



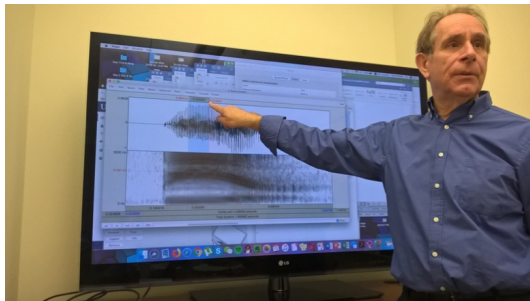
### **Course ID**

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PSYC4110: Psycholinguistics (3 credit hours)  
Spring 2021: Mondays at 3:30 Synchronous sessions  
Classes start 2/1 – final is 5/13

### **Instructor**

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Filip T. Loncke, Professor  
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Phone: (434) 243-5372  
Office Hours: by appointment through zoom/ Each student needs to meet at least once with the instructor

## Description

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This course focuses on the psychological processes that underlie the acquisition and the use of language. There is an emphasis on the interaction between linguistic skills and other cognitive skills. The course also looks at flexibility of language and language use, and the influence of psycholinguistic processes on reading and writing, the social use of language, and language in other modalities. There will be a focus on learnability and teachability issues.

Content: the course will provide insight in (1) acquisition and learnability, (2) the biopsychology of language (neuro-linguistics, linguistic genetics) (3) the micro-genesis of speech (the Levelt model), (4) perceptual processes, (5) expressive mechanisms, (6) multimodality, (7) bilingualism and variation, (8) interaction between language and cognition (9) a psycholinguistic approach to breakdown (i.e., pathology).

## Learning Objectives

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Participating students will be able to

- (1) Explain the basic components of the micro-genesis of speech: lexicalization syntactic planning, and phonological encoding
- (2) Identify psycholinguistic processes and breakdowns – distinguish between speech and language breakdowns, and specify the differences between lexical, syntactic, phonological, and pragmatic behaviors and disorders.

## Instructional Methods

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This course contains **pre-recorded lectures** that will be made available to the course participants. In order to maximize the learning effects, the lectures contain **embedded questions** that help students to remain concentrated on the essential concepts.

There will be **thirteen (13) synchronous sessions** during which students will discuss and work together (sometimes in breakout groups) to compare their insights and their understanding and interpretation of psycholinguistic topics.

Language and language use are quintessential human activities that are at the same time personal (even intimate) and common and shared. Everybody has language experience – throughout the course, students will be encouraged to **reflect on their own linguistic experiences** and share these with class mates.

The learning objectives are reached through individual study (measures in the midterm and the final) and through a number of assignments, including a **paper report** (counting toward the second writing requirement), a **video-taped interview**, **reflection on films**, the **creation of an infographic** on a psycholinguistic topic

The course is organized in nine (9) topical modules:

Module 01: What is psycholinguistics?

Module 02: Where does language come from?

Module 03: Biological aspects of language and neurolinguistics.

Module 04: The sounds of language.

Module 05: The words of language.

Module 06: Word recognition

Module 07: Sentences and structures

Module 08: From intention to articulation

Module 09: Diversity of languages and bilingualism

### Course text and materials

The course is not based on one specific textbook. Instead, the instructor will make several materials, organized around the abovementioned modules available on Collab.

### Assignments

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- (1) ***Embedded Questions*** - Watch the pre-recorded lectures and answer the embedded questions. There will be 100 questions spread over the nine (9) recorded lectures. Each question will be worth .5 points which will go straight to the gradebook.

[50 points/ 25% of the final grade]

- (2) ***Participation*** – Learning is the most effective if it is an active process. The synchronous sessions will be active sessions. This means that you will need to show that you ask questions, contribute to the discussion, volunteer information. It is essential that we all “know each other” and that we feel confident, secure, and respected. Students will be asked to submit a self- introductory 1-minute videoclips that will be posted and shown in the beginning of the initial class meetings.

[25 points/ 12.5% of the final grade]

- (3) Conduct and (video-)record a distance interview

Conduct and videotape a 5-minute interview with a person who can provide some interesting information based on their psycholinguistic knowledge, or who can talk about their own psycholinguistic experience. Examples of topics and potential persons will be presented in class.

The videotape needs to be good quality. Deadline for submission is April 12<sup>th</sup> at 11:59PM.

