

**Psychology of Language
Term 2 2022
MW 9:30-11**

Instructor

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Office hour: Th 11-12 or by appointment (see Zoom link below)

TA

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Course Zoom link	Elena's office hour Zoom link:
https://ubc.zoom.us/j/62756918720?pwd=cXdsY3hGTmNvNld0VG9sa0Q1djYzQT09	https://ubc.zoom.us/j/67791510043?pwd=OWloNjA2Q0pUU3F3R1ExcmdOOEpVdz09
Meeting ID: 627 5691 8720 Passcode: 823245	Meeting ID 677 9151 0043. Passcode 915724

Academic Calendar Entry

PSYO 380 (1-9) d Special Topics in Psychology

Intensive examination of selected topics and issues in psychology. This course will not be offered each term; check list of current offerings. May be repeated on a different topic for a maximum of 9 credits during complete program of study. [1-9 hours/week lecture]

Prerequisite: Two of PSYO 219, PSYO 220, PSYO 230, PSYO 241, PSYO 252, PSYO 270, PSYO 271, PSYO 298, PSYO 299 or 6 credits of 200-level Psychology.

Course Format

This is a seminar-style course. Students are expected to arrive having read the required reading(s) for the day and be ready to discuss them in class. If it is not possible to meet in person, students will join the course Zoom link for class.

Course Overview, Content, and Objectives

The purpose of this course is to introduce students into the psychology of language. This course is centred around three themes/ questions:

- 1) How do children learn their first language(s)?
- 2) How do adults learn and process language?
- 3) How can language be disrupted?

To address the first two themes, students will read the required readings and write selectively about them. To address the second question, students will analyze at least one speech error contributed by the class. The third question will be addressed in a group project: students will individually contribute a synthesis of a language disorder and then work with a group to present the main findings.

Learning Outcomes

- 1) Demonstrate understanding of primary literature on the psychology of language
- 2) Articulate the most important points of primary literature on the psychology of language
- 3) Articulate connections between required readings and the three questions driving the class
- 4) Synthesize across readings, showing how they interrelate
- 5) Identify speech errors
- 6) Articulate the connection between speech errors and selected required readings

- 7) Demonstrate information literacy, including use of psychology databases, identifying objective sources of psychology information and interpretation of simple graphs and statistical findings
- 8) Engage in innovative and integrative thinking and problem solving
- 9) Demonstrate effective writing in papers using APA format
- 10) Work with a group to construct a coherent oral presentation

Evaluation Criteria and Grading

This course is graded as a percentage, with the final grades corresponding to UBC conventions. The table below details the exact assignments, their weight, and the learning objectives targeted with each assignment.

Assignment	Due date	Weight toward grade	Learning objectives
Pretest	January 10 (11:59pm)	0.5%	
Reading quizzes	Before class everyday	12% (best 12 out of 16)	1
Article presentation	Assigned	5%	1, 2, 3
Paper#1	February 14	20%	4, 7, 9
Speech error submission	March 7	5%	5
Paper#2	March 21	25%	6
Synthesis	March 28	20%	4, 7, 9
Group presentation: group score	Either April 4 or 6	2%	10
Group presentation: individual score	Either April 4 or 6	8%	1, 2, 3, 7, 10
Final quiz	April 11	7.5%	2, 8

Description of assignments

Pretest. The pretest is designed to assess what you know already about the three themes organizing this class. Full points are awarded for attempting to answer the questions. It is not possible to make up the pretest if you miss the deadline.

Reading quizzes. Reading quizzes consist of 5-6 questions (usually multiple choice) on the required reading(s) of that particular day. Students have 10 minutes to take each quiz. Quizzes are due at 9:25am the day marked in the course schedule. It is not possible to make up a reading quiz for any reason. Students will get the points corresponding to their best 12 out of 16 quiz scores.

Article presentation. Students will be assigned to one of the required readings. On the relevant date in class, they will briefly remind the class of the main points about the article. They will pose discussion questions about points that were unclear and about how the article relates to the theme of the course. The summary should take into account that everyone will have read the article.

