



Psy380W: The Psychology of Language
2023 Term 2
MW 5-6:30

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Office hour: Th11-12 or by appointment

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By appointment

Academic Calendar Entry

Intensive examination of selected topics and issues in psychology. This course will not be offered each term; check list of current course offerings. Maybe 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

Students are expected to arrive in class having done the required readings for the day and participate actively in the construction of the knowledge of the topic, along with the instructor (and/or teaching assistant, guest speakers).

Course Overview, Content, and Objectives

The course will examine/will provide students with:

- Experience reading and understanding primary literature
- Knowledge about language learning, language and identity, and disordered language
- Experience writing for psychology (synthesis and application)
- Experience with oral presentations
- Experience with critical thinking about research

Learning Outcomes

After completing this course, students will be able to:

- 1) Articulate an evidence-based argument on how language is learned
- 2) Articulate an evidence-based argument on how language is related to identity
- 3) Articulate an evidence-based argument on how language is learned or processed within a chosen specific population
- 4) Display understanding of language learning and/or processing within a specific population
- 5) Synthesize across research articles to construct a coherent argument
- 6) Work together in a group
- 7) Present arguments coherently and engagingly
- 8) Read and identify the main points from primary literature
- 9) Articulate the main points of a research article and ask pertinent questions
- 10) Articulate what has been learned in the course

**Schedule**

Date	Topics	Required readings	Assignments due
Jan. 9	Introduction; how to find readings		Pretest
Language learning			
Jan. 11	Possible learning mechanisms; infants; research article assignment	1	Quiz 1; plan for research article presentation
Jan. 16	Babbling	2 & 3	Quiz 2
Jan. 18	Gestures	4	Quiz 3
Jan. 23	Words	5 & 6	Quiz 4
Jan. 25	Word combinations/ Syntax	7 & 8	Quiz 5
Jan. 30	Conversation	9	Quiz 6
Feb. 1	Storytelling development	10	Quiz 7
Feb. 6	Bilingualism and storytelling	11	Quiz 8
Feb. 8	Swearing	12	Quiz 9
Feb. 13	Language learning exam		Language learning exam
Language and identity			
Feb. 15	Language and identity	13 & 14	Quiz 10
	READING WEEK: Feb. 20-24		
Feb. 27	GUEST SPEAKER: Jen Hinnell (via Zoom)		
Mar. 1	Language and doing science	15 & 16	Quiz 11
Mar. 6	Translanguaging	17 & 18	Quiz 12
Mar. 8	Language and emotion	19 & 20	Quiz 13
Mar. 13	Listening to accented speech	21	Quiz 14
Mar. 15	Language and ethnic identity	22-24	Quiz 15
Mar. 20	Language and identity exam		Language and identity exam
Language in particular (clinical) populations			
Mar. 22	Group assignment, organization		
Mar. 26	GUEST SPEAKER: Stefka Marinova-Todd (via Zoom)		
Mar. 29	Preparation for presentations		Annotated bibliography
Apr. 3	Group presentations		
Apr. 5	Group presentations		
Apr. 10	NO CLASS		
Apr. 12	Final quiz		Final quiz

Required Readings**PART 1: Language learning**



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., Kaciroti, 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. Spinillo, A. G. & Pinto, G. (1994). Children's narratives under different conditions: A comparative study. *British Journal of Development Psychology*, 12, 177-193.
11. Maviş, İ., Tunçer, M., & Gagarina, N. (2016). Macrostructure components in narrations of Turkish-German bilingual children. *Applied Psycholinguistics*, 37(1), 69-89.
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.

PART 2: Language and identity

13. Norton, B. & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446.
14. Hinnell, J. (2019). The verbal-kinesic enactment of contrast in North American English. *The American Journal of Semiotics*, 32, 55-92.
15. 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.
16. Calabrese Barton, A. & Tan, E. (2010). We be burnin'! Agency, identity, and science learning. *The Journal of the Learning Sciences*, 19(2), 187-229.
17. Poza, L. E. (2018). The language of ciencia: Translanguaging and learning in a bilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, 21(1), 1-19.
18. Lyster, R. (2019). Translanguaging in immersion: Cognitive support or social prestige?. *Canadian Modern Language Review*, 75(4), 340-352.
19. Caldwell-Harris, C. L., & Ayçiçeği-Dinn, A. (2009). Emotion and lying in a non-native language. *International Journal of Psychophysiology*, 71(3), 193-204.
20. Dewaele, J. M. (2008). The emotional weight of I love you in multilinguals' languages. *Journal of Pragmatics*, 40(10), 1753-1780.



21. 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.
22. Mavroudi, E. (2020). Feeling Greek, speaking Greek? National identity and language negotiation amongst the Greek diaspora in Australia. *Geoforum*, 116, 130-139.
23. Noels, K. A. (2014). Language variation and ethnic identity: A social psychological perspective. *Language & Communication*, 35, 88-96.
24. 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.

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	Learning outcomes assessed	Weight	Notes
Pretest	N/A	0.5%	
Reading quizzes	8	15%	Best 12 out of 15
Plan for research article presentation (group)	6	1%	
Research article presentation (individual)	9	10%	
Research article presentation (group)	6, 7, 9	1.5%	
Language learning exam	1, 5, 8	17%	
Language and identity exam	2, 5, 8	17%	
Annotated bibliography	3, 4, 5	6%	
Population presentation (individual)	3, 4, 5, 7	10%	
Population presentation (group)	6, 7, 9	5%	
Final quiz	4, 10	17%	

Up to 2% bonus marks are available through participation in studies through SONA (see below).

