

# **Developmental Psycholinguistics**

Psyc 452, Fall 2021

Instructor: Dr. Stanka A. Fitneva  
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CE papers (5 best/6 with the option to add up to 3 more) 10% - 16%

Presentation evaluations (6 with the option to decrease to 3) 6% - 12%

Note that the Substitution Option does not change the total number of assessments in the course. A total of 11 CE papers and presentation evaluations should be submitted, of which minimum 5 CEs and minimum 3 PEs. You just have an option between a CE paper and a PE for the remaining 3 assessments you submit.

#### *Format*

This course will be delivered remotely. I have re-designed the course activities so that they can be done asynchronously. The current plan does include though synchronous sessions via Zoom. Participation in the synchronous sessions will not count toward your grade. That said, I strongly encourage attendance and participation in the Zoom sessions. Discussion is a/the major engine of learning in this seminar. If you are unable to attend our zoom sessions in general or on occasion, I encourage you to go over and beyond the online participation that is required.

Instructional plans may have to change due to the pandemic.

The seminar consists of five (5) modules, .

research presented in the paper, etc. Reflection papers will be graded 0 – 4 points. The *four* best papers will count toward your grade. Recommended length: 350-600 words.

Week 2

Critique/Extension papers (CE; 10%). Each module includes readings that will allow us to gain fuller and more in-depth understanding of its topic. You have to read and provide either 1) an extension or 2) a critique of *one* of these





x [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Turnitin**

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

**Technology**

This course requires that you work with the Queen's supplied software onQ and the MS Office365 application Teams (download through Software Centre). In addition, to participate in the synchronous sessions, you should download the free Zoom client for your device. Built-in camera and mic work generally ok but you may want to have access to a webcam and headset. Joining the sessions by phone may limit your participation options (e.g., in breakout rooms).

1. I will use the onQ Announcements tool to distribute important information and updates about the course. "Important information" means information that you are responsible for, e.g., updates on deadlines, details about assignments, etc. To ensure that you do not miss any important communications, you **must** activate notifications for the Announcements forum on the course's onQ page. Here is how:
  1. Log into onQ.
  2. Click on the drop-down arrow, next to your name, in the top right corner of your screen.
  3. Select **Notifications**.
  4. Under **Contact Methods** enter your mobile number, if you would like to receive texts.
  5. Under **Instant Notifications** check the boxes to choose which notifications will be sent by email/SMS. You have to select the Announcements items; the rest are optional.
  6. Select the **Save** button to confirm changes.
  
2. *onQ*: 1) Participation in the General Discussion Board is strongly encouraged: post questions, read and respond to your fellow classmates. 2) The Board is intended to be used **ONLY** as a forum for discussion of topics relating to Psychology 452.
3. The best way to contact me is via email. **Please use "Psyc 452:" in the subject line.** I aim to respond to student email within *two business* days.
4. Do take advantage of office hours if I can help you with anything (including grad school/career questions) or just want to chat about the course! You do not need to give me a heads up unless you would like me to check or review something before the meeting. If the time does not work, don't hesitate to contact me to find a different time when we can talk.



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M 9/27		Library research
Th 9/30	Statistical learning	<p>Saffran, J.R. (2020), Statistical language learning in infancy. <i>Child Development Perspectives</i>, 14: 49-54. doi:<a href="https://doi.org/10.1111/cdep.12355">10.1111/cdep.12355</a></p> <p>Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i>, 274, 1926-1928.</p> <p>*Saffran, J.R., &amp; Kirkham, N. Z. (2017). <a href="https://doi.org/10.1111/cdep.12355">Infant statistical learning</a>. <i>Annual Review of Psychology</i>, 69, 181–203.</p>
M 10/4		<p>Thiessen, E. D., Onnis, L., Hong, S.-J., &amp; Lee, K.-S. (2019). Early developing syntactic knowledge influences sequential statistical learning in infancy. <i>Journal of Experimental Child Psychology</i>, 177, 211–221. <a href="https://doi.org/10.1016/j.jecp.2018.04.009">https://doi.org/10.1016/j.jecp.2018.04.009</a></p> <p>Shufaniya, A., &amp; Arnon, I. (2018). Statistical learning is not age-invariant during childhood: Performance improves with age across modality. <i>Cognitive Science</i>, 42(8), 3100–3115. <a href="https://doi.org/10.1111/cogs.12692">https://doi.org/10.1111/cogs.12692</a></p> <p>Estes, K. G., &amp; Lew-</p>



- Zwaan, R. A., Stanfield, R. A., & Yaxley, R. H. (2002). Language comprehenders mentally represent the shapes of objects. *Psychological Science, 13*(2), 168–171. <https://doi.org/10.1111/1467-9280.00430>
- Eigsti, I.-M., Rosset, D., Col Cozzari, G., da Fonseca, D., & Deruelle, C. (2015). Effects of motor action on affective preferences in autism spectrum disorders: different influences of embodiment. *Developmental Science, 18*(6), 1044–1053. <https://doi.org/10.1111/desc.12278>
- Imai, M., Kita, S., Nagumo, M., Okada, H. (2009). Sound symbolism facilitates early verb learning. *Cognition, 109*, 54–65.
- Tzeng, C. Y., Nygaard, L. C., & Namy, L. L. (2017). Developmental change in children’s sensitivity to sound symbolism. *Journal of Experimental Child Psychology, 160*, 107–118. <https://doi.org/10.1016/j.jecp.2017.03.004>
- Brand, J., Monaghan, P., & Walker, P. (2018). The changing role of sound-symbolism for small versus large vocabularies. *Cognitive Science, 42*(S2), 578–590. <https://doi.org/10.1111/cogs.12565>

Th 12/2

Discussion & wrap up

Psyc 452

Psychology 452

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## **Presentation Guidelines**

### **Content**

The papers we are going to discuss vary widely in topics and methods. As such, I expect that presentations vary in their emphasis. For instance, some papers present more substantial theoretical innovations, whereas others represent significant methodological advances. Presentations will and should reflect these differences in content. Nonetheless, each presentation should include the following:

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? Why is it important theoretically)
- 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.

Note: Once you are in Stream, you can directly upload the video to the Psyc 452 group content. If you upload it as your own personal content, to make it visible to the class, you need to add it to our group (copy/paste): GROUP-PSYC 452 Developmental Psycholinguistics F21

### **CE Response/summary Guidelines**

This is a short paper in which you have to accomplish two things:

- 1) Summary/synthesis – Summarize and situate the themes of the CEs to the paper you presented. Links with Day 1 readings and other class discussions are encouraged. Based on your summary and your own ideas, identify 3-4 points for discussion on Day 3.
- 2) Discuss at least one idea for a follow-up study. How would this question be approached methodologically? Any roadblocks you see from the start?