

## PSYC 321 Psycholinguistics

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Office hours:

1. Virtual office hours: Please click [here](https://calendly.com/drjoconnor/officehours) (https://calendly.com/drjoconnor/officehours) to schedule a virtual meeting. Meeting times are automatically set to 15 minutes. If you require more than 15 minutes, you may book another meeting immediately following the first.
2. In-person office hours: Email [jillian.oconnor@queensu.ca](mailto:jillian.oconnor@queensu.ca) for an in-person meeting (if permitted according to covid-related policies and practices)

Contacting me: Email is my preferred method of contact. Please email me at [jillian.oconnor@queensu.ca](mailto:jillian.oconnor@queensu.ca). Please note that I respond to emails within approximately 48 hours (although usually the same day), Monday to Friday, generally between 9 and 5pm.

Teaching assistants: TBA

Fri

-requisites PSYC 221/3.0 and [PSYC 203/3.0 (Level 3 or above and registration in a LING Plan and a grade of B- or PSYC 100/6.0)]

Course materials available from the Queen's Campus Bookstore

Required text: Ludden, D. (2015) The psychology of language: An integrated approach. Sage. ISBN: 9781452288802  
 Alternative version: Paperback ISBN: 9781452288802

Required software (free):

Learning outcomes:

Upon successful completion of this course students will be able to:

1. Understand the core theories and methods of psycholinguistic research
2. Discuss conceptual issues and applications of theories
3. Work collaboratively to write in a clear and informative manner
4. Use software to measure acoustic information and design psycholinguistic research

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include





Labs: Labs are divided into 2 phases. During the first half of the term, labs will focus on developing skills using software acoustic analysis and experimental programming. Labs during the second half of term are devoted to using these skills by applying them to a group research proposal. It is intended that you will use this time to meet with your group members, receive instruction on the components of the research proposal, and to consult with instructor/TAs regarding your group research proposal. The last 2 labs of the term will be devoted to group presentations of the research proposal.

Lab assignments: There will be 4 lab assignments (see course timeline for due dates). Each assignment is worth 5%, and you will be graded on the best 3 of the 4. Therefore, (in the interest of Universal Design for Learning)



2. lab.js: <https://lab.js.org/>

Labs.js is a browser-based experimental program and therefore works well across multiple machines with modern browser. The best performance is using the latest version of Chrome. Avoid using Windows Edge or Linux Firefox.

External Software: This course makes use of lab.js for experimental programming. Be aware

Academic Consideration for Students in Extenuating Circumstances Assignments in this course have been designed with flexibility for academic consideration for all students. This of Arts and Science portal without documentation) are not needed and long requests will be handled on a case-by-case basis if needed.



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 (see [Senate Report on Principles and Priorities](#))

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation](#)), on the [Arts and Science website](#) 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. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from <https://www.queensu.ca/artsci/students-queens/academic-integrity>):

1. Plagiarism: Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, submitting the same piece of work in more than one course without the permission of the instructor(s).
2. Use of unauthorized materials: such as possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials
3. Facilitation: Enabling another's breach of academic integrity, such as giving information available to another student; knowingly allowing one's essay or assignment to be copied by someone else; buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
4. Falsification: Misrepresentation of oneself, one's work, or one's relation to the University, such as altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a takehome examination written, in whole or in part, by someone else; or fabricating or falsifying laboratory or research data

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student questions, discussions, and engagement, whether in person or online will act as a guide to the course content and provide supplementary information, highlight important concepts, and teach new skills. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be ( )-3(as )-3(t)-4( )illion n