

# Psyc 321

## Psycholinguistics

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Lectures: Ellis 319  
Monday 10:00Ð11:30  
Wednesday 8:30Ð10:00

Office Hour: any time by appointment

Course Summary: A general survey of the psychology of language. Topics will include speech perception, sentence processing, discourse processing, speech production, sentence planning, sign language, biological foundation of language, and the development of language in children. Applied psycholinguistics will be emphasized. The course material will be related to speech pathology and new developments in speech technology.

## Course Evaluation:

Tasks		24%
Readings		6%
Midterm	(March 11)	30%
Final Paper	(due April 10)	40%

Paper topics due March 13, 2019

### Tasks

For this part of the course you are required to perform a number of psycholinguistic methods. The aim is to give you some "hands on" experience in the experimental study of language. The activities include creating a continuum for a speech perception experiment, creating a stimulus set for a lexical processing study, learning to eye track subjects for sentence processing study, exploring conversation methodologies, examining translation techniques and programming a psycholinguistic study. These activities receive full marks if you learn that is answer the question set on time. Four marks each.

### Final Paper

The paper will be evaluated according to the following criteria (30 marks):

Research- comprehensiveness, accuracy, use of current and relevant research

Organization - clear identified units of thought, elaboration (adequate explanation)

Writing - correct English grammar and spelling, clarity and coherence

Your topic can be anything in psycholinguistics that you find interesting but the topic has to be approved by me (note the deadline for topics: March 13, 2019).

Maximum 10 pages (double spaced) plus references.

12 point, Times New Roman, minimum half-inch margins.

## Midterm

The midterm will have the following format. The first section (A) of the exam will be composed of short answer questions. This will be followed by section (B) of questions requiring longer answers drawn from the lecture material and readings. For both sections there will always be some choice. Finally, there will be a single question (C) of a very general nature you need to integrate material and present a cogent argument.

## Readings

There is no text. There are three kinds of readings for the course. Type 1. Short papers that you have to read and submit a one-page (maximum) comment about your reaction you had to the paper, some thought that came to you while reading it, some association you made with other work, etc. There are 6 of these papers and you get a mark for submitting each of your thought papers on time. Type 2. General background readings that may

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## Tentative Lecture Schedule

DATE	TOPIC
Jan. 7, 9	Introduction
Jan. 14	Conversation
Jan. 16	Task 1: Conversation (Due Jan 23)
Jan. 21, 23	Speech
Jan. 28	Task 2: Acoustic Continuum, Categorical Perception (Due Feb. 4)
Jan 30	Visible Speech
Feb. 4	Words
Feb. 6	Task 3: Lexical Processing (Due Feb. 13)
Feb. 11, 13	Sentences
Feb. 18, 20	Reading Week
Feb. 25	Task 4: Reaction Time Experiment (Due March 4)
Feb. 27, March 4	Discourse
March 6	Special Topics 1
March 11	Midterm
March 13	Special Topics 2
March 18	Task 5: Eye tracking and sentence processing (Due 1 week after)
March 20	Guest Lecture (SLP)
March 25	Animal communication
March 27	Task 6: Translation (Due April 3)
April 1	Conversation
April 3	Summing up

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation)1 on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/academicintegrity>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at <http://www.queensu.ca/studentwellness/accessibilityservices/>

The Psychology Grading Policy, which outlines the marking method, is outlined on the following webpage:

<http://www.queensu.ca/psychology/undergraduate/currentstudents/departmental/policies/gradingpolicy>

A full list of Departmental Policies, including exam absences, can be found at: <http://www.queensu.ca/psychology/undergraduate/currentstudents/departmental/policies>

Please note that for the winter term, a Departmental makeup exam date will be scheduled after the term.

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