TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Linguistics and Applied Language Studies
Linguistics Programme

LING323 Psycholinguistics

TRIMESTER 1 2011
28 February to 2 July 2011

Trimester dates
Teaching dates: 28 February to 3 June 2011
Mid-trimester break: 18 April to 1 May 2011
Study week: 6–10 June 2011
Examination/Assessment period: 10 June to 2 July 2011

Students enrolled in this course must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates
Information on withdrawals and refunds may be found at
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

1. Staff
Course Coordinator:

Assoc. Prof. Paul Warren
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Office hour:

Lecturers:

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Tutor:

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Vivien Trott, LALS Undergraduate administration,
VZ 210
Tel: 463 5255, Fax: 463 5604
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School webpage: http://www.victoria.ac.nz/lals/

2. Class times and locations

Lecture times: Mon, Weds, Fri 9:00-9:50
Lecture venues: HU LT119 (except for practical classes on Wednesdays in weeks 3, 5, 7, 9 and 11, which will be in KK216, as indicated on lecture schedule)

Tutorial times: Mon 10-11   Mon 11-12   Weds 10-11
Tutorial venues: KP22 rm 104   KP22 rm 104   VZ506

One tutorial per week. Tutorial lists will be posted on the Linguistics Undergraduate Notice Board during the first week of the trimester. Tutorials begin in the second week (beginning 7th March). Check the lists before that date. Do not miss your first tutorial. You may not change tutorials without consulting the course co-ordinator.
Tutorials form an essential part of all Linguistics courses. It is expected that students will attend all tutorials.

3. Course delivery

The content of LING 323 Psycholinguistics is delivered through a combination of lectures, computer laboratory sessions, and tutorials, as well as through students' own reading. The computer lab sessions introduce students to techniques used in psycholinguistic research. Usually, students will participate in demo versions of experiments in these sessions, and the results of these experiments are discussed in subsequent tutorials. It is expected that all students will participate in all classes.

4. Communication of additional information

Notices relating to the course will be posted on the Linguistics Undergraduate Notice Board adjacent to room VZ309 on floor 3 of the Von Zedlitz building.
Further information relevant to this course will be posted on its Blackboard site (see http://blackboard.vuw.ac.nz), which you can access using your Student Computing Service ID.

5. Course content

An examination of the psychological processes involved in producing and understanding language, including topics such as the representation of meaning in the mental lexicon,

syntactic parsing and the use of speech error data as evidence. The course includes discussion of experimental approaches to the study of language processing, involving some practical work.

weeks 1-4	introduction & language production
weeks 5-8	perception and word recognition
weeks 8-10	sentence processing
weeks 10-11	discourse and conversation
week 11	the psycholinguistics of sign language
week 12	architecture of the language system

See the attached lecture schedule for more detailed information

6. Learning objectives

The course aims to help students better understand the psychological processes involved in language production and comprehension, and the relationship of linguistic theory to psycholinguistic experiment and theory.

At the end of this course, students should be able to:

i.   understand basic psychological processes of language production and comprehension
ii.   understand claims made about the mental representation of language
iii. apply their understanding under i. & ii. to the analysis of data
iv.   evaluate the role of linguistic theory in the psychological examination of language use
v.   evaluate theoretical positions in psycholinguistic research
vi.   understand and evaluate a range of experimental approaches
vii. apply experimental and analytical tools in completing assignments and exercises

7. Graduate attributes

As with all LING courses, the learning objectives of this course contribute to the attainment of specific attributes in the areas of creative and critical thinking, communication, time management, and an awareness of ethical issues. For more details please consult our website http://www.victoria.ac.nz/lals/study/subjects/ling.aspx#graduate

8. Expected workload

In line with Faculty recommendations, it is expected that in order to make satisfactory progress students should devote 200 hours to this course over the duration of the trimester, including the mid-trimester break, study week and exam period. This averages to about 12 hours per week. This time includes attendance at classes (4 hours), as well as preparation for classes, background reading, practical work, and preparation for assignments and the examination. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

9. Readings
a. Essential texts:

Coursebook (obtainable from the Student Notes Distribution Centre). This should be brought to all classes. Make sure you have the 2011 version of the coursebook.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011. After week two of the trimester all undergraduate textbooks and student notes will be sold from VicBooks on level 3 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 couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

b. Recommended Reading:

Harley, Trevor A. 2008 (3rd ed.). *The Psychology of Language*. Hove: Psychology Press.
Harley, Trevor A. 2010. *Talking the Talk: Language, Psychology and Science*. Hove: Psychology Press.
Garnham, Alan 1985. *Psycholinguistics: central topics*. London: Methuen.
Garman, Michael 1990. *Psycholinguistics*. Cambridge: CUP.

The Coursebook includes a comprehensive bibliography for this course. A number of books and periodicals useful for this course have been placed on reserve in the library. If you have difficulty accessing material for this course, please let the Coordinator know as soon as possible.

