

ELMS/BLACKBOARD page: www.elms.umd.edu

The class also has an ELMS page, which requires that you log in. All articles, and article assignments are there, as are copies of the power-point presentations and syllabus. Announcements will be listed here, as well. This is the primary web page for class use.

These power point presentations are outlines; they are not intended to substitute for coming to class, and will not contain all the information from lecture you are expected to learn.

Overview:

This course examines such questions as: how does the mind decode the speech signal? How are the meanings of words and sentences accessed? How is speech planned and produced? What are the biological and cognitive substrates of language acquisition and use? How are languages learned? How does language processing interact with skills such as memory and reading?

Course text:

J. Berko Gleason & N. B. Ratner (1998) (eds.) Psycholinguistics (second ed.). Fort Worth, TX: Harcourt Brace Jovanovich. ISBN: 0-15-504106-1

Other readings

There are 5 additional articles required for this course. They can be found on the class

ELMS page. The 2nd article, by Berko, is also available at <http://chilides.psy.cmu.edu/topics/> - click on the article on morphological generalization.

Learning outcomes: After completing this course, a student will be able to:

- Describe the process of speech perception and its role in first and second language acquisition, and processing of spoken language.
- Discuss different stages in the course of language comprehension, including single words, phrases, and connected discourse
- Summarize models, processes and stages involved in normal language production
- Contrast theories of first and second language acquisition and relate them to known facts about language acquisition
- Integrate knowledge of speech perception, language comprehension, language production and acquisition with investigations of the underlying neurological substrates of language

Students will receive a signed learning outcomes form for their ASHA portfolio at the end of the semester if they supply a self-addressed stamped envelope. It is your responsibility to request this form.

Course evaluation:

1. Cumulative Final Exam, worth 33% of class grade.
2. 3 short exams - 26% of class grade each. The lowest grade will be dropped.
3. 5 article critiques (see below) worth 15% of class grade (or 3% each). On the day that each reading is due, you will be expected to turn in answers to a set of questions on that reading. They are worth a total of 15% of your class grade; thus, not turning in any of them will effectively lower your course grade by 1-and-a-half letter grades. They must be turned in no later than the start of class on the day they are due. Late assignments lose 1 point (out of 3) for each day (not class day!) they are late; this includes being turned in after class starts on the due date.

The exams and final will consist of essay, short answer, true/false, fill-in-the-blank and/or multiple choice questions – any combination of these types, with each exam having more than one, but not all possible, types. They will be given at the start of class on the day scheduled. If you come to class late, you will have less time for your exam.

All exams will require you to apply information from the book and lecture to new situations. **Exams will include information from the textbooks that was not discussed during lecture, and information presented in lecture that was not mentioned in the book. Thus, failure to attend class regularly, or failure to complete the required readings will almost certainly result in a poor grade for the class.**

Plus/minus grades will be used for this class.

Make-up exams

Make-up exams will only be allowed for university-mandated and officially verified reasons. If an absence can be anticipated in advance, you must take the make-up exam PRIOR to the scheduled date. In order to find an appropriate time for this make-up, you will need to inform me at least a week in advance of your absence. If you miss an exam because of an excused event that was unforeseeable (such as illness or a death in your family), you must notify me as soon as possible, no later than the start of the exam itself, and you will need to take the exam as soon as you return to the university (i.e., your first day back). You will also need to furnish documentary support upon your return. You will not be able to make up exams for other absences. Thus, if you sleep through an exam, you will not have the opportunity to take it later, and that quiz will be the one that is dropped.

Article critiques

As a requirement of this class, you must read and critique five (5) articles that have been selected to represent rather classic work in the field of psycholinguistics. We have chosen papers that were among the first to address a variety of topics. Each article has its own critique form on the class ELMS page. They are in word format, so that you can use them as templates and type into them. All assignments must be type-written.

These assignments are geared towards teaching you how to read journal articles in the field, and how to write about research. Both of these are skills you will need in this major.

These critiques also ask you to conduct library research to identify more current work that appears to be based on the historical readings we have assigned, and to do additional reading beyond the assigned article. We will have a library information day to help prepare you to do such assignments. If you need additional help, consult the Libraries' [Guides to information resources](#).

- 1) Zingeser, L. B. & Berndt, R. S. (1990). Retrieval of nouns and verbs in agrammatism and anomia. *Brain and Language*, 39, 14-32.
- 2) Berko, J. (1958). The child's learning of English morphology. *Word*, 14, 150-77.
- 3) Eimas, P., Siqueland, E., Jusczyk, P. & Vigorito, J. (1971). Speech perception in infants. *Science*, 171, 303-306.
- 4) *The last set of critiques is linked, and consists of two articles:*
Slobin, D. & Welsh, C. (1973). Elicited imitation as a research tool in developmental psycholinguistics. In C. A. Ferguson & D. I. Slobin, (Eds.), *Studies of child language development* (pp. 485-497). New York: Holt, Rinehart & Winston.
Baratz, J. (1969). A bi-dialectal task for determining language proficiency in economically disadvantaged Negro Children. *Child Development*, 40, 889-901.

Instructions and tips for critiques

1. Critiques are to be formatted in American Psychological Association (APA) style for citations. This is the HESP required writing style for all assignments throughout its curriculum, so it would be a good idea to learn it now. If you are not sure what this format style looks like, please go to the Libraries' [quick guide to APA format style](#). The reference format for journal articles is:

Author's lastname, first initial. (year). Article title using lower case after first word. *Journal title* (ital or underlined), *volume number*, pages x-y.

