Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
WHAT EVEN IS THIS COURSE

Language is perhaps the clearest example of something that is uniquely human. While many animals use calls to communicate, our ability to create and understand sentences we've never heard before and will never hear again appears to mark human languages as fundamentally different. In studying how we learn, produce, and perceive language, we study in part what it is to be human. How do we perceive language? How do our brains decide what words we're hearing? How do these words get arranged into meaningful sentences and conversations? How do we produce language? Is producing sign language different than producing spoken language? How do we learn language as babies? How do we learn language as adults? How and why do we make mistakes in speech, and what can we learn from these mistakes? Does the language we speak influence the thoughts we think? These questions will be one focus of the class; the other focus will be how we've come to know what we know about language – the methods of investigating psycholinguistics.

MODE OF DELIVERY

This course will be delivered in person. We will have in-person class sessions at the scheduled class time, complemented by asynchronous discussion boards and quizzes. All course materials can be found on our Carmen page. Email is the best way to contact me if you have questions or concerns. On weekdays I make every effort to respond to student emails within 24 hours. Office hours will be held in-person unless otherwise specified, but you are welcome to set up an appointment via Zoom if you prefer.

REQUIRED MATERIALS


Note: This is the older edition of this textbook. The newer edition is also fine, though it’s pricier, and the chapter numbering may be a bit different.
GE REQUIREMENT

This course fulfills the OSU General Education goals in Social Science: Individuals and Groups. Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

This course fulfills OSU general education Expected Learning Outcomes by introducing students to the study of language as a psychological and cognitive phenomenon. Students will learn about linguistic analysis, experimental approaches to psycholinguistics, and the theoretical development of the field. Students will also learn about designing and conducting behavioral psycholinguistics experiments. Students are expected to understand theories of production, perception, and acquisition of language; understand cross-cultural differences and similarities in language use; and reflect on language as a social tool to inform our perspectives on human governance.

ASSESSMENT

Grades in this class are additive. If you want an A, you need to earn at least 930 points. I don’t strongly care how you go about doing that. Final letter grades in this class are based on 1000 points, but you may notice that, if you add up all the points below, there are more than 1000 points available. As you demonstrate mastery of the material on various assignments, you earn points towards your final grade. The result of this system is that most of the assignments in this course are effectively optional, with the exception of the LOC requirement. That is, you will have many different opportunities to demonstrate mastery of core concepts. No need to panic or ask me about a makeup if you miss a quiz (barring extenuating circumstances). You can earn the points another way, so just look for another assignment to do. I endeavor to provide useful feedback on your assignments. If you get something wrong and don’t understand why, please come talk to me, and I’d be happy to elaborate. Because this isn’t a system where you are penalized for messing up, in general, the more work you put in, the more points you will earn, and the better your overall grade will be.

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<td>930 – 1000+</td>
<td>C</td>
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<td>0-599</td>
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<td>Final Project:</td>
<td>150</td>
<td>C+</td>
<td>770 – 799</td>
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Participation

Being an active participant in the classroom is important for you and for the instructor. You signed up for this class presumably because you want to learn about psycholinguistics. The more active you are in class, the more you stand to learn. I will occasionally ask questions or do quick polls to gauge where the class is at on a topic. These shouldn’t be a big deal, but I expect you to do these as part of your participation. Feedback and participation let me know that you’ve understood, or it tells me to go back to make sure everyone’s got it. If you are not particularly vocal or social in the classroom, don’t worry. These should be easy points – I just want to see you show up and honestly engage in the class.

I will often ask students to complete minute papers on arbitrary days. Minute papers will consist of answering short questions for participation points. These questions may be quite general, e.g. “What is a question you still have about the material?” or may be more specific to the content at hand. You will hand these in physically, so try to bring some scratch paper to class most days. The bulk of participation points will come from either completing minute papers in person or doing brief surveys, like the get-to-know-you student survey, on Carmen.

If you do things in class that common sense tells you aren’t appropriate to a classroom, your participation grade may be penalized. Such bad things include but aren’t limited to disrupting class, playing games on your phone/computer, doing homework for other classes, etc. When you’re in class, I expect you to pay attention and not distract yourself with other tasks, tempting though they may be.