10. Assessment requirements

Practical exercise 1	15%	750 words	6 April 2011
Practical exercise 2	15%	750 words	4 May 2011
Assignment	30%	2000 words	25 May 2011
Final exam (3 hrs)	40% (not an open-book exam)		in exam period (10 June-2 July)

The practical exercise will involve analysis of language data of relevance to psycholinguistics. The assignment topics will include options in the areas of speech production and language comprehension. The practical exercise and assignment relate to objectives i to vii (see section 6 above). The final examination relates to objectives i. to vi.

Details for each of these assessment components are available separately, including marking criteria and how these relate to learning objectives. They are also on the Blackboard site.

You are advised to think about each of the assignments well in advance, as some topics involve a small amount of data collection, for which you will need to be prepared. This may mean starting to think about each one before the previous piece of work has been submitted and returned.

Note that you must achieve a mark of at least 40% in the final exam in order to pass this course.

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

11. Penalties
In line with school 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.

12. Mandatory course requirements

To gain a pass in this course each student must:
a) Hand in the practical exercise and assignment by the specified dates, having made a serious attempt to complete each of them.
b) Achieve a standard of 40% or better in the final examination.

13. Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

14. Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible',
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

15. Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.
Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:
http://www.victoria.ac.nz/home/study/plagiarism.aspx

16. Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most

statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Victoria University of Wellington
School of Linguistics and Applied Language Studies

COVER SHEET

COURSE NAME & CODE

LING 323 Psycholinguistics

SURNAME :_____

GIVE NAME :_____

ID NUMBER :_____

LECTURER :_____ **Paul Warren** _____

ASSIGNMENT TITLE / NO :_____

NUMBER OF WORDS :_____

DUE DATE :_____

Please complete the following checklist: **tick box**

I have checked my work carefully before submitting ☐

I have included a list of references, properly formatted ☐

I have numbered the pages of this work ☐

I have retained a copy of this work ☐

There is no plagiarism in this work ☐

I value your feedback and will collect my work promptly ☐
OR
I do not require any feedback on this work ☐

STUDENT'S SIGNATURE : _____

DATE :_____

Date		Location	Lecturer	Topic	Coursebook chapters	Assessment
28-Feb	1	HULT119	PW	Introduction: some key issues	1	
2-Mar	2	HULT119	PW	Producing language	2	
4-Mar	3	HULT119	PW	Planning and pausing	2	
7-Mar	4	HULT119	PW	Putting sentences together	2	
9-Mar	5	HULT119	PW	Choosing words	3	
11-Mar	6	HULT119	PW	Inserting words	3	
14-Mar	7	HULT119	PW	Building words - morphology	4	
16-Mar	8	KK216	PW	Practical class: resources and methods in psycholinguistics		
18-Mar	9	HULT119	PW	Building words - phonology	4	
21-Mar	10	HULT119	PW	Checking & repairing	5	
23-Mar	11	HULT119	PW	Accompanying - speech and gesture	6	
25-Mar	12	HULT119	CW	Language production: evidence from aphasia		
28-Mar	13	HULT119	PW	Speech perception	7	
30-Mar	14	KK216	PW	Practical class: Issues in perception & word recognition		
1-Apr	15	HULT119	PW	Visual perception for language	7	
4-Apr	16	HULT119	PW	Accessing words	8	
6-Apr	17	HULT119	PW	Recognising words	8	Practical ex. 1
8-Apr	18	HULT119	PW	Frequency & neighbours	8	
11-Apr	19	HULT119	FB	Neighbourhoods & acquisition		
13-Apr	20	KK216	PW	Practical class: further issues in word recognition		
15-Apr	21	HULT119	PW	Visual word recognition	9	
				Mid-trimester break		
2-May	18	HULT119	PW	Models of word recognition	9	
4-May	19	HULT119	CW	Reading & dyslexia	9	Practical ex. 2
6-May	20	HULT119	FB	Processing formulaic language		
9-May	21	HULT119	SC	Sentence complexity	10	
11-May	22	KK216	PW	Practical class: issues in sentence processing		
13-May	23	HULT119	SC	Strategies for sentence processing	10	
16-May	24	HULT119	SC	Presuppositions & plausibility	11	
18-May	25	HULT119	SC	Lexical preferences	11	
20-May		HULT119	SC	Prosody & parsing	11	
23-May	27	HULT119	PW	Anaphora	12	
25-May	28	KK216	PW	Practical class: further issues in sentence processing		Assignment
27-May	29	HULT119	PW	Fillers and gaps	12	
30-May	30	HULT119	DM/RM	Sign language and cognition		
1-Jun	31	HULT119	PW	How is language organised?	13	
3-Jun	32	HULT119	PW	Overview		

PW: Paul Warren; SC: Sasha Calhoun; FB: Frank Boers; CW: Carolyn Wilshire (Psych); DM/RM: David & Rachel McKee