

## Department of Psychology

### Psychology 623.05 – Advanced Topics in Cognition

Fall Session 2008

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<b>Instructor:</b>	<b>P. Pexman</b>	<b>Lecture Location:</b>	Admin 247B
<b>Phone:</b>	220-6352	<b>Lecture Days/Time:</b>	M 11:15-14:00
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<b>Office:</b>	Admin 228		
<b>Office Hours:</b>	Wed 1-3		

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#### Course Description and Goals

This course will provide an overview of the latest language processing research, ranging from perceptual aspects of language processing to cognitive and social aspects of language processing. We will discuss a range of approaches to language processing research, including neuroimaging techniques and various behavioral approaches.

#### Reading

The course materials will be comprised of a series of pre-selected articles that will be available on the course website (<https://blackboard.ucalgary.ca>)

#### Evaluation

**A. Article Leading (25%).** You will lead the discussion of articles assigned as readings for the class. Your goal is to not simply summarize the articles, but to create interest and discussion. You can also integrate people's thought questions with your own ideas and questions. Guide us through key issues and some examples of relevant research, without rushing or cutting off useful discussion.

**B. Research Proposal (30%).** You will write a 15 page APA-formatted research proposal based (ideally) on a topic covered in one of the articles. Your goal is to come up with one or more experiments that you would like to carry out and that would make an important and original contribution to the literature on that topic. The proposal should include the following labeled sections: abstract, literature review, proposal, method, analyses, predictions, implications, and references.

**C. Proposal Presentation (25%).** You will present your proposal to us (ideally using PowerPoint) and will answer our questions.

**D. Thought Questions (10%).** You will post a thought question prior to each readings-based class on Blackboard. Your goal is to post an issue, criticism, or stimulating thought related to that week's readings. Try to keep these to a paragraph. You must post it no later than 10 pm the night before class. Be sure to read everyone's thought questions before coming to class.

**E. Seminar Participation (10%).** You are expected to contribute to discussions during each readings-based class.

	Weight	Due Date
Article Leading	25%	various
Research Proposal	30%	Dec 8
Proposal Presentation	25%	various
Thought Questions	10%	weekly
Seminar Participation	10%	weekly

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A, 89.4% will be rounded down to 89% = A-).

### Lecture Schedule

Date	Topic	Readings	Student Leading
Sept 8	Organization		
Sept 15	Models of word recognition and reading	Coltheart et al. (2001) – <i>DRC Model</i> Harm & Seidenberg (2004) – <i>PDP Model</i> Laszlo & Federmeier (2007) – <i>Reading acronyms</i>	
Sept 22	Visual word recognition and the brain	Salmelin & Kujala (2006) – <i>Neural representation of language</i> Grainger et al. (2006) – <i>Time course of word recognition</i> Kronbichler et al. (2007) – <i>Function of the visual word form area</i> Reinke et al. (2008) – <i>Function of the visual word form area</i>	
Sept 29	Impaired reading	Sperling et al. (2006) – <i>Motion perception and dyslexia</i> Ahissar (2007) – <i>Dyslexia and the anchoring deficit</i> Ziegler et al. (2008) – <i>Dyslexia and the DRC Model</i>	
Oct 6	Embodied cognition and language	Wilson (2002) – <i>Embodied cognition</i> Fogassi & Ferrari (2007) – <i>Mirror neurons and embodied language</i> Meteyard et al. (2007) – <i>Motion detection and verbs</i> Estes et al. (2008) – <i>Object words and attention to location</i>	
Oct 13	<i>No class - Thanksgiving</i>		
Oct 20	Language and culture	Boroditsky (2001) – <i>Language and conceptions of time</i> January & Kako (2007) – <i>Failures to replicate Boroditsky</i> Kay & Regier (2006) – <i>Language and color cognition</i> Leung & Cohen (2007) – <i>Embodiment of culture</i> Malt et al. (2008) – <i>Language and motion perception</i>	
Oct 27	Language and emotion	MacKay & Ahmetzanov (2005) – <i>Attention and taboo words</i> Zeelenberg et al. (2006) – <i>Emotion and perception</i> Havas et al. (2007) – <i>Emotion simulation</i>	

		Kissler et al. (2007) – <i>Cortical response to emotion words</i> Estes & Verges (2008) – <i>Valence and lexical processing</i>	
Nov 3	Language processing and autism	Joseph et al. (2005) – <i>Executive dysfunction and language</i> Wang et al. (2006) – <i>Neural basis of irony comprehension</i> Oberman & Ramachandran (2007) – <i>Mirror neuron system and autism</i> Bigler et al. (2007) – <i>Language function and autism</i>	
Nov 10	<i>No class – Reading Days</i>		
Nov 17	Exceptional language processing	Nation (1999) – <i>Reading skills in hyperlexia</i> Tuffiash et al. (2007) – <i>Expert performance in SCRABBLE</i> Simner (2006) – <i>Synaesthesia as a psycholinguistic phenomenon</i> Brang et al. (2008) – <i>Grapheme-color synaesthesia</i>	
Nov 24	Student Presentations		
Dec 1	Student Presentations		
<b>Dec 8</b>	<b>Research Proposal Due by 4:30 pm</b>		

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### Important Dates

The last day to drop this course and still receive a fee refund is **September 19, 2008**. The last day to withdraw from this course is **December 5, 2008**.