

Grand Valley State University
Syllabus
PSY 357-01 and 02: Psychology of Language, Winter Semester, 2024

Instructor Information

Name: Benjamin Swets, Ph.D., Professor
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Class Time and Place

Section 01: MW 10:00 am - 10:50 am 1310 ASH
Section 02: MW 11:00 pm - 11:50 am 174 LOH

Note: This is a hybrid course for which parts of the course will be administered online, asynchronously, through Blackboard. Students are expected to attend class in person on Mondays and Wednesdays, and complete additional coursework online. “Asynchronous” means that the online coursework can be done at any time before the due date.

Prerequisites

PSY 101 – Introductory Psychology

Course Description (from GVSU)

“Psychology of Language is a discipline that focuses on psychology's insights into human language. Topics include biological bases of language; human language and other communication systems; lexical, sentence, and discourse processing; speech production and perception; acquisition of spoken and written language; bilingualism; and the relationship between language and thought. Three credits. Offered fall and winter semesters.”

Course Description (mine)

It's easy to take language for granted. After all, it comes so easily to us that we barely have to think about it as we transform thoughts into words and sentences anyone can understand. But why does it come so easily? What kinds of cognitive events, of which we are almost never aware, must take place for us to understand and produce words and sentences? Can animals use language like we can? Is the ability to use language innate, or determined by the environment? Do we use language because we think, or do we think because we use language? This course will explore ways psychologists have tried to answer those questions, and others.

I also feel compelled to print this passage from your textbook (Harley, p. 19):

Modern psychology is a science. That often comes as a surprise to students, many of whom think it's all going to be about Freud, or helping people, or helping them to understand themselves. Then they arrive at university and it's suddenly all statistics and computers and carrying out experiments. Psychology is harder than people think, and psycholinguistics is hardest of all: across the psychology degree curriculum it's usually the subject that most students find difficult to understand. It's difficult because the answers are complex; there's a great deal of terminology, and few definitive answers. Psycholinguistics is not for the faint-hearted; it's not for wimps. But because language is at the heart of what it means to be human, and is so central to so much of what we do, the study of psycholinguistics can be exceptionally rewarding.

Why Should You Take This Course?

If you are interested in knowing how the human mind processes language, and have an appreciation for the scientific manner in which psychological science is conducted, this course will combine those two elements in a way that no other course at Grand Valley can. Language is also not a very well understood phenomenon by most people. We can use it automatically, but we rarely think about its basic mental mechanics. So, this course is an opportunity to gain

more of a conscious understand of the way you use language. Also, if you are a Psychology major or minor, this course satisfies a departmental requirement.

Course Objectives

After successful completion of the course the students will be able to

- Describe theories and research on the linguistic representation of language.
- Describe theories and research concerning the cognitive processes that foster language acquisition and enable skilled language production and comprehension. as well as biological and cultural perspectives on language.
- Evaluate and explain the scientific study of human language, including critically evaluating psycholinguistic theories and experimental results. I consider this course to be an opportunity to teach more than just WHAT we know about psycholinguistics. It is an opportunity to also teach HOW psycholinguistics is studied. Psychology is a science, and this course will emphasize that point. When you leave this course, you should be able to evaluate a psycholinguistic theory presented in a journal article based on the given set of experimental results.
- Explain the biological, social, and cultural influences on language processes.

Required Text

Textbook: T. A. Harley (2017). *Talking the Talk: Language, Psychology and Science (2nd Edition)*. New York, NY: Psychology Press. Note: Although this textbook is required, it is acceptable for students to find the free, older edition of the textbook online, and use that instead.

Additional Readings

At various times during the semester, additional readings will be assigned. These readings will be required, and will supplement the text and lecture. The instructor will announce and make the readings available on Blackboard, i.e., students will not be required to purchase them.

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (Windows 10 or above, OS 10.14 or above)
- Microphone (built in or external)
- Computer camera (most laptops have a camera)

Course Webpage

The instructor will administer all elements of the course using GVSU's Blackboard system. The webpage will contain pertinent course information, grades, lecture materials, announcements, readings, assignments, and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard.

