

**YORK UNIVERSITY  
FACULTY OF HEATH  
DEPARTMENT OF PSYCHOLOGY**

**Course:** PSYC 3290. 3.0 – Psycholinguistics (cross-listed as AP/LING 3220 3.00)

**Course Webpage:** TBA

**Term:** Winter 2012

**Prerequisite** *HH/PSYC 1010 6.00 or HH/PSYC 2410 6.00, with a minimum grade of C, or AP/LING 1000 6.00. Course credit exclusions: AK/AS/SC/PSYC 3190 3.00 (Prior to Fall/Winter 2007/2008), HH/PSYC 3190 3.00, AK/PSYC 3250 3.00 (prior Summer 2002) GL/PSYC 3640 3.00, GL/LIN 3640 3.00.*

**Course Instructor**

Deanna Friesen  
Office Hours: by appointment  
friesen@yorku.ca  
Atkinson Building room 518  
(416) 736-2100 ext. 22754

**Teaching Assistant**

Matthias Berkes  
Office Hours: by appointment  
mberkes@yorku.ca  
Atkinson Building room 508

**Time and Location**

Lectures:      Wednesday 8:30 to 11:30am      LOCATION: RS 137

**Expanded Course Description**

Using language is such common everyday occurrence that we rarely consider the cognitive processes needed to undertake this behaviour. This course will survey the research on how humans perceive and produce language from a psychological perspective. Topics include language development, speech perception, reading, language disorders & bilingualism.

**Organization of the Course**

Classes will follow a lecture and discussion format during the 3 hour scheduled class. Textbook material will be supplemented by the presentation of films, demonstrations, psychological tests & journal articles. The required readings from the textbook are central to the course. The lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings

## **Course Learning Objectives**

*The purpose of this course is to assist students in both understanding the research on language processing and in thinking critically about the material by drawing on both theory and research from the Psychological study of language.*

### ***By the end of the course,***

- students should have a good understanding of Psycholinguistics and its topics.
- students should understand how research informs theory and vice versa.
- students should be able to critically evaluate research and efficiently seek out further information on a covered topic.
- students should gain experience summarizing and interpreting articles as part of research for a poster.
- students should further develop skilled writing ability by preparing a Poster from primary sources.

## **Course Text / Readings**

Additional readings may be assigned or recommended during the course.

Harley, T. (2008). *The Psychology of Language: From Data to Theory (3<sup>rd</sup> Edition)*. New York, NY: Psychology Press.

## **Website**

Announcements, Lecture Slides & articles (out of interest) will be posted on the website. You will find class lecture slides on the website prior to class. Participation in online discussion is an essential component of the course. Ideas raised in class will be posted on the course website to spark discussion. Students are expected to contribute an insight on at least one discussion string each week as part of their participation mark.

## **Evaluation**

*The final grade for the course will be based on the following items weighted as indicated:*

<i>Poster:</i>	<i>25%</i>
<i>Participation:</i>	<i>10%</i>
<i>Midterm Test:</i>	<i>30%</i>
<i>Final Examination:</i>	<i>35%</i>

"Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles."

### **Poster Presentation (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 5 primary sources to outline the following four sections: Symptoms, Causes, Evidence/Model, & Interventions. References will be written using APA formatting. More information will come on a separate hand out.

### **Participation (10%)**

Class success depends on the participation of all students both during lectures and online discussions. At the end of the lectures, students will be required to hand in a cue card containing their thoughts or questions about class material (5%). These comments will be used to spur discussion online (5%).

## **Exams**

Two non-cumulative exams will be given. Each will last 3 hours and be composed of multiple choice questions, identification questions & short-answer questions.

## **Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading:** 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 - [http://calendars.registrar.yorku.ca/pdfs/uq2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/uq2004cal/calug04_5_acadinfo.pdf))

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the health faculty section of the Undergraduate Calendar:

**Poster Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

**Lateness Penalty:** Posters received later than the due date will be penalized 3 percentage points per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Students must inform the instructor of illness within 48 hours of test date. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

## **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## Course Schedule

Date	Topics	Readings
Jan 4 <sup>th</sup>	Course Introduction & The Foundations of Language	Chapter 3: p.51-67, p.72-79,p.87-101
Jan 11 <sup>th</sup>	Language Development	Chapter 4: p. 103-132, p. 145-152
Jan 18 <sup>th</sup>	learning to read & adult word recognition	Chapter 6: p 167-180, p. 192-199 Chapter 8 : p. 241 - 249
Jan 25 <sup>th</sup>	Skilled Reading	Chapter 7: p.209- 220, p.227-233, p.238-240
Feb 1 <sup>st</sup>	Speech Perception	Chapter 9
Feb 8 <sup>th</sup>	<b>Mid-term Exam (30%)</b>	
Feb 15 <sup>th</sup>	Sentence Processing & comprehension	Chap 6: p.199-207; Chap. 10; p. 287-308, Chap. 361-392.
Feb 22 <sup>nd</sup>	READING WEEK	
Feb 29 <sup>th</sup>	Language Production	Chapter 13, p. 397-435
Mar 7 <sup>th</sup>	Pragmatics & Figurative Language	Chapter 11, p. 340-342 Chapter 14, p. 453-462
Mar 14 <sup>th</sup>	Bilingualism	Chapter 5
Mar 21 <sup>st</sup>	Biological Basis of Language <b>POSTER DUE</b>	Chapter 1: p.11-19 Chapter 3: p. 67 – 72
Mar 28 <sup>th</sup>	<b>Language Disorders Presentations</b>	Chapter 8: p. 249-255 Chapter 13, p. 435-448
April TBA	<b>Final Exam (35%)</b>	