[20 points/ 10% of the final grade]

- (4) Individual film quizzes. We will review four films in class (all related to course topics). The films (Ape Genius, The Wild Child, Speaking in Tongues, The King’s Speech) are

available through the course Collab site. Each student will *individually* watch the movie and answer the questions on the test (the questions can be found under “Tests and Quizzes”) [3 points for each of the individual questionnaires].

[12 points/6 % of the total grade]

- (5) Write a 5 – 10 pages paper discussing a recent article in a psycholinguistics-related journal. The discussion paper will be due on April 26<sup>th</sup>, and should consist of: (a) a summary of the article (2-3 pages), (b) identification of critical topics and discussion (1-2 pages), (c) relation to topics covered in class (2-3 pages)<sup>i</sup>.

[20 points/ 10 % of the total grade]

	<b>Poor (0)</b>	<b>Fair (1)</b>	<b>Good (2)</b>
<b>Context of and purpose for writing:</b> includes consideration of audience, purpose, and the circumstances surrounding the writing task(s)	Demonstrates little understanding of context and background	Demonstrates some understanding of context and background	Demonstrates a thorough understanding of context and background
<b>Content development:</b>	Uses no appropriate, relevant, and compelling content to illustrate mastery of the subject.	Uses limited appropriate, relevant, and compelling content to illustrate mastery of the subject.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject.
<b>Genre and disciplinary conventions:</b> formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields	Writing is not focused on evidence and the essential arguments.	Writing mentions evidence and the essential arguments.	Writing is focused on evidence and the essential arguments.
<b>Sources and evidence<sup>ii</sup></b>	No use of references and APA style.	Some use of references and APA style.	Use of references and APA style.
<b>Control of syntax and language aspects</b>	Multiple grammatical, morphological, and vocabulary errors.	Some grammatical, morphological, and vocabulary errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

- (6) A. Create a one-page infographic that describes a psycholinguistic topic. The infographic must be designed to inform the general public. Examples of infographics will be made available on Collab. You will sign up for a topic through Collab. Submit the infographic before April 19<sup>th</sup>. The infographics will be made available to the entire class and they will become part of the materials you need to read in preparation of the final.
- B. Submit one multiple-choice questions related to your infographic (to be chosen from by the instructor and teaching assistant to create the final)<sup>iii</sup>
- C. Give a 2- minute presentation in class during our last synchronous meeting (April 26<sup>th</sup>)

Criteria	Point distribution
Accuracy of information	4 points
Well written	2 points
Appropriate use of illustrations	1 point
Lay out	1 point
Appeal to readers (is it interesting?)	1 point
References	1 point
Submitted multiple choice questions	1 point
Presentation in class on 4/26	2 point
Total	13 points

[13 points/ 6.5% of the final grade]

A list of Infographic topics to choose from is provided.<sup>iv</sup>

## Exams

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There will be one Midterm (20 points/ 10% of the final grade) and one final exam (40 points/ 20% of the final grade). The midterm will consist of 40 multiple-choice and/or short answer questions. The final will have 80 multiple-choice questions. Material covered on each exam will not be cumulative. The exams are online, timed, and closed book.

The midterm will be available Monday March 8th at 1:00 PM and remain accessible until Tuesday March 9th at 11:59 PM.

The final exam will be available Thursday May 13th at 2:00 PM.

**Point structure**

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Embedded questions	50
Participation in synchronous sessions	25
Psycholinguistic interview	20
Individual film viewing and tests	12
Individual paper assignment	20
Infographic creation, presentation, and multiple-choice question	13
Midterm	20
Final	40

**Grading**

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Grades will be given as follows:

A+ = 98-100%

A = 94-97.99%

A- = 90-93.99%

B+ = 87-89.99%

B = 83-86.99%

B- = 80-82.99%

C+ = 77-79.99%

C = 73-76.99%

C- = 70-72.99%

D+ = 67-69.99%

D = 63-66.99%

D- = 60-62.99%

F = 59.99% and lower.

**University Email Policy**

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Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**University of Virginia Honor System**

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All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out or checked off at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The student must sign the pledge. For more information please visit <http://www.virginia.edu/honor/>.

**Special Needs**

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It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/sdac.html>.

