



**UNSW**  
SYDNEY

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# **ARTS2693**

Psycholinguistics

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Mengistu Amberber	m.amberber@unsw.edu.au	TBA	Morven Brown 241	9385 2299

### School Contact Information

School of Humanities and Languages

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## Course Details

**Credit Points 6**

### Summary of the Course

Subject Area: *Linguistics*

This course will introduce you to the complexity and creativity of the human use of language with particular reference to first language acquisition and development. Like breathing, walking and sleeping, producing and understanding language is a natural activity that you engage in, multiple times a day, with little or no conscious awareness or effort. Psycholinguistics is a field that studies the unconscious processes that underlie this ability. The more you understand about language, how it is acquired, and how it is processed, the more you understand about yourself and the people around you.

### Course Learning Outcomes

1. Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.
2. Apply general principles of linguistics to the analysis of psycholinguistic data in English and other languages.
3. Evaluate the major approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.
4. Appraise a variety of empirical tools used by psycholinguists to study language acquisition and language performance.

### Teaching Strategies

The teaching strategies include lectures, tutorials, class presentations, and group discussions. The weekly lectures are divided into two parts. In the first part, basic concepts and theoretical issues are presented. In the second part, various issues and questions are presented and discussed in an interactive manner and you are encouraged to contribute to the discussion. The tutorials provide the opportunity for an in-depth examination of theoretical and empirical issues in psycholinguistics with particular reference to language development.

## Assessment

The American Psychological Association (APA) referencing system is used for all assignments in this course. For further details, please see: <http://student.unsw.edu.au/apa>

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-class test	10%	03/07/2019 02:00 PM	1,3
Critique of research paper	20%	17/07/2019 04:00 PM	1,3,4
Research report	30%	31/07/2019 02:00 PM	1,2,4
Research essay	40%	14/08/2019 04:00 PM	1,3,4

### Assessment Details

#### Assessment 1: In-class test

**Start date:** Not Applicable

**Length:** 45 minutes

**Details:** An in-class test on the major topics covered in the lectures, tutorials, and required reading. Marking via a rubric. Individual written feedback will be provided.

**Submission notes:** Please see Moodle for the instructions, resources, and marking criteria for this assessment.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Critique of research paper

**Start date:** Not Applicable

**Length:** 1,000 words

**Details:** A 1,000-word written critique of a published research paper. Marking via rubric. Individual written feedback will be provided.

**Submission notes:** Please see Moodle for the instructions, resources, and marking criteria for this assessment.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 3: Research report

**Start date:** Not Applicable

**Length:** 1,000 words (Part 1) and 10 minutes (Part 2)

**Details:** A research report on the analysis of a provided dataset. This report takes a 1,000-word written form (20%) and a 10-minute oral presentation (10%). Marking via a rubric. Individual written feedback will be provided.

**Submission notes:** Please see Moodle for the instructions, resources, and marking criteria for this assessment.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### **Assessment 4: Research essay**

**Start date:** Not Applicable

**Length:** 2,000 words

**Details:** A 2,000-word research essay on one of the topics covered in the course. Marking via a rubric. Individual written feedback will be provided. This is the final assessment for attendance purposes.

**Submission notes:** Please see Moodle for the instructions, resources, and marking criteria for this assessment.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

