



Arts & Social
Sciences

School of Humanities and Languages

ARTS2693, Psycholinguistics Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor			
Name	Dr. Lucia Pozzan	Room	Morven Brown 233
Phone	02-9385-2006	Email	l.pozzan@unsw.edu.au
Consultation Time	Tuesday: 1-2 PM and by appointment		

2. Course Details

Units of Credit (UoC)	6		
Course Description	This course will introduce you to the complexity and creativity of the human use of language. Like breathing, walking, and sleeping, producing and understanding language is a natural activity that you engage in, multiple times a day, with little or no conscious awareness or effort. Psycholinguistics is a field that studies the unconscious processes that underlie this ability. The more you understand about language, how it is acquired, and how it is processed, the more you understand about yourself and the people around you.		
Course Aims	1.	To examine the conceptual basis of the human ability to acquire and use language, and to examine the biological and social underpinnings of this system.	
	2.	To examine different proposals for how language knowledge is acquired, represented, and processed.	
	3.	To study how languages are processed and acquired across the lifespan, in normal and impaired population	
Student Learning Outcomes	1.	To develop a basic understanding of how human language is organized, how knowledge of language is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers	
	2.	To become familiar with a variety of empirical tools used by psycholinguists to study language acquisition and language performance	
	3.	To explore the concepts, assumptions and methodology used in modern psycholinguistics	
Graduate Attributes	1.	Understanding the knowledge base of psycholinguistics as one of the major components of theoretical and empirical linguistics	
	2.	Engage in independent and reflective learning.	
	3.	Analytical and critical thinking for creative problem solving.	

3. Learning and Teaching Rationale

The course is an integral part of the linguistics undergraduate curriculum

4. 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.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short paragraph answers	~1000 words	25%	1,2,3	1,2,3	1/09/2014
In-class problem sets	3/5 problem sets	25%	1,2,3	1,2,3	15/09/2014
In-class test	1.5 hours	20%	1,2,3	1,2,3	13/10/2014
Essay	~2000 words	30%	1,2,3	1,2,3	10/11/2014

Please Note: 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.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

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 and 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>

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. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your 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.

6. Attendance/Class Clash

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 student who is approved a permissible clash must fulfil the following requirements:

- 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 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.

7. 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 an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule (Tentative)

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28/07/2014		Beginning Concepts		Chapter 1; Animal Communication Links on Moodle
04/08/2014		Linguistics Competence	Structural and Lexical Ambiguity; Exercises on p. 69	Chapter 2
11/08/2014		Biological Bases of Language	What is an experiment?	Chapter 3
18/08/2014		Language Acquisition (FLA)	The kindergarten-path effect (Trueswell et al., 1999)	Chapter 4
25/08/2014		Language Acquisition (SLA)	Johnson and Newport (1989)	Chapter 4; Birdsong (2005)
1/09/2014		Language Production; Assignment 1 Due	Speech errors; Exercises on p. 168	Chapter 5
8/09/2014		Speech Perception	Categorical Perception; McGurk effect	Chapter 6
15/09/2014		Lexical Access & Test 1	Lexical decision; Exercises on p. 203	Chapter 6
22/09/2014		Structural Processing	Exercises on pp. 233-4	Chapter 7
29/09/2014	No Class			
6/10/2014	No Class			
13/10/2014	Test 2			
20/10/2014		Structural Processing	Self-paced reading, word monitoring, cross-modal priming	Chapter 7
27/10/2014		Discourse Processing	Gricean Maxims; Exercises on pp. 265-6	Chapter 8

9. Course Resources

Textbook Details:

Fernandez, E.M., & Cairns, H. S. (2010). <i>Fundamentals of Psycholinguistics</i> , Wiley-Blackwell
Additional Suggested Readings:
Birdsong, D. (2005). Interpreting age effects in second language acquisition. In <i>Handbook of bilingualism: Psycholinguistic approaches</i> , 109-127.
Carkeet, D. (2010). <i>Double Negative: A Novel</i> , Overlook
DeKeyser, R., & Larson-Hall, J. (2005). What does the critical period really mean. In <i>Handbook of bilingualism: Psycholinguistic approaches</i> , 88-108.
Dell, G. S. (1995). Speaking and misspeaking. In L. R. Gleitman and M. Liberman (Eds.), <i>An Invitation to Cognitive Science</i> . Vol. 1, Language. Cambridge, MA: MIT Press, pp. 183-208.
Fisher, C., Gertner, Y., Scott, R. M. and Yuan, S. (2010). Syntactic bootstrapping. <i>WIREs Cogn Sci</i> , 1: 143–149
Gleitman, L.R. & Papafragou, A. (2013). Relations between language and thought. In D. Reisberg (Ed.), <i>Handbook of Cognitive Psychology</i> . New York: Oxford University Press, pp. 504-523
Grosjean, F. (2010). <i>Bilingual: Life and Reality</i> , Harvard University Press
Johnson, J.S., & Newport, E.L. (1989). Critical Period Effects in Second Language Learning. The Influence of Maturation State on the Acquisition of English as a Second Language. <i>Cognitive Psychology</i> , 21, 60-99.
Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. <i>Psychological Science</i> , 12, 4: 323-328.
Trueswell, J.C., Sekerina, I., Hill, N.M. & Logrip, M.L. (1999). The kindergarten-path effect: studying on-line sentence processing in young children. <i>Cognition</i> , 73, 89-134.
Warren, P. (2012). <i>Introducing Psycholinguistics</i> , Cambridge University Press.
Websites:
http://www.intro2psycholing.net/

10. 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.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

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

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

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

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/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

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 that can 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.