I also expect you to show respect for your fellow students. You will have many opportunities to share your thoughts on the material in this class, and you may sometimes disagree with your classmates. Disagreement is an opportunity for growth, but it’s important that we be able to disagree without disrespecting one another and try to criticize ideas rather than people.

Linguistics Outside the Classroom (LOC) Requirement

To fulfill this requirement, you must complete 2 LOC activities through the course of the semester. To complete each activity, you may either participate in a linguistics experiment or attend a scheduled talk in the linguistics department. Note that the deadlines for LOC are on Fridays, which is weird for our course. The Institutional Review Board (IRB) sets these deadlines. I don’t have of control them. You will receive more detailed information in class and through Carmen.

Discussion Posts

There will be six discussion posts throughout the semester. These will require you to read an article from the primary research literature and respond to it in some meaningful way via the discussion boards on Carmen. Your post can take many different forms, but it should demonstrate that you’re engaging with the reading. Discussion posts could be questions or comments you had about the material, areas where you disagree with the conclusions drawn by authors, directions for future research, connections you see with your own work, thoughtful responses to other students’ posts, etc. Explain your comments fully, but length is less important
than substance. Discussion boards will be available on Carmen one week prior to the deadline and posts must be submitted to the discussion board by midnight on the due date.

**Homework**

There will be three homework assignments in this course. They are designed to get you to think about what we’ve discussed in class, and they show me how you’re thinking about the material. Each homework assignment is designed as a small experiment that you will run on yourself and up to two others. If an assignment asks you to run an experiment on participants other than yourself, you are responsible for finding your own participants. You may use your classmates as participants, but you should write up your results separately. Homework assignments must be turned in by midnight on the due date and must be submitted via Carmen as a PDF. Assignments submitted via email will not be accepted.

**Quizzes**

There will be seven Carmen quizzes to help make sure you're getting key points from the textbook and lecture. The quizzes will be explicitly open-book/open-notes, but you are not permitted to use other sources, such as the internet or other students, to look up answers. There will be a one-hour time limit for each quiz. Once you begin a quiz in Carmen, the timer keeps going regardless of whether Carmen is open or not. This means you should have done the reading and have your notes prepared before you begin the quiz.

Quizzes will be made available at the end of class on the day that we finish the material, and they will be available for one week. Quizzes are due at midnight one week after they are made available. Students should not take quizzes during our regularly scheduled classes. Quizzes taken during class will be marked as late, even if they are submitted before the official deadline.

**Final Project**

The final project for this class asks you to follow up on a question of your choosing that we’ve touched on earlier in the semester. You will select a topic from the readings or lectures that interested you and do some background reading in the primary literature. You will then propose an experiment that answers a related question, sketching out the procedure, designing sample materials, and making educated predictions about what you would observe if you implemented your experiment. More details will follow as we get further into the semester.

**ARTICLES FOR DISCUSSION POSTS**

**Production & Language Change**


**Neurolinguistics**

Lexical Acquisition

Prosody in Child Directed Speech

Monitoring for Speech Errors

Extra-linguistic Social Information in Speech Processing

Policies

Submissions
Students are responsible for ensuring that their assignments are submitted and that the files they upload for submissions are readable. You are encouraged to review the submission details in Carmen to verify that your submission is readable. Students will receive no points for files that are corrupted or otherwise not readable, regardless of whether they are submitted by the assignment deadline.

Late work
Discussion posts, homework, and quizzes must be turned in by midnight on the due date. Excluding minute papers and the final project, assignments received within 72 hours of the due date will lose 20% of points earned. Assignments will not be accepted after 72 hours past the due date. Minute papers are due at the end of class unless otherwise specified and may not be turned in late. The final project is due at our final exam time (9:45am on December 10th) and may not be turned in late. In extenuating circumstances, the instructor makes the final judgment. Come to office hours or reach out to me by email if you have questions or are struggling with the assignments.