Attendance of **Lectures and Tutorials** is mandatory in this course. Unexcused absence from more than **20% of Lectures/Tutorials** will result in the award a fail grade. In **Lecture/Tutorials** you will actively engage with core course content, enabling you to attain **CLO 1, 2, 3, 4**.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	The history of the study of language development; major issues in the study of language development
	Tutorial	Discussion and exercises on Week 1 Lecture content.  Please note that detailed information and instruction for each week's lecture topic and tutorial tasks, class/online activities and expectation will be available on Moodle. Lecture/tutorial topics and schedule are subject to change. You must consult Moodle for regular updates.
	Reading	Hoff, ch. 1;  CHCL, ch.2, ch.5  [Hoff = Hoff, Erika (2014) <i>Language Development</i> , 5th Edition, Cengage.]  [CHCL = <i>The Cambridge Handbook of Child Language</i> .]
Week 2: 10 June - 14 June	Lecture	The human brain and language; the critical period hypothesis
	Tutorial	Discussion and exercises on Week 2 lecture content.
	Reading	Hoff, ch. 2;  CHCL, ch.4, ch.6
Week 3: 17 June - 21 June	Lecture	Sensory and perceptual foundation; cognitive foundations
	Tutorial	Discussion and exercises on Week 3 lecture content.
	Reading	Hoff, ch. 3;

		CHCL, ch.7,ch.9
Week 4: 24 June - 28 June	Lecture	Prelinguistic speech sound development; the development of phonological processes
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 4; CHCL, ch.10, ch.11
Week 5: 1 July - 5 July	Lecture	The course of early lexical development; individual differences in language development; the process of word learning
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 5; CHCL, ch.12, ch.13
Week 6: 8 July - 12 July	Module	<b>This is a reading week. No classes.</b>
Week 7: 15 July - 19 July	Lecture	Grammatical development; Explaining the acquisition of grammar
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 6; CHCL, ch.14, ch.15
Week 8: 22 July - 26 July	Lecture	Language and culture; language and cognition - possible relations
	Tutorial	Discussion and exercises on Week 8 lecture content.
	Reading	Hoff, ch. 8
Week 9: 29 July - 2 August	Lecture	Bilingual first language acquisition; bilingual language use
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 9; CHCL, ch. 21
Week 10: 5 August - 9 August	Lecture	Language development in deaf children; language development in children with specific language impairment
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 11; CHCL, ch.22, ch.23

## Resources

### Prescribed Resources

#### Textbook Details

Hoff, Erika (2014) *Language Development*, 5th Edition, Cengage.

Also required reading: selected chapters from *The Cambridge Handbook of Child Language* (available online)

### Recommended Resources

Aitchison, J. (2007) *The Articulate Mammal*, 5<sup>th</sup> edition, Routledge.

Birdsong, D. (2005). Interpreting age effects in second language acquisition. In *Handbook of bilingualism: Psycholinguistic approaches*, 109-127.

DeKeyser, R., & Larson-Hall, J. (2005). What does the critical period really mean? In *Handbook of bilingualism: Psycholinguistic approaches*, 88-108.

Dell, G. S. (1995). Speaking and misspeaking. In L. R. Gleitman and M. Liberman (Eds.), *An Invitation to Cognitive Science*. Vol. 1, Language. Cambridge, MA: MIT Press, pp. 183-208.

Fernandez, E.M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*, Wiley-Blackwell.

Fisher, C., Gertner, Y., Scott, R. M. and Yuan, S. (2010). Syntactic bootstrapping. *WIREs Cognitive Science*, 1: 143–149.

Gleitman, L.R. & Papafragou, A. (2013). Relations between language and thought. In D. Reisberg (Ed.), *Handbook of Cognitive Psychology*. New York: Oxford University Press, pp. 504-523.

Grosjean, F. (2010). *Bilingual: Life and Reality*, Harvard University Press.

Johnson, J.S., & Newport, E.L. (1989). Critical Period Effects in Second Language Learning. The Influence of Maturational State on the Acquisition of English as a Second Language. *Cognitive Psychology*, 21, 60-99.

Pinker, S. (1994) *The Language Instinct*. Penguin.

Pinker, S. (2007) *The Stuff of Thought: language as a window into human nature*. Viking.

Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science*, 12, 4: 323-328.

Trueswell, J.C., Sekerina, I., Hill, N.M. & Logrip, M.L. (1999). The kindergarten-path effect: studying on-line sentence processing in young children. *Cognition*, 73, 89-134.

### Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience as well as informal feedback throughout the course.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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