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (434-972-7004) is available. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

**Ground rules**

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1. Information about the course can be accessed on the UVACollab website. You are expected to attend class and participate actively. This means that you are expected to pay attention and contribute to the discussions in class. Your participation grade will depend on your manifestations of alertness.
2. Students are asked to refrain from conducting private online conversations during synchronous sessions, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on one's final grade.

	Synchronous sessions	Pre-recorded sessions (with embedded questions)	Comments
Feb 1	3:30 Introductory class meeting	Module 1: What is psycholinguistics? (watch and answer before class of 2/8) Module 2: Where does language come from? (watch and answer before class of 2/8)	
Feb 8	3:30 Discussion and class activities: where does language come from?	Module 3: Biology and neurolinguistics (watch and answer before class of 2/15)	
Feb 15	3:30 Discussion and class activities: Biology and neurolinguistics	Module 4: The sounds of language (watch and answer questions before class of 2/22)	Watch “Ape Genius” and take the online quiz
Feb 22	3:30 Discussion and class activities on the sounds of language/ instructions for infographic assignment	Module 5: The words of Language (watch and answer questions before class of 3/1)	
Mar 1	3:30 Discussion and class activities on the words of language		Watch “The Wild Child” and take online quiz.
Mar 8	3:30 Review session for midterm	Module 6: Word recognition and the mental lexicon (watch and answer questions before class of 3/15)	Midterm available
Mar 15	3:30 Discussion and class activities: Word recognition and the mental lexicon	Module 7: Structure and Syntax (watch and answer questions before class of 3/22)	
Mar 22	3:30 Discussion and class activities: Structure and syntax	Module 8: From Intention to articulation (watch and answer questions before class of 4/5)	
Mar 29	[Break day]		
April 5	3:30 Discussion and class activities: From intention to articulation	Module 9: Diversity and bilingualism (watch and answer questions before class of 4/12)	
April 12	3:30 Discussion and class activities: Diversity and bilingualism		Submission of videoclips



			Watch “Speaking in Tongues” and take online quiz.
April 19	3:30 Discussion and class activities/ Presentation of selection of submitted videoclips		Watch “The King’s Speech” and take online quiz.  Submission of infographics
April 26	3:30 Discussion and class activities/ Presentation of Infographics		Submission of paper assignment
May 3	3:30 Review session for final		
May 13	2:00 Online Final		

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<sup>i</sup> The article can be selected from one of the following journals (or other psycholinguistics-oriented journals)

- *Language Acquisition: A Journal of Developmental Linguistics*;
- *Language and Cognitive Processes*;
- *Language and Communication. An Interdisciplinary Journal*;
- *Journal of Child Language*;
- *Sign Language Studies*
- *Journal of Speech, Language, and Hearing Research*
- *Language, Speech, and Hearing Services in Schools*

<sup>ii</sup> Here are two good resources for APA citations:

<https://owl.english.purdue.edu/owl/resource/560/01/> (The bar on the left side shows you how to cite a variety of different source types. It is an easy website to navigate that shows you how to cite sources correctly.)

<http://www.apastyle.org/learn/faqs>

<sup>iii</sup> The multiple-choice questions (to be used in the final) need to be in the format:

What was the first name of Itard?

- A. John.
- B. John Lewis.
- C. Jean.
- D. Jean-Marc.\*

Do not use a “all of the above” option.

Students must be able to answer the questions based on the information as presented in the group website.

<sup>iv</sup> Topics to choose from are:

- What is categorical perception?
- Who was Paul Broca?
- How many words do we know?
- What is a language savant?
- Why do people speak to their pets?
- What is forensic linguistics?
- What is linguistic profiling?
- What is the secret of the ventriloquist?
- Is multilingualism widespread?
- What is lexical access?
- What is fast mapping?
- Why did Victor never speak?
- What is the Wug test?
- What is an electrolarynx?
- What is the microgenesis of speech?
- What is word priming?

- What is Zipf's law?
- What is the Sapir – Whorf hypothesis?
- What is the dichotic listening test?
- What is top-down language processing?
- What are Spoonerisms?
- What is the tip-of-the-tongue phenomenon?
- What is the vocabulary spurt?
- What is Mean Length of Utterance?
- What is the one-person-one-language rule?
- What is Krashen's comprehensible input principle?
- What is a garden path sentence?
- What is language attrition?
- What are phonotactic rules?
- What is the Stroop test?
- What is child-directed speech?