To access Blackboard, go to <https://lms.gvsu.edu/ultra/course> and enter your log in and password.

Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Course Requirements

Quizzes/Assignments/Participation (~40 points total): Throughout the semester, in-class assignments on course content will be given during lecture. The dates of these assignments will be determined randomly. *No make-up assignments will be administered*, but students may miss 1 in-class assignment without penalty. It is a good idea to do the reading and lecture video assignments before the date on which they are listed—it is not possible to adequately complete these assignments without having done the reading/viewing first. Some of the assignments may be take-home assignments. You are also expected to contribute to class discussion. 10 of the points from this section will come from participation. Your contribution(s) may be a question, an answer to a question, or a comment.

Online Quizzes and Assignments (~40 points total): Students will be assessed via a combination of low-stakes quizzes, written assignments, and discussion board activities throughout the semester. *No make-up or late assignments from this category will be administered*, but students may miss 2 online quizzes/assignments without penalty (i.e., the two lowest scores from this category will be dropped).

Exams (160 points total): There will be 4 exams worth 40 points apiece. Exam dates appear on the Course Schedule, below. Exams will consist of multiple choice questions that engage your understanding of course concepts. Questions may cover any information provided by the lecture, textbook, other readings, and supplementary classroom activities such as videos. Exams will not be cumulative.

Grading

The Quizzes, Midterm Exams, and Final Exam will collectively be worth ~240 points. Based on your cumulative point score the following grades will be assigned:

| <i>Percentage</i> | <i>Grade</i> | | |
|-------------------|--------------|----------------|----|
| 93 – 100% | A | 73 – 76.99% | C |
| 90 – 92.99% | A- | 70 – 72.99% | C- |
| 87 – 89.99% | B+ | 67 – 69.99% | D+ |
| 83 – 86.99% | B | 60 – 66.99% | D |
| 80 – 82.99% | B- | 59.99% or less | F |
| 77 – 79.99% | C+ | | |

THE GRADING SCALE AS PRINTED ABOVE IS ***FINAL!*** Any changes in grading policy will be announced in class and on the course website.

Attendance

There is no attendance requirement, but I strongly recommend attending class, for several reasons: 1) Quizzes, in-class assignments and participation comprise a large part of the grading of this course. 2) There will be material covered in class that will not be found in the text book, but will be found in exam questions. 3) Repeated and varied exposure to course material results in better memory and understanding of that material.

Emergencies and Schedule Conflicts

Absences from exams related to participation in a university-sanctioned event, a personal illness, a family emergency, or a major religious holiday will be excused provided that you a) give the instructor at least one week advance notice (when the conflict is foreseeable) or a timely explanation upon your return (when the conflict is unforeseeable) and b) give the instructor written documentation from an appropriate faculty member, university administrator, physician, or clergy member. Make-up exams will be administered only if an absence from the exam is excused for one of the above reasons. Note that vacation is not considered a valid excuse. You may take a make-up exam either at another time on the normal exam day, or on the soonest possible date thereafter. An unexcused absence from an exam will constitute a score of 0.

