

**Faculty of Health
Department of Psychology
PSYC 3290 3.0 Section:M
PSYCHOLINGUISTICS
Mondays/2:30pm-5:30pm/ Lassonde C
Winter 2018**

Instructor and T.A. Information

Instructor: Stella Dentakos, MA
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Office Hours	By appointment	By appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C or AP/LING 1000 6.00.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

This course is designed to introduce different aspects of language from a psychological perspective. It will feature discussions of theory, methodology, and research findings related to major areas of concern in the study of language. We will cover topics such as definitions of language, its biological basis, the relationship between language and other cognitive processes, as well as language development and production. Alternative language processing and language disorders will also be covered.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of psycholinguistics..
2. Articulate trends in psycholinguistics.
3. Express knowledge of psycholinguistics in written form.

4. Describe and explain limits to generalizability of research findings in psycholinguistics.
5. Demonstrate ability to relate information on psycholinguistics to own and others' life experiences.

Specific Learning Objectives

1. Understand the disciplinary components of this material, with contributions from psychology, linguistics and cognitive science.
2. Describe and evaluate current research and theory in the field of psycholinguistics.
3. Understand and describe the biological bases of language, as well as its development.
4. Understand and interpret principles of language in everyday life.

Required Text

- Harley, T. A. (2013). *The psychology of language: From data to theory*. (Fourth Edition) Psychology press.

Hard copies of the textbook are available at the York University bookstore. There is also a student companion website accompanying the text, which can be accessed through the following web link: <http://routledgetextbooks.com/textbooks/author/harley-9781848720893/students.php>

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Mid-term Test	February 12, 2018	35%
Poster	March 26, 2018	25%
Final Examination	TBD	40%
Total		100%

Description of Assignments

Mid-term Test (35%) and Final Examination (40%)

Mid-term and final exam will consist of a combination of multiple choice and short answer questions. Mid-term and final exam will be non-cumulative, and will cover material from the lecture slides, assigned textbook chapters or supplemental readings, and in-class discussions or films. Make-up tests/exams will only be given in cases of illness/emergency that are accompanied by appropriate notification or documentation (see below). There will not be opportunities for additional course credit.

Poster (25%):

Students will be required to create a power point poster on a topic from the realm of language disorders. Each poster will make use of at least five primary sources to outline the following four sections: 1) Symptoms, 2) Causes, 3) Research Evidence and 4)

Interventions. References will be written in APA style. Additional information about this poster will be posted on the moodle website.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Tests, exams or assignments missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for **emergency** travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for **emergency** travel must indicate destination, departure, and return dates. **Having to travel for non-emergent reasons or having to work at the time of a test are not considered valid excuses for missing a test or exam.**

NOTE: The physician's office may be contacted to verify that the forms were completed by the physician

Important New Information Regarding Missed Tests

For any missed tests or late assignments, **students MUST complete the following online form** which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). **Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.** Please indicate the name of the Course Instructor AND the TA to whom you are assigned when completing this form. Your supporting documentation can be uploaded using this form.

The physician's statement **must** include the following information :

- (i) full name, mailing address, telephone number of the physician,
- (ii) the nature of the illness and its duration (i.e., specific dates covered), and
- (iii) an indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student's ability to study and perform over the period in question.

NOTE: The physician's office may be contacted to verify that the forms were completed by the physician

One possible make-up date will be set for each test and exam. You will only be permitted to write a make-up with appropriate documentation . Students who miss the tests or final exam **must contact both T.A.s and the Course Instructor by email within 48 hours** of the original test or exam date.

Tests or exams missed due to non - medical circumstances must similarly be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for *emergency* travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for *emergency* travel must indicate destination, departure, and return dates. **Having to travel for non - emergent reasons or having to work at the time of a midterm are not considered valid excuses for missing a midterm or exam.**

Important Note: You should be aware that if you miss the make - up midterm as scheduled, you may not have the requisite 15 % feedback on your course work to determine whether or not you need to drop the course , and you will not be provided an additional opportunity to make-up the test or exam; make-ups may not take the same format as the original test or exam (e.g., you may be asked to write an essay for the make-up) . Therefore, it is in your best interest to write the tests as scheduled by the Course Instructor.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Electronic Device Policy

Students are permitted to use laptops during lectures, provided that their use does not interfere with their own learning or the learning of others in the class. The use of mobile phones is not permitted during lectures; students should ensure that their mobile phones

are turned to vibrate, silent, or off during lectures to avoid interrupting the instructor and other students. Audiorecording of lectures is not permitted except in special circumstances that the instructor is made aware of and approves in advance.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination .

Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. **Any student observed with an electronic device during a test/exam will be reported to the Undergraduate Office for a potential breach of Academic Honesty.**

Attendance Policy

Attendance is highly recommended for success in this course. Although lecture content will overlap with the textbook content, lectures will discuss material not necessarily covered in-depth in the textbook, and the textbook will cover material not necessarily touched on in the lectures. Students are thus responsible for both the content in the lectures and the content in the chapters. Students are expected to attend each class, barring illness of extenuating circumstance. When lectures are missed, students are responsible for making arrangements to obtain notes and information regarding the missed lecture **from classmates.**

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3290 3.0 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Proposed Course Schedule

Week	Date	Topic	Assigned Readings
1	January 8	Introductions, Definitions and Themes of Psycholinguistics	Chapter 1; Appendix: Connectionism, p.481-p.485)
2	January 15 ONLINE LECTURE - NO IN PERSON CLASS	Theories and Foundations of Language Development	Chapter 3; Chapter 4 (p.104-p.118)
3	January 22	Language Acquisition and Bilingualism	Chapter 4 (p.118-p.152); Chapter 5
4	January 29	Visual Word Recognition, Reading and Spelling – PART 1	Chapter 6, Chapter 7, Chapter 8
5	February 5	Visual Word Recognition, Reading and Spelling – PART 2	Chapter 6, Chapter 7, Chapter 8
6	February 12	MID-TERM TEST (covers Chapters 1, 3, 4, 5, 6, 7, 8 + lecture material)	
Reading week – No class			
7	February 26	Speech Perception and Sentence Processing	Chapters 9 and 10
8	March 5	Word Meaning and Comprehension	Chapters 11 and 12
9	March 12	Speech and Language Productions	Chapter 13
10	March 19	Discourse and Applied Psycholinguistics	Chapters 14 and 15
11	March 26	POSTER DUE (25%) Language and Emotion	Lecture Content
12	April 2	Small group discussions based on posters Language, culture, cognition, and disorders	Lecture Content
April 9 - 23		FINAL EXAMINATION (DATE TBD) (covers Chapters 9, 10, 11, 12, 13, 14, 15 + lecture material)	

Poster Instructions

(Due March 26, 2018; submit online to Moodle by 5pm; 3% per day late penalty)

Students will be required to create a power point poster on a topic from the realm of language and communication disorders using the template provided. Each poster will make use of **at least 5 primary sources** to outline the following four sections: 1) Description/Symptoms, 2) Theory/ Explanation of Causes, 3) Research, and 4) Interventions. References will be written using APA style. This poster will be submitted electronically and NOT printed.

The objective of this project is to review and synthesize the literature on any ONE language disorder from the following four topics: 1) dyslexia, 2) specific language impairment, 3) language development in autism and 4) child onset fluency disorder (stuttering). Choose a topic that interests you the most and imagine that the audience for your poster is made up of people with minimal knowledge about the topic of your choice.

Section	Description	Marking Scheme
Definitions/Symptoms	Outline nature of disorder and its typical symptoms	3 points
Theory/Causes	Describe, compare, and/or contrast 2 theories about the core deficits. How is the disorder thought to arise? How are symptoms explained?	4 points
Research	Outline in detail 2 studies that evaluate core, processing deficits identified in previous point. What conclusions can be drawn?	10 points
Interventions	Describe an intervention study that targets at least one of the core deficits. What are the outcomes? Was it effective?	4 points
Appearance, APA, & Cohesion	How well is poster format used? Is it APA style? Do sections tie together? Is writing clear? Is it accessible to a general audience?	4 points

Total mark: __ /25

POSTER TIPS

- Find relevant articles: There will be a large number of papers on your topic. Don't settle on the first 5 that you find. Use papers that address your central question and that you can describe clearly.
- Take advantage of the format: Use diagrams, figures & tables. Avoid being wordy. Find the main point of the research and concisely describe it.
- Aim for clarity and cohesion: What are the "take home" messages of your poster? How do the different sections of your paper connect to each other?
- Class on **April 2, 2018**: Print 5 handouts of your poster. You'll meet in groups of 4 or 5. Each student will take about 5 minutes to describe their poster to their group. Then a group discussion will follow.