



Arts & Social
Sciences

School of Humanities and Languages

LING 5029, Issues in Psycholinguistic Inquiry Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Dr. Debra Aarons	Room	MB250
Phone	9385-3468 (use e-mail)	Email	d.aarons@unsw.edu.au
Consultation Time	Wednesday 3.30pm—5.00pm		
Lecturer			
Name	Dr. Debra Aarons	Room	
Phone		Email	
Consultation Time			
Tutors			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	We examine the most crucial issues about the interaction between the mind/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. Further, we examine proposals about the relationship of language and thought.
Course Aims	<ol style="list-style-type: none"> 1. Examine the conceptual basis of the human grammatical system and the biological underpinnings of this system. 2. Examine what is known about the brain and language and critically evaluate theories explaining the relationship between the brain and language. 3. Study how languages are acquired normally and investigate cases of abnormal language acquisition and development. 4. Explore different proposals for how language is processed, represented and stored. 5. Compare and contrast theories about the relationship between language and thought.
Student Learning Outcomes	<ol style="list-style-type: none"> 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, language comprehension and production, and to apposite neurological process involving language 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.
	5.	Explicate and evaluate various proposals about the relationship between language and thought.
Graduate Attributes	1.	The skills to engage with knowledge through independent and critical reflection on applied linguistic issues and practices
	2.	The skills to interpret research findings in Applied Linguistics and to communicate these concepts to a range of audiences.
	3.	The skills to generate individual ideas and synthesize these with ideas and insights from existing research.
	4.	A demonstrated capacity to plan and complete a project using the theoretical basis and research methodologies of Applied Linguistics.

3. Learning and Teaching Rationale

Psycholinguistics as a field of inquiry includes (child and adult) Language Acquisition and Development, Language Processing, Language Impairment, Acquired Language Disorders, and Neurolinguistics. Psycholinguistics is a crucial part of Applied Linguistics, since it deals with the application of linguistics to aspects of cognitive and psychological development. Postgraduate students in Applied Linguistics require a training in Psycholinguistics as critical to their study.

4. Teaching Strategies

Interactive lecture format to introduce the basic conceptual distinctions and present the fundamental research (lecturer input to make original technical research more manageable at first; ensuring the basic conceptual distinctions are precisely presented in order to be understood)

Small group activities and discussion of problems (students pool knowledge and the group drives the advancement of further knowledge)

Small group feedback to plenary (ensure that all students get the benefit of insights in smaller groups)

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Problem Set 1	5 major problems	25	2,4	1,2	15 th April
Problem Set 2	5 major problems	25	1,2,3,4,5	1,2,3	20 th May
Essay	1200-1500 words	30	1,2,3,4,5	1,2,3,4,5	10 th June
In-class test	1.5 hours	20	1,2,3	1,2	27 th May

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 must be submitted in hard copy and placed in the School Assignment box.

Assignments 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

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

Week Commencing:	Topic	Readings
4/3	Introduction	Hoff, ch. 1
11/3	Biological bases	Hoff ch. 2
18/3	Communicative Development	Hoff ch. 7
25/3	Communicative Development	Hoff ch. 7
1/4	Phonological Development	Hoff, ch. 4
8/4	Lexical development	Hoff ch. 5
BREAK		
6/5	Syntactic and morphological development	Hoff, ch. 6
13/5	Language, Culture and Cognition	Hoff, ch. 8
20/5	Language, Culture and	Hoff, ch. 8

	Cognition	
27/5	In-class test	
3/6	Childhood Bilingualism	Hoff, ch. 9
10/6	Language Breakdown	TBA

****Note** Assessment tasks will be handed out in class**

9. Course Resources

Textbook Details

Language Development

Author Hoff, E.

ISBN 9781133939092

Year Published 2014

Edition 5th

Publisher Wadsworth,
Cengage

Journals

Contemporary Linguistics

Author O'Grady, M., Archibald, J., Aronoff, M., & Rees--
Miller, J.

Year Published 2011

Edition 6th

Publisher Bedford/St. Martin's

The Language Instinct

Author Pinker, S.

ISBN 978-
0060976514

Year Published 1994.....2008

Edition first

Publisher Penguin

The Articulate Mammal

Author Aitchison, J.

ISBN 978-
1405194594

Year Published 2007

Edition 5th

Publisher Routledge

Websites There are many. Be careful and consult me.

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.