



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS2693		
COURSE NAME	Psycholinguistics		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
Name	Ms. Xinyue Yao	Office	Morven Brown 211
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Contact Time and Availability	TBA		

4. Course Details	
Credit Points	UOC 6
Summary of the Course	Psycholinguistics is the study of the relationship between language and the brain. Although it is impossible to conceive of language as having an existence outside of the human brain, nevertheless language is often studied as an object in itself. Psycholinguists view the study of human language as inseparable from the study of the workings of the brain. We examine the most crucial issues about the interaction between the brain and language in relation to how languages are acquired, processed and stored. We also look at the relationship between brain damage and language impairment, breakdown and loss. Throughout, we

	explore several fundamental approaches in psycholinguistics, such as Behaviourism and Mentalism, to see how they account for the psychological processes underlying the production, processing and representation of human language.	
Aims of the Course	1.	To examine the conceptual basis of the human grammatical system and to examine the biological underpinnings of this system.
	2.	To examine what is known about the brain and language and critically evaluate theories that have been proposed to explain the relationship between the brain and language.
	3.	To study how languages are acquired by children normally and to investigate cases of abnormal language acquisition and development.
	4.	To explore different proposals for how language is processed, represented and stored.
Student Learning Outcomes	1.	describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
	2.	apply general principles of linguistics to language acquisition in children, language comprehension and production, and to language in its relation to brain processes.
	3.	explicate the basic research on brain damage and language impairment, breakdown and loss.
	4.	compare and choose among modern approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.
Graduate Attributes	1.	Understanding the knowledge base of psycholinguistics as one of the major components of theoretical and empirical psycholinguistics
	2.	Skills in critical analysis
	3.	Problem solving skills
	4.	The ability to engage in independent and reflective learning.

5. Course Timetable			
Class Type/Number	Day	Time	Location
LECTURE/5001	Wednesday	9:00am-11am	Old Main Building 150
TUTORIAL/5002	Wednesday	12:00am-1:00pm	Quadrangle 1047
TUTORIAL/5003	Wednesday	1:00pm-2:00pm	Quadrangle 1047
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au .			

6. Rationale for the Inclusion of Content and Teaching Approach

The course is an integral part of the linguistics undergraduate curriculum

7. Teaching Strategies

The teaching strategies involve lectures and tutorials/ the tutorials are designed to foster individual problem solving skills as well as engagement in collaborative teamwork.

8. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short paragraph answers	1000 words	25%	1,2,3,4	1,2,3,4	28 August
Essay	2000 words	30%	1,2,3,4	1,2,3,4	6 November
In-class problem sets (open book)	3-5 problem sets	25%	1,2,3,4	1,2,3,4	25 September
In-class test (closed book)	1.5 hours	20%	1,2,3,4	1,2,3,4	23 October

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGradeS.html>

See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website:

<http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Topic	Date	Lecture Content	Tutorial/Lab Content	Readings Required
Introduction	31 st July			Hoff, ch. 1
Biological bases of Language Development	7 th August		Hoff, ch. 2. p. 71	Hoff, ch. 2
Foundations of language development	14 th August		Hoff, ch. 3. p. 107	Hoff, ch. 3
Phonological development	21 st August		Hoff, ch. 4. p. 134	Hoff, ch. 4
Lexical development	28 th August		Hoff, ch. 5 p. 166	Hoff, ch. 5
Morphological development	4 th September		Hoff, ch. 6 p. 203	Hoff, ch. 6
Syntactic development	11 th September		Hoff, ch. 6 p. 203	Hoff, ch. 6
Communicative development	18 th September		Hoff, ch. 7 p. 237	Hoff, ch. 7
In-class problem sets	25 th September	OPEN BOOK		
Mid-Semester break	*****relax*****			
Bilingualism	9 th October		Hoff, ch. 9. p. 291	Hoff, ch. 9
Bilingualism	16 th October		Hoff, ch. 9. p. 291	Hoff, ch. 9
In-class test	23 rd October	CLOSED BOOK		
Language in Special populations	30 th October		Hoff, ch. 11. p. 357	Hoff, ch. 11

11. Expected Resources for Students

Textbook Details

Hoff, E. *Language Development*. 5th edition. Wadsworth, Cengage.

Additional Readings

O'Grady, M., Archibald, J., Aronoff, M., & Rees-Miller, J. 2010. *Contemporary Linguistics*. 6th edition. Bedford/St. Martin's.

Other Readings (for your interest)

Aarons, D. 2012. *Jokes and the Linguistic Mind*. London and New York. Routledge

Aitchison, J. 2004. *The articulate mammal: an introduction to psycholinguistics*. 4th ed. London: Routledge.

Chomsky, N. 1993. *Language and Thought*. Moyer Bell.

Doidge, N. 2010. *The Brain that Changes Itself*. Penguin.

Gareth Gaskell, M., G. Altman. (eds.) 2007. *The Oxford Handbook of Psycholinguistics*. Oxford: Oxford University Press.

Field, J. 2003. *Psycholinguistics: A Resource Book for Students*. Routledge.

Jackendoff, R. 1993. *Patterns in the Mind: Language and Human Nature*. New York, NY: Harvester Wheatsheaf.

Jay, T. B. 2003. *The Psychology of Language*. New York: Prentice Hall.

Hoff, E, & Shatz, M. (eds.) 2009. *Blackwell Handbook of Language Development*. UK: Wiley Blackwell.

Murdoch, B. 2010. *Acquired Speech and Language Disorders*. UK: John Wiley and Sons.

Pinker, S. 1994. *The Language Instinct*. Penguin.

Stemmer, B. & Whittaker, H. (eds.) 2008. *The Neuroscience of Language*. London: Elsevier.

Traxler, M., & Gernsbacher, M. 2006. *Handbook of Psycholinguistics*. New York: Elsevier Academic Press.

Wolf. M. 2007. *Proust and the Squid: The story and science of the reading brain*. New York: Harper Collins.

Recommendations about readings will be made progressively.

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner.

Further

information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the

provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.