

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!

Language and the Mind

LING 3701H / PSY 3371H

Course description

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 marks human languages as fundamentally different. 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 determine 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.

Required materials

- Textbook: *Language in Mind: An Introduction to Psycholinguistics*, Julie Sedivy. 2014. Sinauer Associations.

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.

Grading

Midterm:	15%	100 – 93	A	76.9 – 73	C
Final project:	20%	92.9 – 90	A-	72.9 – 70	C-
Discussion posts:	5%				

Homework:	21%	89.9 – 87	B+	69.9 – 67	D+
Quizzes:	24%	86.9 – 83	B	66.9 – 60	D
Participation:	10%	82.9 – 80	B-	Below 60	E
LOC Requirement:	5%	79.7 – 77	C+		

Homework

There will be three homework assignments. 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 your friends. Assignments are due by the beginning of class on the day that they are due. Homework assignments should be submitted via Carmen as a PDF. Homework assignments submitted via email will not be accepted.

Quizzes

There will be seven quizzes to help make sure you're getting key points from the textbook and lectures. The quizzes will be completed in class and will be closed-book. Questions will be multiple choice and short-answer. The lowest quiz grade will be dropped, so only six of the seven will count towards your grade.

Midterm

There will be a midterm exam that covers material from the lectures and readings. Questions will be multiple choice and short-answer. The exam will take place in class on October 27^h.

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 one week prior to the deadline and posts must be submitted to the discussion board by 5:00 p.m. the day before we discuss them in class. Specific due dates for the discussion posts are listed in the syllabus.

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 may either work alone or group up with up to 3 other students and will select a topic from the readings or lectures that interested you and do

some background reading in the primary literature. A few weeks before the project is due, you (as a group) will turn in an annotated bibliography describing at least 5 articles related to your topic (please submit by 11:59 p.m. on 11/23, the day before Thanksgiving break). You will then propose an experiment that answers a related question. This proposal will provide a description of the procedure, sample materials, and educated predictions about what you would observe if you implemented your experiment. More details will follow as we get further into the semester.

Participation

Being an active participant in the classroom is important for you and for the instructor. As the instructor, 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. If your demeanor, behavior, or eating habits become a distraction in the classroom, your participation grade may be penalized.

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 requirement, you may participate in a linguistics experiment and/or attend a scheduled talk in the linguistics department. More detailed information will be delivered in class and through Carmen.

General policies

Academic misconduct:

Plagiarism on any coursework, whether it is a term essay paper or an LOC questionnaire, is not tolerated at Ohio State. Students are not allowed to copy *any* person's work without proper acknowledgement and are not allowed to collaborate on work unless given prior permission. If in doubt about whether to cite a source, talk to me about it (or just cite the source.) I am required as an OSU instructor to report any cases of academic misconduct, and the department who handles these cases can be very harsh with their punishments.

Computer use:

You are welcome to use computers and other devices to take notes during class, but ***please*** be respectful of other students, and keep your activities to those strictly related to class. If your computer usage becomes a distraction to other students, I may ask that you put up your electronics during class.

Submission of work:

All submitted work (homework and lab activities) must be typed and can be submitted on Carmen. Submitted work must be in PDF format. Work submitted via email will not be accepted. **Late work will not be accepted without prior approval.**

Carmen:

All assignments and lecture materials will be available on Carmen. This is also where I will post grades and make course announcements, so please check it regularly.

Students with special needs The University strives to make all learning experiences as accessible as possible. 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 (SLDS). 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.

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.

Schedule

Week	Date	Topics	Readings	Due
Week 1	8/25 (W)	Introduction		
Week 2	8/30 (M)	Origins of Language	Sedivy Ch. 1	
	9/1 (W)	Origins of Language	Sedivy Ch. 2	
Week 3	9/6 (M)	NO CLASS—LABOR DAY		
	9/8 (W)	Origins of Language		Discussion Post: Senghas (2003) due by

				5:00 p.m. on 9/7
Week 4	9/13 (M)	Neural Basis of Language	Sedivy Ch. 3	
	9/15 (W)			Quiz 1
Week 5	9/20 (M)	Sound Structure Acquisition	Sedivy Ch. 4	Discussion Post: Ding et al. (2015) due by 5:00 p.m. on 9/19
	9/22 (W)			Quiz 2
Week 6	9/27 (M)			
	9/29 (W)	Lexicon Acquisition and Processing	Sedivy Ch. 5	Homework 1
Week 7	10/4 (M)			Quiz 3
	10/6 (W)		Sedivy Ch. 7	Discussion Post: Gentner & Boroditsky (2001) due by 5:00 p.m. on 10/5
Week 8	10/11 (M)	Lexical Acquisition and Processing (cont.)		
	10/13 (W)	Syntax Acquisition and Processing	Sedivy Ch. 6	LOC 1
Week 9	10/18 (M)		Sedivy Ch. 8	Quiz 4
	10/20 (W)	Syntax Acquisition and processing (cont.)		Homework 2
Week 10	10/25 (M)	Exam review/Article discussion/ Discuss final project		Discussion Post: Kempe et al. (2010) due by 5:00 p.m. on 10/24

	10/27 (W)	MIDTERM EXAM		
Week 11	11/1 (M)	Language Production	Sedivy Ch. 9	
	11/3 (W)			
Week 12	11/8 (M)			Discussion Post: Emmorey et al. (2009) due by 5:00 p.m. on 11/7
	11/10 (W)	Meaning in Discourse	Sedivy Ch. 10	Quiz 5 (Language production)
Week 13	11/15 (M)			
	11/17 (W)			Homework 3
Week 14	11/22 (M)		Sedivy Ch. 11	Quiz 6 (Meaning in discourse) Annotated bibliography due by 11:59 p.m. on 11/23
	11/24 (W)	No class-Thanksgiving		
Week 15	11/29 (M)	No class- Ellen away		
	12/1 (W)	No Class-Ellen away		
Week 16	12/6 (M)	Linguistic Diversity	Sedivy Ch. 12	Discussion Post: Babel & Russell (2015) due by 5:00 p.m. on 12/5
	12/8 (W)	Wrap-up		Quiz 7 (Social processing, Linguistic Diversity), LOC 2

ARTICLES FOR DISCUSSION POSTS

Production & Language Change

Senghas, A. (2003) Intergenerational influence and ontogenetic development in the emergence of spatial grammar in Nicaraguan Sign Language. *Cognitive Development*, 18, 511-531.

Neurolinguistics

Ding N., Melloni L., Zhang H., Tian X., & Poeppel D. (2015) Cortical tracking of hierarchical linguistic structures in connected speech. *Nature Neuroscience*, 19(1), 158-64.

Lexical Acquisition

Gentner, D., & Boroditsky, L. (2001). Individuation, relativity, and early word learning. *Language acquisition and conceptual development*, 3, 215-256.

Prosody in Child Directed Speech

Kempe, V., Schaeffler, S., and Thoresen, J. (2010). Prosodic disambiguation in child-directed speech. *Journal of Memory and Language*, 62, 204-225.

Monitoring for Speech Errors

Emmorey, K., Bosworth, R., and Kraljic, T. (2009). Visual feedback and monitoring of sign language. *Journal of Memory and Language*, 61, 398 – 411.

Social Factors

Babel, M., & Russell, J. (2015) Expectations and Speech Intelligibility. *Journal of the Acoustic Society of America* , 137 (5), 2823–2833