Paper #1. This paper addresses the question of how children learn language. Students will write a coherent, well-organized answer to the question, in a double-spaced paper of approximately 4-5 pages. Students are required to cite at least eight of the first 12 required readings in answering this question. Make sure to add a references page. No readings other than these 12 readings are required for this paper.

Speech error submission. Students will submit at least five speech errors to this Qualtric link: https://ubc.ca/qualtrics.com/jfe/form/SV_a8YywlM5PV5i4po. Submission requires the student's name, the error, any notes about the person who made the error (e.g., age, number of languages known, state of mind) and/or the context that might help explain the error. Students will fill out the survey at least five times (one time for each error submitted).

Paper #2. This paper addresses the question of why a speech error (or speech errors) might occur. Students will write a coherent, well-organized answer to the question, in a double-spaced paper of approximately 4-5 pages. Students are required to cite at least two of required readings #13-24 in answering this question. Points will be taken off if relevant required readings are not cited.

Synthesis. Students will select five research articles related to the topic of their group presentation. They will write a coherent, well-organized paper synthesizing those readings (double-spaced; approximately 4-5 pages).

Group presentation: Each group of students working on a topic will present in class about what they have found out. Each individual is expected to arrive prepared and present in an engaging and memorable way about the topic. In addition to a score for each individual student's presentation (8%), the group as a whole will be assessed on their ability to construct a coherent, engaging presentation (2%).

Final quiz. The final quiz will cover all three themes of the class, but the focus will be on the third theme, as covered by presentations done by students in class.

Course Schedule

Date	Topic	Required readings	Assignments due
Jan. 10	Introduction; how to find readings		Pretest
Jan. 12	Learning sounds of language	1	Quiz 1
Jan. 17	Babbling	2 & 3	Quiz 2
Jan. 19	Pointing	4	Quiz 3
Jan. 24	First words	5 & 6	Quiz 4
Jan. 26	Word/gesture combinations	7 & 8	Quiz 5
Jan. 31	Topic maintenance	9	Quiz 6
Feb. 2	Storytelling	10	Quiz 7
Feb. 7	Guest speaker: Dr. Shannon Ward	11	Quiz 8
Feb. 9	Swearing	12	Quiz 9

Feb. 14	TBA		Paper#1
Feb. 16	Speech errors	13	Quiz 10
Feb. 21-23	READING WEEK: NO CLASS		
Feb. 28	Bilingual processing	14 & 15	Quiz 11
Mar. 2	Foreign accent processing	16 & 17	Quiz 12
Mar. 7	Sensitive period	18	Quiz 13; Speech error submission
Mar. 9	Emotion in second language	19 & 20	Quiz 14
Mar. 14	Gestures and language processing	21	Quiz 15
Mar. 16	Language and identity	22, 23, & 24	Quiz 16
Mar. 21	Discussion on links between first and second themes; organization for group projects		Paper #2
Mar. 23	Guest speaker: Dr. Stefka Marinova-Todd		
Mar. 28	In-class preparation for presentation		Synthesis
Mar. 30	In-class preparation for presentation		
April 4	Presentations		
April 6	Presentations		
Apr. 11	Wrap-up		Final quiz

Required readings

All readings (except #11) are available in the UBC library. Please see course page or a librarian if you do not know how to find articles in the library. Reading #11 is posted on the course Canvas page.

1. Maye, J., Werker, J. F., & Gerken, L. (2002). Infant sensitivity to distributional information can affect phonetic discrimination. *Cognition*, 82(3), B101-B111.
2. de Boysson-Bardies, B. & Vihman, M. M. (1991). Adaptation to language: Evidence from babbling and first words in four languages. *Language*, 67(2), 297-319.
3. Petitto, L. A. & Marentette, P. F. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, 251(5000), 1493-1496.
4. Tomasello, M., Carpenter, M., & Liszkowski, U. (2007). A new look at infant pointing. *Child Development*, 78(3), 705-722.
5. Ninio, A. (1985). The meaning of children's first words: Evidence from the input. *Journal of Pragmatics*, 9(4), 527-546.
6. Tardif, T., Fletcher, P., Liang, W., Zhang, Z., Kairoti, N., & Marchman, V. A. (2008). Baby's first 10 words. *Developmental Psychology*, 44(4), 929-938.
7. Iverson, J. M., Capirci, O., Volterra, V., & Goldin-Meadow, S. (2008). Learning to talk in a gesture-rich world: Early communication in Italian vs. American children. *First Language*, 28(2), 164-181.

