



College of Liberal Arts
Department of Psychological Science
Psychology 6345-01: Psychology of Language
Fall Semester 2017

Professor: Dr. Yu-Cheng Lin

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Office Hours: M, F 4:00 – 6:00 pm or by appointment (give 24 hour notice of need)

Meeting Times and Location: Thursdays 4:40 PM - 7:10 PM; Liberal Arts Building North 203

Course Description

This graduate course offers an introduction to the interdisciplinary field of psychology of language. It covers research areas such as speech perception, speech production, word recognition, and bilingualism. In this course, you will develop a great understanding of how human language (including monolingual and bilingual speakers) is organized, how speech perception is possible, how we access words in the mental lexicon, how language is used in the comprehension and production of words and sentences, and how linguistic knowledge is represented and structured in the minds. This course will also stimulate you to acquire some research ideas and working knowledge from various theories and previous research in cognitive science of language, focusing on the mental processes of language users from the psycholinguistic perspective.

Course Objectives

Here is a list of what you will be able to do upon successful completion of this course

- You will be able to understand the major topics of human cognition and language.
- You will be able to describe the critical terms and research methodologies used in the field of psychology of language.
- You will be able to hone critical thinking and communication skills through class participation and discussion.

Course Format and Organization

Each week we'll tackle one aspect of psychology of language in two parts. The first half of each meeting will contain a mix of lecture and discussion about the background in a specific subfield, often on the basis of various important concepts and ideas that are related to psycholinguistics. The second half of each meeting will center on student 'journal club' presentations of weekly papers and paper discussions.

¹ Although the instructor will respond to students' questions and emails as soon as possible, the students should generally expect to receive a reply to an email within 24 hours on weekdays and at least 48 hours on the weekends or holidays.

Course Evaluation

Weekly Discussion Questions for Journal Club Papers	20 %
Journal Club Paper (Individual) Presentation	20 % (10 % x 2 times)
Final (Individual) Project Presentation	30 %
Final Project	30 %
Total	100 %

Grading

The percentage-score-to-letter-grade conversion for this course is as follows:

A = 90% or higher

B = 80 - 89.9%

C = 70 - 79.9%

D = 60 - 69.9%

F = below 60%

Attendance

Students having valid reasons for being absent from a class (illness, death in the family, etc.) shall provide the instructor with appropriate evidence to support the reasons given.

Weekly Discussion Questions for Journal Club (20%)

You will need to turn in **one discussion** question for each of the journal club papers via Blackboard, including the week that you are presenting. The questions can take on many forms including, but not limited to: what you thought was interesting, uninteresting, confusing, wrong, open questions, insightful connections to other papers or fields, what you think is out-of-date or has been forgotten. This is not intended to be a lot of work, but rather to encourage you to read the papers and provide some form of evidence that you actually read the weekly journal club papers. The easiest way to generate such responses is to make inline notes as you read the paper about passages that seem interesting or confusing. Each student is required to post a meaningful discussion question on each of the given journal club papers on Blackboard's wiki page. These four discussion questions will be due **"TUESDAYS AFTERNOON 6 PM"** before class. You can modify your questions before the due time, **ONLY** the last submission of your questions for **Reading 4 (week 4) to Reading 20 (week 10)** will be graded. You are advised *not* to modify your question after the due time. This will allow each presenter and peers have ample time to prepare for their discussion beforehand. It is also important to express your ideas logically, concisely and explicitly. Lengthy questions have proven to be ineffective and should be avoided.

Journal Club Paper Presentation & Discussion Leader (20%)

Presenting your work and others people's work is a crucial part of your academic life as a graduate student and researcher at the UTRGV. To practice this difficult task, each week we will assign two persons to present two journal club papers. You will be tasked with preparing a well-designed slide presentation (PowerPoint, Keynote, etc.) that: summarizes the motivation (research background), methods, results, and interpretation in the paper (you can use their figures); evaluates the experimental logic and methods; considers whether the conclusions are supported by the data; and highlights open questions and future directions. Your presentation should last approximately 20 minutes and, hopefully, you will be interrupted with questions so that the presentation lasts between 15 - 20 minutes. You will be graded based on the following criteria: design and visual interest of slides; clarity and accuracy of summary; critiques, novel

interpretations, future directions (i.e. some original and creative contribution). You are expected to give at least **TWO** journal club paper presentations during the semester. [Note: Each student will be responsible for presenting two research papers to the class. You can log into the Blackboard to sign up for your presentation topics via a “Sign UP” wiki page. It is important to note that one slot for one person only and is taken on a first-come-first serve basis. Choose a new presentation topic which is not the same or very similar to others.]

