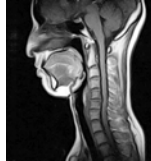




UNIVERSITY OF  
CALGARY

**Department of Psychology**  
**Psychology 467 RDC - Experimental Psycholinguistics**  
**Winter 2009**

Figure from [www.hip.atr.co.jp/~hmichiko](http://www.hip.atr.co.jp/~hmichiko)



<b>Lecture Time:</b>	M 12:00 – 2:50		
<b>Lecture Place:</b>	RDC # 2305 Main Building		
<b>Web:</b>	<a href="http://blackboard.ucalgary.ca/">http://blackboard.ucalgary.ca/</a>		
<b>Instructor:</b>	Dr. Suzanne Curtin	<b>Teaching Assistant:</b>	Danielle Droucker
<b>Office:</b>	Rm. 2506 H	<b>Email:</b>	<a href="mailto:droucker@ucalgary.ca">droucker@ucalgary.ca</a>
<b>Phone:</b>	(403) 357-3675 RDC (403) 220-7670 UoC	<b>Phone:</b>	(403) 357-3675 RDC
<b>Email:</b>	<a href="mailto:scurtin@ucalgary.ca">scurtin@ucalgary.ca</a>	<b>Labs:</b>	M 4-5:50
<b>Office Hours:</b>	M 3:00 – 4:00	<b>Lab Location</b>	907C Main

**Course Overview:**

Psycholinguistics is a broad field spanning from speech perception to sentence processing to language development to computer modeling. We will consider the relationship between theoretical linguistic concepts and constructs and psycholinguistic data. We begin by discussing what language is, how it is organized, represented, and acquired, where it comes from, and what cognitive factors influence it. We then investigate current and ongoing issues in psycholinguistics while examining the basic processes underlying language. The lab component provides experience with experimental techniques used to study language behaviour.

**Reading Materials:** We will read short peer-reviewed journal articles. They will be available on Blackboard. There is no required textbook.

**Evaluation:**

<b>In class exams (2):</b>	<b>20%</b> (10% each)
<b>*Final Take-home Exam</b>	<b>25%</b>
<b>Discussion:</b>	<b>5%</b>
<ul style="list-style-type: none"> <li>• Use of Blackboard</li> </ul>	
<b>**Article Summary: 1 page * 2</b>	<b>10%</b> (5% each)
<b>Laboratory Component:</b>	<b>40%</b>
<ul style="list-style-type: none"> <li>• Projects</li> <li>• Experiments</li> <li>• Attendance</li> </ul>	

**\*Final Exam Information:**

1. Handed out in class on Monday, April 6<sup>th</sup>, 2009
2. **Due by noon Monday, April 13<sup>th</sup>, 2006**
3. To be **emailed** to me ([scurtin@ucalgary.ca](mailto:scurtin@ucalgary.ca)) no later than noon!
4. Emailed final exams will **not** be accepted.
5. Late final exams will **not** be accepted.

**\*\*Article Summary:**

You are required to turn in two typed 1-page critical summaries for two of the articles read in class. The first summary is due **Monday, February 9<sup>th</sup>** and last one is due **Monday, March 30<sup>th</sup>, 2008**. No late summaries will be accepted.

**Department Grade Requirement:** A student may not register in any 400-level psychology course unless he/she is a major and has the appropriate prerequisite. Prerequisite for PSYC 467: PSYC 312.

**Grading Scale.** Each exam will be assigned a numerical grade, based on the total number of possible points. The final letter grade will be assigned based on the sum of the total points awarded. The following grading system will be used:

A+	97-100	B+	84-87	C+	72-75	D+	56-59
A	92-96	B	80-83	C	67-71	D	50-55
A-	88-92	B-	76-79	C-	60-66	F	0-49

(See the University Calendar for interpretation of the letter grades.)

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. In this course there will be no rounding up of final grades.

**LECTURES:**

***Important notes regarding readings and lectures:***

1. Readings assigned from the text complement the material covered in lectures, and will not provide a substitute for attending lectures. If you miss a lecture, you are strongly encouraged to consult a student who was present to determine what was covered.
2. The reading/lecture schedule is tentative. If changes are made, an updated version will be provided on the course website.

**Lecture Schedule** *Note:* The instructor must approve any tape recordings of lectures.

<b>Date</b>	<b>Topic</b>	<b>Articles</b>
<b>INTRODUCTION</b>		
Jan 12	Communication versus language (what) Evolution (where)	Terrace et al. (1979) Christiansen & Kirby (2003)
Jan 19	Nature versus Nurture (how)	Bates (1994); Dehaene-Lambertz (2006)
<b>COMPONENTS OF LANGUAGE</b>		
Jan 26	GESTURE PHONETICS PHONOLOGY	Willems & Hagoort (2007) Stevens (1980) Kazanina et al. (2006)
Feb 2	MORPHOLOGY SYNTAX SEMANTICS -- NETWORKS	Hay & Baayen (2005) Ben-Shachar et al. (2003) Löw et al. (2003)
<b>Feb 9</b>	<b>EXAM 1</b>	<b>Summary 1 Due</b>
<b>Feb 16-20</b>	<b>READING BREAK</b>	
<b>ADULT PSYCHOLINGUISTICS</b>		
Feb 23	SPOKEN LANGUAGE <ul style="list-style-type: none"> <li>• Perception</li> <li>• Recognition</li> <li>• Processing</li> <li>• Production</li> </ul>	Polka (1991) Vitevitch (2002) Altman (1998) Pickering & Branigan (1999)
March 2	WRITTEN LANGUAGE <ul style="list-style-type: none"> <li>• Visual word recognition</li> <li>• Reading &amp; Dyslexia</li> </ul>	Sereno & Rayner (2003) Zeigler & Goswami (2005)
<b>LANGUAGE DEVELOPMENT</b>		
March 9 and 16	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Segmentation</li> <li>• Words</li> </ul>	Werker & Curtin (2005) Saffran et al. (1996); Jusczyk (1999) Fernald & Hurtado (2006)
March 23	<ul style="list-style-type: none"> <li>• Phrases</li> <li>• Syntax</li> <li>• Gesture</li> </ul>	Gomez & Gerken (2000) Vasilyeva et al. (2008) Ozcaliskan & Goldin-Meadow (2005)
<b>March 30</b>	<b>EXAM 2</b>	<b>Summary 2 Due</b>
<b>ATYPICAL LANGUAGE DEVELOPMENT</b>		
April 6	<ul style="list-style-type: none"> <li>• Williams Syndrome</li> <li>• Autism</li> </ul>	Laing et al. (2002) Mitchell et al. (2006)
<b>Final Exam handed out</b>		

## **University of Calgary Curriculum objectives:**

This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Effective oral and written communication
- Gathering and organizing information
- Abstract reasoning and its applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

## **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen 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 fifteen 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 fifteen 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.

## **Absence From A Test**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

## **Important Dates**

The last day to drop this course and **still receive a fee refund** is Jan 23, 2009. The last day to withdraw from this course is April 9, 2006.