Collaboration
In general, you are encouraged to work with one another on assignments, but you may not collaborate on quizzes. Students may discuss the content of the non-quiz assignments and discuss ways of completing them. However, every student should type up their own response in their own words. If you work with someone on an assignment, please type their name clearly at the top of your submission.
Attendance, Health

I am not taking formal attendance. You are all adults. If you have other commitments, you are responsible for managing them. That said, I really want to see you show up for class, and I do notice who shows up. This course will cover a lot of material, and it will not be to your advantage to miss class. This class is structured so that you will learn the most if you attend and actively participate. Attending class will also be the only way to get credit for minute papers. If you are late, come in quietly and respectfully. I encourage you to attend class when you are healthy so that you can take sick days when needed. You are responsible for all material missed. If you are not able to attend class regularly, reach out to Student Life Disability Services now. If during the semester you find yourself in extenuating circumstances (family, mental or physical health, etc), let me know, and we will work out a solution.

Food and Drink

We’re likely to be in close proximity during class. So long as your behavior does not become a distraction to other students, I don’t mind you having an occasional sip of water/soda/whatever, but please keep it to a minimum and be conscientious of masking requirements. As per current health and safety guidelines, you should not be eating in class. Barring big changes to those guidelines, you should not be eating or drinking for extended periods of time without a mask on.

Blurbs and University-wide Policies

ACADEMIC MISCONDUCT

Your assignments should be your own original work. In written assignments, you should follow APA style to cite the ideas and words of your sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

HEALTH AND SAFETY REQUIREMENTS

Reminder: All teaching staff and students are required to comply with university safety and health guidance. Review guidelines at Safe and Healthy Buckeyes (https://safeandhealthy.osu.edu/).
STUDENTS WITH DISABILITIES

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
Carmen

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

- Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen

- **Self-Service and Chat support:** [http://ocio.osu.edu/selfservice](http://ocio.osu.edu/selfservice)
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

**ADDITIONAL RESOURCES**

**The Writing Center** - [https://cstw.osu.edu/our-programs/writing-center](https://cstw.osu.edu/our-programs/writing-center)

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. You may schedule an appointment by visiting WCONline or by calling 614-688-4291. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out Individual Writing Support and Group Writing Support pages for the types of consultations provided. They also maintain a Writing Resources page with writing handouts and links to online resources.

**Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the
aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

**Dennis Learning Center** - [http://dennislearningcenter.osu.edu/](http://dennislearningcenter.osu.edu/)

The DLC applies their expertise in education, psychology, instruction, and technology to provide outreach that includes elective courses, workshops, and individual academic coaching. They help students flourish by providing assistance in areas that include motivation, academic stress, procrastination, study skills, time management, test taking, learning from text, note taking, and self-regulation.

**APA Citation and Style Guides**

[https://www.apastyle.org/index](https://www.apastyle.org/index)

[https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**SMART Lab** - [https://u.osu.edu/smartlab/schedule/](https://u.osu.edu/smartlab/schedule/)

Our mission in the SMART Lab is to teach and research the efficacy of stress management and resiliency skills with students at Ohio State. (They offer both online and in person services including group meditation, guided mindfulness and biofeedback.)
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<td>Introduction</td>
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<td>Week 2</td>
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<td>Origins of Language</td>
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<td>Sedivy Ch. 2.4-2.6</td>
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<td>Neural Basis of Language</td>
<td>Sedivy Ch. 3.1-3.2</td>
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<td>Sound Structure Acquisition and Processing</td>
<td>Sedivy Ch. 4.1-4.2</td>
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<td>Syntax Acquisition and Processing (cont.)</td>
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<td>Meaning in Discourse</td>
<td>Sedivy Ch. 10.1-10.2</td>
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<td>Project Workshopping</td>
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<td>Linguistic Diversity &amp; Relativity</td>
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<td>12/7 (T)</td>
<td>Wrap-Up</td>
<td>Quiz 7, LOC 2 (due Wednesday, 12/8)</td>
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**FINALS WEEK (Fri. 12/10 – Thurs. 12/16); FINAL PROJECT DUE FRIDAY, 12/10, 9:45 AM**