Presentations should make use of power point and be designed to summarize the journal club paper and facilitate class discussion. The content covered in your presentations should relate to what will provide valuable information to audience. This is an individual presentation aimed at professionals, so your comments should be critical as well as celebratory. This is your chance to investigate in detail an empirical paper of your own interest, and tell your colleagues why they should have knowledge of the paper. See below for the Rubrics that will be used for grading. I would also like you to upload your power-point file to Blackboard’s Presentation before your presentation. If you need help to access the Blackboard and upload your file, you can call IT help desk at 956-665-2020 or visit the IT Service Desk Academic Service Building 1.102. For the technical issues, please submit an online help request form at: www.utrgv.edu/IT-Help. This is best done before your presentation.

After your presentation, you will lead the class discussion of that paper that lasts between 10 minutes. As a discussion leader, you should provide a framework or activity for class discussion and should include at least ten in-depth discussion questions for the class. Each discussion leader is free to make use of any questions that are proposed by other classmates on the Blackboard.

Late Discussion Questions and Reaction Papers Policy: *The late discussion questions and reaction papers will not be accepted.* If you think you will miss the date the questions are due, please e-mail me in advance. If you forget to post your questions or directly duplicate other questions on the wiki page, then you will receive a **zero** on that question and will not be able to make them up.

Final Project Presentation (30%): You will do a 20-minute presentation on your final project. The presentation topic should relate to the topic of interest for this course and should have primary research questions and hypotheses. In your presentation, please summarize your final project (~15 mins) and lead a discussion (~5 mins). Please sign up for your presentation topic via a “Sign UP” wiki page on the Blackboard. It is important to note that one slot for one person only and is taken on a first-come-first serve basis.

Individual Final Project Paper (30%)

Each student will complete a research paper on a topic that is directly relevant to at least one topic discussed in class (see *Course Schedule*). Your written report needs to include:

- (1) a description of the selected topic (e.g., title, purposes, 1-2 research questions),
- (2) a literature review of peer-reviewed journal articles and books on your topic,
- (3) a discussion and conclusion based on the literature review, and
- (4) conform to the formatting guideline listed below.

***Paper Formatting Requirements**

The final written paper should adhere to the following formatting requirements:

- Maximum 10 double-spaced pages, not including references
- Times New Roman, 12 Point, 1” margin
- Name on top right corner
- Complies with APA referencing guidelines
- Submit an electronic copy online (a word document is preferred) by the due date: **TUESDAY December 12, 6 PM**

Late Final Paper Policy:

Without any special circumstance subject to instructor’s approval, late assignments will not be accepted. Exceptions to this late policy will be made only with advance approval from the instructor. The late final paper submission will not be accepted. If you forget to submit your final paper or directly duplicate other work, then you will receive a *zero* on that paper.

Cell-phone policy

When you are in class, you are here to learn. Talking or texting on your phone is not only discourteous, it is disturbing to me and to other students. Therefore, when class begins you must turn off your cell phone and put it away. If you are caught talking or texting on your phone, you will be asked to put your phone away immediately or leave class.

Blackboard

I will use the course blackboard website to post a version of my lecture slides to help you study more efficiently. These are not meant to be complete or to serve as a substitute for attending class. Instead, they should be used as a study guide and to provide structure for taking and interpreting your own notes.

<https://mycourses.utrgv.edu/>

Once you log in to the “my UTRGV” website you should be able to navigate to the course blackboard site: PSYC-6345-01-Fall2017

Mandatory Course Evaluation Period

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available announced in class or on the blackboard.

