Victoria

UNIVERSITY OF WELLINGTON

Te Whare Wānanga
o te Ūpoko o te Ika a Māui

School of Linguistics and Applied Language Studies
Course Outline

LING 404, Psycholinguistics, FY, 2008

1. Course Coordinator:

Associate Professor Paul Warren
VZ 211
Ext. 5631
Email: paul.warren@vuw.ac.nz
http://www.victoria.ac.nz/lals
Office hours: tba (see office door)

2. Staff:

Associate Professor Paul Warren

3. Class times and rooms:

This is a full year course. Classes will be every two weeks on Mondays, 2pm-4pm during trimester 1 and 11am-1pm during trimester 2. They start on 3rd March, and will be held in room VZ105. A schedule of class dates is given in section 7.

4. Announcements:

Notices relating to the course will be posted on the Graduate Notice Board next to VZ307 on floor 3 of the Von Zedlitz building.

5. LALS main office:

Room 210, 2nd floor von Zedlitz Building, Kelburn Parade

6. Course Administrator:

Vivien Trott, Tel: 463 5894, Fax: 463 5604 Vivien.Trott@vuw.ac.nz

7. Content:

1	3/3	Introduction and course overview
2	17/3	Metrical segmentation
3	31/3	Information structure: given and new
Mid-trimester break		
4	28/4	Prominence, rhythm and attention
5	12/5	Producing prosodic marking: syntax and speech
6	26/5	Introducing SPOT: a research project on prosody and sentence processing
Mid-year break		
7	14/7	Situational dependency of prosodic marking
8	28/7	Prosody and syntactic parsing
9	11/8	Prosody, semantic integration, focus
Mid-trimester break		
10	8/9	Prosody, gapping, cohesion
11	22/9	Prosodic bootstrapping
12	6/10	Overview: Prosody and the processor
Exam		

8. Objectives:

The course aims to help students better understand the psychological processes involved in language production and comprehension. In 2008 the specific focus of the course will be **prosody and language processing**, though this is to be seen as a springboard for wider discussion of issues in psycholinguistic theory and research. We will examine the use of prosodic information in word recognition and sentence comprehension, as well as how speakers disambiguate using prosody. Theoretical issues include differences and similarities in the processing of spoken and written forms of language, and the issue of modularity, i.e. the extent to which there are separate processing components for syntax, meaning, prosody etc. Methodological issues in psycholinguistics will also be discussed.

By the end of the course students should be able to:
i.   understand basic psychological processes of language production and comprehension
ii. apply such understanding to the analysis of data
iii. evaluate the role of linguistic theory in the psychological examination of language use
iv. evaluate theoretical positions in psycholinguistic research
v.   understand and evaluate a range of experimental approaches
vi. apply experimental and analytical tools in completing assignments

The assessment material (section 13 below) is designed to measure the extent to which students have been able to achieve these objectives. The research project in particular measures achievement of objectives relating to experimental design and data analysis.

9. Expected workload:

One point typically equates to 10 hours of work. For a 30 point course, therefore, the expected total workload of 300 hours, spread over the 37 week period from the beginning of trimester 1 to the end of the examination period for trimester 2. This means that the average weekly load is around 8.2 hours, which will include class time every two weeks during the trimesters, plus reading and preparation of assignments and for the exam.

10. Group work:

Not applicable

11. Readings:

Preparatory reading
(NB there is no set text as such for this course, since most recent material on the topic has appeared as research papers. The following, particularly the introduction to the second item, should be seen as preparatory reading. Further readings will be provided for each topic to be covered.)

Cutler, Anne, Delphine Dahan & Wilma van Donselaar. 1997. Prosody in the comprehension of spoken language: a literature review. *Language and Speech*, 40 (2), 141-201.
Garrod, S. & M. Pickering (1999) *Language processing*. Hove: Psychology Press (esp Ch. 6).
Warren. P. (1996, ed.) *Prosody and parsing*. Hove: Psychology Press.

General texts on psycholinguistics
Carroll, D. (1994, 2nd ed.). *Psychology of Language.* Monterey, California: Brooks/Cole.
Clark, H.H. & Clark, E.V. (1977). *Psychology and Language.* New York: Harcourt, Brace & Jovanovitch.
Field, J. (2003) *Psycholinguistics: a resource book for students*. London: Routledge
Foss, D. & Hakes, D. (1978). *Psycholinguistics.* Englewood Cliffs, NJ: Prentice-Hall.
Garman, M. (1990). *Psycholinguistics*. Cambridge: CUP.
Garnham, A. (1985). *Psycholinguistics: central topics.* London: Methuen.
Harley, T. (2001, 2nd ed) *The Psychology of Language*. Hove: Erlbaum.

There are more recent editions of some of the above texts. The editions noted above are the most recent ones in the library.

Vicbooks has two locations - Student Union Building on Kelburn Campus and Rutherford House on Pipitea Campus (which stocks textbooks for Law and Commerce only). They distribute student notes (for Law (all stages) and Commerce from stage 2 upwards only) from the Pipitea shop and the student notes shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be courierded to customers or they can be picked up from either shop the day after placing an order online.

> Telephone: Kelburn 463 5515; Pipitea 463 6160
> Opening hours: 8am - 6pm Mon - Fri (during termtime, to 5pm in the holidays)
> 10am - 1pm Saturday

12. Materials and equipment:

Not applicable

13. Assessment requirements:

i) Review (1000 words)	19th May 2008	10%
ii) Research proposal (1500 words)	4th Aug 2008	15%
iii) Research project (3500 words)	29th Sept 2008	35%
iv) Take-home exam (9am-5pm)	Oct, date tba	40%

Submitting assignments and tasks

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

14. Penalties:

In line with Linguistics programme policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. Information on penalty arrangements will be included with the detailed instructions for each assignment.

15. Responsibilities for practicum arrangements (practicum courses only)

Not applicable

16. Mandatory Course Requirements (Terms):

All students must make a satisfactory attempt at all assessment components. "Satisfactory" means that where they have not reached a C standard, they must nevertheless reflect the fact that the assignment has been taken seriously and that a reasonable amount of effort has been devoted to the topic. A mark of 40% or more must be achieved in the final exam.
All written work apart from the examination must be handed in no later than 5pm on 10th Oct 2008.

17. Communication of additional information:

Additional information will be communicated to students through the noticeboard (see 4 above) and in classes

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Academic Integrity and Plagiarism

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

> *The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

http://www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support