Tentative Course Schedule

| MODULE | DATE | TOPIC(S) | READING |
|--------|--------|--|--|
| 1 | Jan 8 | Syllabus, Introduction | |
| | Jan 10 | History and Practice of Psycholinguistics | Harley: Ch. 1, Carroll: Ch. 1 |
| | Jan 15 | NO CLASS – MLK DAY OBSERVED | |
| | Jan 17 | Linguistic Principles I: Phonology, Morphology | Carroll: Ch. 2 |
| | Jan 22 | Linguistic Principles II: Syntax, Recursion | |
| | Jan 24 | Linguistic Principles III: Modern Ideas | |
| | Jan 29 | Human vs. Animal Communication | Harley: Ch. 2 |
| | Jan 31 | EXAM I | |
| | 2 | Feb 5 | Language and Thought I |
| Feb 7 | | Language and Thought II | |
| Feb 12 | | Speech Perception I | Harley: pp. 129 - 138 |
| Feb 14 | | Speech Perception II | |
| Feb 19 | | Reading I | Harley, pp. 138-151 |
| Feb 21 | | Sentence Comprehension: Modularity I | Harley: 164-178 |
| Feb 26 | | Comprehension: Modularity II, Review | |
| Feb 28 | | EXAM II | |
| 3 | | Mar 4 | NO CLASS: Spring Break |
| | Mar 6 | NO CLASS: Spring Break | |
| | Mar 11 | Sentence Comprehension: Beyond Modularity | Tanenhaus et al.(1995) |
| | Mar 13 | Sentence Production: Errors and Models | Harley:193-200; Ferreira et al. (2002) |
| | Mar 18 | Sentence Production II: Planning and Dialogue | Harley: pp. 209-215 |
| | Mar 20 | Conversational Interaction I | Branigan et al. (2000) |
| | Mar 25 | Conversational Interaction II, Review | Harley: pp. 184-186, 215-216 |
| | 4 | Mar 27 | EXAM III |
| Apr 1 | | Early Language Acquisition (online) | Harley: pp. 42-57 |
| Apr 3 | | Later Language Acquisition (online) | |
| Apr 8 | | Acquisition: School Years | Harley: pp. 73-78, 151-160 |
| Apr 10 | | The Critical Period Hypothesis | Harley: pp. 67-73; Snow, 1978 |
| Apr 15 | | Theories of Biological Innateness | Harley: pp. 58-67 |
| Apr 17 | | Brain and Language, Review | |

The above schedule is tentative. Any changes in the schedule will be announced in class and posted on Blackboard.

Exam IV: Section 1 (10am section): Monday, April 22, 10:00 am - 11:50 am
Section 2 (11am section): Wednesday, April 24, 10:00 am - 11:50 am

Note: You must take the final exam with the section in which you are registered.

Caveat

All of the information included in this syllabus, including the course schedule, assignments, and grading procedure, is subject to change. Any changes to this schedule will be announced in class and on the course webpage.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Accommodations for Students with Disabilities

If there is any student in this class who has special needs because of learning, physical or other disability, please contact Disability Support Resources (DSR) at (616) 331-2490. I would be happy to help, but DSR is the proper channel. If you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity

Section STU 4.0 of GVSU's Student Code contains very specific information about maintaining academic integrity. It states: "The principles of academic honesty and integrity are fundamental to a community of scholars. The University expects that students will not engage in acts of academic dishonesty in curricular and non-curricular academic activities. Engaging in academic dishonesty compromises the integrity of university grades, and scholarship and research.

Academic dishonesty is defined as actions or behaviors that misrepresent one's contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination. This definition includes, but is not limited to, fabrication, falsification, cheating, and plagiarism. Terms are defined as the following:

- Cheating is defined as attempting to use materials, information, or study aids in any academic exercise that have not been allowed by the instructor.
- Plagiarism is defined as offering the work of someone else as one's own. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. Academic dishonesty compromises the integrity of grades, meaning that all academic work should be done by the student to whom it is assigned without unauthorized aid.

Students will comply with the following rules, when engaging in coursework:

1. No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
5. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

PROCEDURES

When the instructor feels that action beyond a failing course grade is warranted, the instructor will report the incident at www.gvsu.edu/conduct and request additional action via the University Conduct Process. When the alleged violation is related to the Academic Honesty - Integrity of Scholarships and Grades, the Hearing Body shall be composed of faculty members.

It is the instructor's responsibility to establish a classroom atmosphere that fosters academic honesty on the part of the students. If any instance of academic dishonesty is discovered by an instructor, they will notify the student and discuss the incident. After discussing the instance with the student, the instructor will make a decision. Depending on the instructor's judgment of the particular case, they may do nothing, impose additional course requirements, ask the student to repeat the work in question, or give a failing grade for the assignment, examination or the entire course. Any time an instructor addresses a violation of Academic Honesty with a failing grade on an assignment or in a course, they must report the incident at www.gvsu.edu/conduct. Other incidents may be reported for tracking purposes. Reporting the incident will notify the Department Chair, the Dean of Students, and the Dean(s) of the Instructional Colleges. Reporting the incident does not automatically initiate additional action, but keeps record of the incident. Students may utilize the Academic Grievance Process to appeal a faculty initiated decision."