Students who complete their evaluations will have priority access to their grades.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board

of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Accommodations For Students With Disabilities

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

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 Fall Semester 2017
 Tentative Course Schedule

Note: The course schedule and other details may be modified during the semester. You are advised to check the Blackboard for the updates.

Week	Class Date	Topic	Journal Club Paper	Note
1	Thursday, August 31	Intro to the course and syllabus	None	
2	Thursday, September 7	Psycholinguistics (Overview)	Reading 1	
3	Thursday, September 14	Intro Psycholinguistic Methods and Tools	Reading 2 Reading 3	Visiting an eye-tracking Lab & Eye-tracking Lab Tour &
4	Thursday, September 21	Brain & Language	Reading 4 Reading 5 Reading 6	Individual Presentations
5	Thursday, September 28	Brain & Language	Reading 7 Reading 8 Reading 9	Individual Presentations
6	Thursday, October 5	Psycholinguistics of Bilingualism	Reading 10 Reading 11 Reading 12	Individual Presentations
7	Thursday, October 12	Lang Production -Monolinguals	Reading 13 Reading 14	Individual Presentations
8	Thursday, October 19	Lang Production -Bilinguals	Reading 15 Reading 16	Individual Presentations

9	Thursday, October 26	Lang Comprehension - Monolinguals	Reading 17 Reading 18	Individual Presentations
10	Thursday, November 2	Lang Comprehension - Bilinguals	Reading 19 Reading 20	Individual Presentations
11	Thursday, November 9	Conference Participation – NO CLASS		
12	Thursday, November 16	Final project presentations (Sign up for your presentation topics via a “Sign UP” wiki page on the Blackboard)		
13	Thursday, November 23	Thanksgiving Holiday – NO CLASS		
14	Thursday, December 30	Final project presentations		
15	Thursday, December 7	Study Day – NO CLASS		
16	Tuesday December 12 6:00 PM	Final Paper Due Date		

Journal Club Papers

Week 2	Reading 1	Garnham, A., Garrod, S., & Sanford, A. (2006). Observations on the past and future of psycholinguistics. In M. J. Traxler & M. A. Gernsbacher (Eds.), <i>Handbook of psycholinguistics</i> (2nd ed., pp. 1-18). Amsterdam: Elsevier.
Week 3	Reading 2	Kroll, J. F., Gerfen, C., & Dussias, P. (2008). Laboratory designs and paradigms in psycholinguistics. In L. Wei & M. Moyer (Eds.), <i>The Blackwell guide to research methods in bilingualism</i> . Cambridge, MA: Blackwell.
	Reading 3	Kovelman, I. (2012). Neuroimaging methods. In Hoff, E. (Ed.), <i>Research Methods in Child Language: A Practical Guide</i> (pp. 43-59). Oxford: Blackwell Wiley.
Week 4	Reading 4	Jasinska, K., & Petitto, L.-A. (2013). Development of neural systems for reading in the monolingual and bilingual brain: New insights from functional near infrared spectroscopy neuroimaging. <i>Developmental Neuropsychology</i> , <i>39</i> , 421–439.
	Reading 5	Kovelman, I., Norton E. S., Gaab, N., Christodoulou, J. A., Triantafyllou, C., Lieberman, D. A., Lymberis, J., Witfield-Gabrieli, S., Wolf, M., & Gabrieli, J. D. E. (2012). Brain bases of phonological awareness for spoken language in children and its disruption in dyslexia. <i>Cerebral Cortex</i> , <i>22</i> (4), 754–764.
	Reading 6	Desroches, A. S., Newman, R. L., & Joanisse, M. F. (2009). Investigating the time course of spoken word recognition: Electrophysiological evidence for the influences of phonological similarity. <i>Journal of Cognitive Neuroscience</i> , <i>21</i> (10), 1893–1906.
Week 5	Reading 7	Bien, H., Bölte, J., & Zwitserlood, P. (2014). Do syllables play a role in German speech perception? Behavioral and electrophysiological data from primed lexical decision. <i>Frontiers in Psychology</i> , <i>5</i> , 1544.
	Reading 8	Peeva, M. G., Guenther, F. H., Tourville, J. A., Nieto-Castanon, A., Anton, J. L., Nazarian, B. et al. (2010). Distinct representations of phonemes, syllables, and supra-syllabic sequences in the speech production network. <i>Neuroimage</i> , <i>50</i> , 626–638.
	Reading 9	Sela, I., Izzetoglu, M., Izzetoglu, K., & Onaral, B. (2014). A functional near infrared spectroscopy study of lexical decision task supports the dual route model and the phonological deficit theory of Dyslexia. <i>Journal of Learning Disabilities</i> , <i>47</i> (3), 279–288.

