

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

LANGUAGE AND THE MIND
Ling3701/Psych 3371, Spring 2016
Knowlton Hall 195, T/Th 9:35-10:55

Instructor: XXX
Ohio Stadium East, 1961 Tuttle Park Place
Phone: XXX
Office Hours: by appointment
Email: XXX

Textbook: Language in Mind: An introduction to Psycholinguistics
Julie Sedivy
Sinauer

Additional reading materials will be available through **Carmen**

COURSE REQUIREMENTS/ GRADES:

You will be asked to read assigned chapters of the above textbook and articles (distributed through Carmen). You will be also asked to attend each class prepared and actively participate in the classroom discussions and activities. A total of ten quizzes will test your general understanding of the topics and research methods of psycholinguistics that will have been discussed in class. There will be a total of three homework assignments. An in-class presentation will assess your ability to construct logical arguments. There is also a research participation component requiring your participation in two experiments or your attendance at two talks, which together count for 5% of the grade. The summary of course requirements and their grade proportion is given below. As an extra credit option, one additional experimental participation or talk attendance can be used to add 1.5% to the total grade.

- Quizzes - 60%
- Homework - 20%
- In-class presentation - 15%
- Research participation (LOC experiment/talk) - 5%

Each homework maximally earns you 10 points. A homework turned in at the beginning of the class on the due date is automatically given 5 points. Homework submitted after the class can earn only up to 3 points. If submitted after the due date, it loses .5 points for each day (i.e., HW submitted one day after the due date receives up to 2.5 pts).

If you miss more than 3 classes or if you are found using Internet or other applications (on computer/tablet/cell phone) for unrelated activities for more than 3 times, **10 points will be subtracted** from your total grade. Those who need to take class notes using electric devices will be asked to sit in the front row.

Grading scale (out of 100)

A	93 - 100	B+	87 – 89.9	C+	77 – 79.9	D+	67 – 69.9	E	Below 60
A-	90 - 92.9	B	83 – 86.9	C	73 – 76.9	D	60 – 66.9		
		B-	80 – 82.9	C-	70 – 72.9				

NOTE: Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so necessary accommodations to ensure full participation can be discussed.

3701: This course fulfills “GE Social Science: **Individuals and Groups**”

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Students are expected to achieve these goals through in-class group exercises and discussions and through homework that focus on similarities and differences in language processing across individuals.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

COURSE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>	<u>ASSIGNMENT</u>
<u>Week1</u>			
01.12 (T)	Introduction: Science of Language	Ch 1	student info sheet
01.14 (Th)	Origin of Human Language How human language is special	Ch 2.1-2.3	
<u>Week2</u>			
01.19 (T)	Origin of Human Language Language evolution	Ch 2.4-p53 Senghas et al.	
01.21 (Th)	Language and the Brain Williams syndrome & SLI Aphasia	Ch 3.1-3.2	Quiz #1 on Language evolution
<u>Week3</u>			
01.26 (T)	Language and the Brain Split-Brain Video: Secret Life of Brain	Ch 3.3 -3.4	
01.28 (Th)	Language and the Brain Various Imaging techniques	Ch 3.3-p104	Quiz #2 on WS, SLI & Aphasia
<u>Week4</u>			
02.02 (T)	Learning Sound Patterns <u>Mini experiment for HW#1</u> Consonants	Ch 4.1-4.2	
02.04 (Th)	Learning Sound Patterns Vowels Homework#1: Part I	Ch 4.1-4.3	Quiz #3 on Split Brain & Brain imaging
<u>Week5</u>			
02.09 (T)	Learning Sound Patterns allophones and categories	Ch 4.4-p143	<u>HW #1</u>
02.11 (Th)	Learning Sound Patterns speech sound perception	Miller	

Week6

02.16 (T)	Learning Words Mapping sounds to meaning	Ch 5.1-5.5	Quiz #4 on consonants & vowel speech perception
02.18 (Th)	Learning Words Morphology, Words & Rules	Ch 5.3-p184	

Week7

02.23 (T)	Sentence Structure Syntactic Knowledge	Ch 6.1-6.2	Quiz # 5 on word learning
02.25 (Th)	Sentence Structure Early Syntax	Ch 6.3-p231	

Week8

03.01 (T)	Word Recognition Mental Lexicon	Ch 7.1-7.2	Quiz #6 on learning syntax
03.03 (Th)	Word Recognition Spoken word recognition	Ch 7.3-7.4 McMurray et al.	prep for HW#2

Week9

03.08 (T)	Word Recognition Spoken word recognition	McMurray et al.	prep for HW#2
03.10 (Th)	Word Recognition Written word recognition	Ch 7.5-p.277	Quiz #7 on word recognition

Week10

SPRING BREAK!!!

Week11

03.22 (T)	Sentence Processing Ambiguity and garden-pathing	Ch 8.1-8.2	<u>HW#2</u>
03.24 (Th)	Sentence Processing More Ambiguity and garden-pathing How do people handle ambiguity?	Ch 8.3-8.4	extra credit

Week12

03.29 (T)	Investigating sentence processing Relative Clauses	Tanenhaus & Trueswell	
03.31 (Th)	Sentence Processing Processing and memory	Ch 8.5-p328	Quiz #8 on research on sentence processing

Week13

04.05 (T)	Memory & speech production	Ch 9.1-9.2	
04.07 (Th)	Speech production sentence structuring and articulation	Ch 9.3-p371	Quiz #9 on speech production

Week14

04.12 (T)	Discourse Representation Pronoun processing	Ch 10.1-10.3 Arnold	extra credit activity
04.14 (Th)	Discourse Inferences Prep for Group presentation	Ch 10.4-p420	extra credit activity Quiz #10 on Discourse processing

Week15

04.19 (T)	Theory of Mind & Audience design, pragmatics And Autism	Ch 11	Group presentation
04.21 (Th)	Theory of Mind & Audience design, pragmatics And Autism	Ch 11	Group presentation