

Developmental Psycholinguistics

Psyc 452, Fall 2019 identify and discuss key questions and methods in language development research

2. communicate to and with various audiences (peers, academics) and in various formats (orally, in writing) about current language development research

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3. evaluate primary research and formulate new research questions for developmental psycholinguistics

Readings

The syllabus provides complete references for all readings and you can return to your library account.

The library is currently setting up an eReserves system for the course. Note that copyright law prohibits the direct transfer of digital content to your personal device.

For this paper you have to be able to research the primary literature on a particular topic. Our library session will be tailored to the needs of the class with respect to using psychology databases, narrowing and expanding literature searches, etc.

Grading method

Unless otherwise stated, course components will be graded using numerical percentage marks. Your course average will be converted to a final letter grade according to Queen's Official Grade Conversion Scale:
Queen's Official Grade Conversion Scale

Grade	Numerical Course Average
A	80.0-100.0
B	70.0-79.9
C	60.0-69.9
D	50.0-59.9
F	40.0-49.9
N	0.0-39.9

Rowland, C.F., Chang, F., Ambridge, B., Pine, J. M., & Lieven, E. V.M. (2012). The development of abstract syntax: Evidence from structural priming and the lexical boost. *Cognition*, 125, 49-63.

*Foltz, A., Thiele, K., Kahsnitz, D., & Stenneken, P. (2015). Children's syntactic-priming magnitude: lexical factors and participant characteristics. *Journal of Child Language*, 42(4), 932–945.

Discussion Guidelines

Facilitators

A group of two or three students will act as facilitators of each discussion. The role of the team is not as much to serve as an “expert” but as a “guide” of the discussion. As discussion facilitators, you don’t have to give a lecture, or to make a presentation. Rather your task is to lead a discussion of the material so that as many students of the class as possible participate. You may find it necessary to summarize some of the information. However, this should be done with the goal of directing the discussion rather than as a goal in itself.

Your team should read the assigned material and then get together to decide what major points you will focus on, and what techniques and strategies you will use to stimulate and guide the discussion. Make sure that all members of the team are involved in this process, and in the class session itself.

To make sure a discussion and not a presentation takes place: 1) if using PowerPoint, your team should have no more than 10 slides with text, and 2) the team should not hold the floor for more than 15 minutes altogether.

Other suggestions:

- Your goal should be first, to get to “the big picture” and second, to critically examine methodological issues.
- Be creative. Demonstrations are fun and very useful (but make sure they work!). Lead your classmates in a debate over the position(s) expressed in your reading.
- Read the postings of your classmates. They will provide you with information about what to focus on and what might need to be explained in class.
- Splitting vs. sharing the work on the readings? In the past, the class has liked the outcome of the latter better
- Pay attention to time

I'll be glad to discuss your plans with the entire team, or its representatives in my office hours or if there is another mutually convenient time. You will find a lot of useful tips about leading a discussion on the Web as well.

Ground Rules for Class Discussion

- Come prepared.
- Listen openly to what is said, rather than who says it. Try to understand the others as much as you hope they try to understand you.
- The person who is speaking should not be interrupted.
- If you disagree with someone-

Facilitators: _____

Name of evaluator(s): _____

Name: _____

Self-evaluation

Please comment on the following aspects of your role in today's class.

1. The strengths of your contribution

- 2.

Presentation Guidelines

Content

The papers we are going to discuss vary widely in topics and methods used to address these topics. As such, I expect that the content of each presentation may have different emphasis. For instance, some papers may have a more pronounced theoretical importance, whereas others might represent significant methodological advances. Nonetheless, many of the following content guidelines may prove useful in developing your presentation.

1. Provide a clear, concise statement of the research question being investigated (What did they do?)
2. Provide a clear description of the theoretical background. (Why did they do what they did?)
- 3.* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.
- 4.*A clear summary of what they found.

Name of presenter: _____

Name of evaluator(s): _____ ()
(+) if you read the paper _____ ()
_____ ()

Presentation Evaluation

Please comment on the following five aspects of the presentation and give it an overall mark. Your comments will be given to the presenter without identifying you.