2. I do reduce grades for carelessness in grammar and spelling, so read your work carefully before submitting it. **Proofread**, to make sure you have written sentences of English. They should also make sense. If you don't know what you have said, try telling your roommate or classmate: if they are confused, reword it. I would like to help you become better writers through your class assignments. You will need this skill in your professional careers.

3. **Staple** your pages together or I may lose 50% of your homework if the pile flies apart.

4. A study is an experiment – it is something that is actually tested, not just something you think about, and not just a theoretical argument.

5. An explanation is not a summary – it explains why something happens, or talks about possible causes. It is not simply a description.

6. Most article critique forms ask you to search for other research on the topic. This means using the library databases to do your searching, not using google or yahoo.

7. You are expected to work independently – not to share answers.

8. You are supposed to answer questions in your own words – copying someone else's words (such as copying the wording from the article) is plagiarism, and you will be penalized for doing so. You can quote in places, if you quote appropriately – but implying that someone else's writing is your own is academic dishonesty.

Academic Dishonesty

Cheating on academic work will not be tolerated in any form, and will be subject to strong penalties in this class and the university system. If you cheat on an exam or on an assignment, you risk failing the class.

Academic dishonesty includes, but is not limited to, misrepresenting someone else's work as your own, falsifying any information in a citation or academic exercise, using unauthorized materials in any academic exercise, or helping (or attempting to help) another to commit an act of academic dishonesty. **This includes sharing answers on assignments; your assignments should be done independently.**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

For more information on writing and how to avoid plagiarism, please see <http://www.bsos.umd.edu/hesp/degreePrograms/current/reswriting.htm>

Other Information

If anyone has special needs or disabilities that require special consideration (such as modification of seating or testing), please see me after class or during office hours so that appropriate accommodations can be arranged.

Proper use of technology

Cell phones and blackberries may not be used during class for any reason. Laptops may be used for taking notes, but should not be used to check email, facebook, etc. during class time. These uses of technology are disrupting to other students. *If a student is found to be using personal technology devices in any way that is not specifically related to the day's class, then students will be referred to the Office of Student Conduct for violating course policy on the use of personal computers in the classroom*

Extra Credit

Extra credit will be given in exchange for research exposure, and can take one of two forms. In either case, the extra credit will consist of 4 percentage points being added onto your second-lowest exam score.

- 1). You may participate as a subject in a research experiment by a faculty member or graduate student in this department, and then write a half-page summary of the goals of that research project. You also need to turn in a signed form from the experimenter saying that you participated; blank copies are available on the course web site. (In order to maintain equity, there will be no “double-dipping” allowed – that is, you cannot receive any other form of credit (for another class, or for pay) for any session which serves as extra-credit for this class. (If an experiment requires multiple visits, however, you can receive extra-credit for this class along with payment for the completion of the remainder of the study.)
- 2). You may read a language-related research article from a recent volume of *Journal of Memory & Language*, *Applied Psycholinguistics*, *Brain and Language*, or the *Journal of Child Language*, and write a 2- to 3-page summary and critique of the article. (Other journals may also be acceptable; see me for prior approval). These are due by the start of the last day of class. You will need to turn in a copy of the article itself, as well as your critique.

On-Line Course Evaluation

Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. **CourseEvalUM** will be open to students to complete their evaluation for Fall 2009 courses from Tuesday, December 1 to Sunday, December 13 at www.courseevalum.umd.edu).

Copyright

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. You are permitted to take notes of my lectures and use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e., Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, part 9(k).

Syllabus of meeting dates, topics and readings (subject to change):

September 1: Introduction; explanation of syllabus.
What is psycholinguistics? What is language?

September 3: Basic terminology & General Issues.
Read chapter 1

September 8: Biological foundations of language: Lateralization

September 10: Biological foundations of language: Aphasia

September 15: Information literacy (in preparation for first article assignment)

September 17: Biological foundations of language: Imaging techniques
*Article #1: Zingeser, L. B. & Berndt, R. S. (1990). Retrieval of nouns and verbs in agrammatism and anomia. *Brain and Language*, 39, 14-32.*

September 22, 24, 29: Speech Perception; Review for first exam
Read chapter 3

October 1 Exam 1

October 6: Go over exam 1; Segmentation; start of Categories and meaning

October 8: Categories and meaning, continued

Oct. 13, 15, 20: Mental lexicon and word recognition
Read chapter 4

Oct. 22; Working memory; Review of material to date

October 27 Exam 2

October 29: Morphology; Start of sentence comprehension
*Article #2: Berko, J. (1958). The child's learning of English morphology. *Word*, 14, 150-77.*

October 3: Sentence comprehension, continued
Read chapter 5

November 5: Sociolinguistics and Discourse
Read chapter 6

November 10: Sociolinguistics and Discourse, cont.; IDS
Articles #3 & 4 (combined):

Slobin, D. & Welsh, C. (1973). Elicited imitation as a research tool in developmental psycholinguistics. In C. A. Ferguson & D. I. Slobin, (Eds.), *Studies of child language development* (pp. 485-497). New York: Holt, Rinehart & Winston.

Baratz, J. (1969). A bi-dialectal task for determining language proficiency in economically disadvantaged Negro Children. *Child Development*, 40, 889-901.

November 12, 17, 19: Speech Production; Review of material to date
Read chapter 7

November 19: Dr. Newman away at a conference; no class

November 24: Exam 3

November 26: Thanksgiving

December 1: Language Acquisition – speech perception
*Article #5: Eimas, P., Siqueland, E., Jusczyk, P. & Vigorito, J. (1971).
Speech perception in infants. Science, 171, 303-306.*

December 3: Language Acquisition – speech perception, continued & word learning
Read chapter 8

December 8: Language Acquisition - word learning

December 10: Final Conclusions and Summary

FINAL EXAM Monday, December 14, 8:00 am