Week 6	Reading 10	Wang, X., Wang, J., & Malins, J. G. (2017) Do you hear ‘feather’ when listening to ‘rain’? Lexical tone activation during unconscious translation: Evidence from Mandarin-English bilinguals. <i>Cognition</i> , 169, 15-24.
	Reading 11	Freeman, M. R., Blumenfeld, H. K., & Marian, V. (in press). Cross-linguistic phonotactic competition and cognitive control in bilinguals. <i>Journal of Cognitive Psychology</i> .
	Reading 12	Shook, A., Goldrick, M., Engstler, C., & Marian, V. (2014). Bilinguals show weaker lexical access during spoken sentence comprehension. <i>Journal of Psycholinguistic Research</i> , 1–14.
Week 7	Reading 13	Chen, J.-Y., O’Séaghdha, P. G., & Chen, T.-M. (2016). The primacy of abstract syllables in Chinese word production. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 42, 825–836.
	Reading 14	Yoshihara, M., Nakayama, M., Verdonschot, R. G., & Hino, Y. (2017). The phonological unit of Japanese Kanji compounds: A masked priming investigation. <i>Journal of Experimental Psychology: Human Perception and Performance</i> . 43(7), 1303–1328.
Week 8	Reading 15	Ida, K., Nakayama, M., & Lupker, S. J. (2014). The functional phonological unit of Japanese–English bilinguals is language dependent: Evidence from masked onset and mora priming effects. <i>Japanese Psychological Research</i> , 57(1), 38–49.
	Reading 16	Nakayama, M., Kinoshita, S., & Verdonschot, R. G. (2016). The emergence of a phoneme-sized unit of speech planning in Japanese-English bilinguals. <i>Frontiers in Psychology</i> , 7, 175.
Week 9	Reading 17	Salverda, A. P., & Tanenhaus, M. K. (2010). Tracking the time course of orthographic information in spoken-word recognition. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 36, 1108–1117.
	Reading 18	Spivey, M. J., Grosjean, M., & Knoblich, G. (2005). Continuous attraction toward phonological competitors. <i>Proceedings of the National Academy of Sciences</i> , 102, 10393–10398.
Week 10	Reading 19	Chabal, S., & Marian, V. (2015). Speakers of different languages process the visual world differently. <i>Journal of Experimental Psychology: General</i> , 144(3), 539–550.

	Reading 20	Shook, A., & Marian, V. (2016). The influence of native-language tones on lexical access in the second language. <i>Journal of the Acoustical Society of America</i> , 139(6), 3102–3109.
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Rubrics: Evaluation Criteria

90% - 100% Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter
- an ability to make insightful critical evaluation of the material given
- an exceptional capacity for original, creative and/or logical thinking
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently
- a tremendous contribution to the group assignment

80% - 89% Excellent

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently
- an excellent contribution to the group assignment

70% - 79% Good

A good performance with evidence of:

- a substantial grasp of the subject matter
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques
- some capacity for original, creative and/or logical thinking
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner
- a good contribution to the group assignment

60% - 69% Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner
- a limited contribution to the group assignment

50% - 59% Minimal Pass

A barely acceptable performance with evidence of:

- a familiarity with the subject material
- some evidence that analytical skills have been developed
- some understanding of relevant issues
- some familiarity with the relevant literature and techniques
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner are only partially successful
- few or none contribution to the group assignment

Less than 50%

Failure

An unacceptable performance