8. Tomasello, M. (2000). The item-based nature of children's early syntactic development. *Trends in Cognitive Sciences*, 4(4), 156-163.
9. Baines, E. & Howe, C. (2010). Discourse topic management and discussion skills in middle childhood: The effects of age and task. *First Language*, 30(3-4), 508-534.
10. Maviş, İ., Tunçer, M., & Gagarina, N. (2016). Macrostructure components in narrations of Turkish–German bilingual children. *Applied Psycholinguistics*, 37(1), 69-89.
11. Ward, S. M. (in press). Spatializing kinship: The grammar of belonging in Amdo, Tibet. *Pragmatics*.
12. Jay, K. L., & Jay, T. B. (2013). A child's garden of curses: A gender, historical, and age-related evaluation of the taboo lexicon. *The American Journal of Psychology*, 126(4), 459-475.

13. Abdulaal, M. & Abuslema, N. (2020). Spontaneity of speech errors: A diagnostic psycholinguistic case study. *International Journal of English Linguistics*, 10(3), 92-107.
14. Emmorey, K., Li, C., Petrich, J., & Gollan, T. H. (2020). Turning languages on and off: Switching into and out of code-blends reveals the nature of bilingual language control. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46(3), 443-454.
15. Kroll, J. F., Bobb, S. C., Misra, M., & Guo, T. (2008). Language selection in bilingual speech: Evidence for inhibitory processes. *Acta Psychologica*, 128(3), 416-430.
16. Caldwell-Harris, C. L., & Ayçiçeği-Dinn, A. (2009). Emotion and lying in a non-native language. *International Journal of Psychophysiology*, 71(3), 193-204.
17. Dewaele, J. M. (2008). The emotional weight of I love you in multilinguals' languages. *Journal of Pragmatics*, 40(10), 1753-1780.
18. Romero-Rivas, C., Martin, C. D., & Costa, A. (2015). Processing changes when listening to foreign-accented speech. *Frontiers in Human Neuroscience*, 9, 167.
19. Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.
20. Bylund, E., Abrahamsson, N., Hyltenstam, K., & Norrman, G. (2019). Revisiting the bilingual lexical deficit: The impact of age of acquisition. *Cognition*, 182, 45-49.
21. Driskell, J. E., & Radtke, P. H. (2003). The effect of gesture on speech production and comprehension. *Human Factors*, 45(3), 445-454.
22. Rhodes, M., Leslie, S. J., Yee, K. M., & Saunders, K. (2019). Subtle linguistic cues increase girls' engagement in science. *Psychological Science*, 30(3), 455-466.
23. Evans, M., & Liu, Y. (2018). The unfamiliar and the indeterminate: Language, identity and social integration in the school experience of newly-arrived migrant children in England. *Journal of Language, Identity & Education*, 17(3), 152-167.
24. Mavroudi, E. (2020). Feeling Greek, speaking Greek? National identity and language negotiation amongst the Greek diaspora in Australia. *Geoforum*, 116, 130-139.

Missing/late work

It is highly recommended that students turn in their work on time. Sometimes that is not possible. Note that it is not possible to make up either the pretest or any reading quizzes for any reason. For all other assignments, if they cannot be turned in on time, please let the instructor know as soon as possible when the assignment can be turned in. Failure to do so will result in a 10%

reduction in the marks for every 24 hour period that the assignment is late. Students will receive a zero for any assignment not turned in by April 18, 2022, for which no alternative arrangements have been made with the instructor.

Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record. <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>