Assignment descriptions:

Pretest: This short quiz assesses what you know already about the course material at the start of the class. If you do not complete this quiz before **January 12 at 4:30pm**, there is no way to make up this quiz *for any reason*.

Reading quizzes: Before readings are due, students will complete a short quiz on Canvas on the main points. The quiz on a particular date will cover all the readings for that date (i.e., between one and three readings). This quiz must be completed before class begins (i.e., 9:20 am). Each quiz should take approximately 5-10 minutes with a 20-minute time limit once you begin. If you miss a quiz *for any reason*, it is not possible to make up the quiz.

Research article presentation: Students will be assigned to one of the required readings along with a small number of other students in the class. 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 is expected to be brief (remember: everyone will have read the article). The discussion



could last the entire class period, depending on the level of engagement in the discussion questions.

There are three marks associated with this assignment:

- First, on **January 12**, the group will turn in a plan for how they will divide up the work. Note that this plan may have to be modified if students add or drop the course. The modifications can be done through communication directly with the instructor, either orally or by email. The mark will apply to everyone in the group.
- Second, each individual student will receive a mark for the quality of their presentation, including preparedness and clarity, as well as the potential for the discussion questions to spark discussion linked to the relevant main theme of the course.
- Third, each group will receive a mark for the overall quality of coherence and evidence for working together to make their individual pieces make sense together. The same mark will apply to all students in the group.

Language learning exam: In class, students will write an essay exam on how children learn language, drawing on evidence from readings 1-12.

Language and identity exam: In class, students will write an essay exam on how language is related to identity, drawing on evidence from readings 13-24.

Annotated bibliography: Each individual student will turn in an annotated bibliography of at least four research articles that they have read. The research articles must be related to the population that they have been assigned to work on. Each research article must be identified in full citation form, followed by a summary of the main results and an explanation of how this article relates to the theme of the presentation.

Population presentation: Students will present the results of their annotated bibliography as part of a group presentation. There are two marks associated with the presentation:

- First, each individual student is expected to present in an engaging way, fluent, listener-friendly way. The presentation should include a SYNTHESIS of the research articles read rather than coverage of each individual research article.
- The presentation of the entire group will receive a mark for coherence and signs of working together to make their individual pieces make sense together. All students in the group will receive the same mark.

Final quiz: The final quiz will cover the material presented in the in-class group presentations. The format of this quiz will be a short essay.

Missed Graded Work:

Students are strongly encouraged to keep to the deadlines in the syllabus. *It is not possible to make up either the pretest or the reading quizzes for any reason.* For all other assignments, students who, because of unforeseen events, are absent during the term and are unable to graded work, should discuss with the instructor as soon as possible how they can make up for missed work. If no such discussion takes place, then students will be marked down 20% for every 24-period that the assignment is turned in late. Instructors are not required to make allowance for any missed assignment or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at: <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>.

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).
UNC 214 250.807.9263

email earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UBC Vancouver Ombuds Office:

email: ombuds.office@ubc.ca Web: www.ombudsoffice.ubc.ca

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

UNC 216 250.807.9291 email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

**UNC 337**

Web: www.students.ok.ubc.ca/health-wellness

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076.

For more information, see: www.security.ok.ubc.ca

SONA RESEARCH ACTIVITY

Students earn Sona credit points for their eligible courses from participating in research activity. This can be either through direct participation in research through the Sona online research system (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities. First year courses (i.e., PSYO 111 and PSYO 121) include 4% as part of the final course grade for participating in Sona research activity, while second year and higher courses allow for a 2% bonus to be added to the final course grade for participating.

Research Participation In Online Research System (Option 1)

As a participant in one of the numerous research studies posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation. Hence, studies requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one study in order to earn credits. It is important to sign up for studies early in the semester in order to increase the odds that a timeslot is available. If you wait until later in the semester, timeslots may no longer be available.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit points. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the study and you will be assigned an unexcused no-show. The unexcused no-show designation will cause you to lose the credit value of the study from the total possible credit points you can earn for your course. For example, if you are in PSYO 111 (or 121), you can earn up to 4.0 credits. If you miss an hour-long session that you signed up for (i.e., 1.0 credit) and don't cancel it in



advance, the maximum credits that you can now earn for your course is 3.0, regardless of how many studies you complete.

If, after consenting to participate and starting a session (or survey), you decide to withdraw your consent, to avoid receiving an unexcused no-show on Sona, you must do one of the following:

- if it is an online study, you must cancel your Sona sign-up and/or contact Shirley (psyc.ubco.research@ubc.ca) if you are unable to cancel your sign-up;
- if it is an in-person study, you must let the researcher know directly. Their email can be found on the main description page for the study (little envelope icon). Depending upon the study, they will either cancel your session or assign you an excused no-show (meaning that you will not be penalized).

Your ability to withdraw your data will depend upon the study. Instructions for withdrawing your data (including limitations) will be described in the study's consent form.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system. Your professor or instructor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in research studies, you may obtain Sona credit points by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
 - A “recent” article has been published within the past 12 months.
 - A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
 - A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.
2. You must choose an article published by one of the following agencies:
 - The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
 - The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
 - The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.



- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience, Learning & Behavior, Memory & Cognition, Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association*. The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.