

Monterey Peninsula College/Linguistics
Ling 46 "Introduction to Psycholinguistics" ~ Fall 2014 Course Syllabus

Part 1: Course Information

Instructor Information

- **Instructor:** Richard Abend
- **Office:** HSS 123
- **Office Hours:** Tuesday & Thursday 10:30 - noon, Wednesday 1-3 pm
- **Office Telephone:** (831) 646-4112
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Course Description

This course introduces how people acquire a language, how they speak and understand a language, and how language is processed and represented in the brain. The biological and cultural foundations for language are also presented.

Our class will introduce these areas of linguistics to you. Please, don't be intimidated! As a native speaker of a language, you possess tremendous knowledge about language. As a matter of fact, you already know more about your own language than the entire field of linguistics has discovered. Unfortunately, you are not consciously aware of what you already perfectly know! But, this class will help you see it.

Enjoy our class and please stay in contact with me and the rest of our group. It's too easy to get lost in cyber-space, and remember that you are not alone. We are all in this together! I enjoy teaching and especially enjoy linguistics, so please feel free to contact me as often as you like. I want you to succeed and also to enjoy our class. Let me help you do that.

To keep our class manageable, each week will be organized similarly. Each Monday morning by 8 am, the week's activities will be ready for you on our class homepage. You will find links to that week's activities. There will also be links for you to submit assignments and take quizzes. We will exchange no actual papers during the semester. Everything will be completed electronically. Of course, save all your files because things sometimes do get lost.

GE Areas

MPC C, D CSU D1 IGETC 4A

Textbook

- Required Text: *Introducing Psycholinguistics*
Author: Paul Warren © 2013 Cambridge University Press

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to MPC Online

Online Course Structure

This is a fully-online course. All course activities and resources can be found through our course website on MPC Online. All of the learning activities are available 24 hours a day, seven days a week. However, each activity has a time frame which is listed in the course. Please stay on schedule with the class.

MPC Online Access & Technical Assistance

Visit the [MPC Online login page \(http://mpconline.mpc.edu\)](http://mpconline.mpc.edu) and follow the instructions to login. To access this course on MPC Online you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). Visit the MPC Online Student Orientation & Support link for information about accessing MPC Online, tips to help you get started, and information about how to [Contact the MPC Online Help Desk](#) for support.

General Education Outcomes

MPC Area C, Humanities:

Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.

MPC Area D, Social Sciences:

Upon successful completion of this area, students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.

Student Learning Outcomes

At the conclusion of this class, you will be able to

- Describe the steps in language acquisition
- Explain how language is produced and perceived

Course Objectives

Upon completion of this course, students have demonstrated the ability to:

1. Explain fundamentals of phonology, morphology, syntax, and lexicon.
2. Evaluate the biological and environmental bases for language.

3. Compare stages of children's language development.
4. Differentiate first and second language acquisition.
5. Describe the process of speech production.
6. Analyze the process of speech perception.
7. Analyze the psycholinguistic process of conversation.

Topic Outline/Schedule

Activity and assignment details will be detailed within each week's corresponding learning module. If you have any questions, please contact me rabend@mpc.edu

WEEK ONE - "Introduction"

After the successful completion of week one, you will be able to:

1. *Identify the significance and subject matter of psycholinguistics*

Reading: Chapter One "Introduction"

Forum - "Self-Introduction"

Quiz Chapter One

WEEK TWO - *We will look at how speakers begin the process of producing an utterance.*

After the successful completion of week two, you will be able to:

1. *List the different levels of planning in constructing an utterance*
2. *Explain how planning is reflected by pauses and hesitations*
3. *Explain how speech errors provide information about utterance planning*
4. *Provide examples of how pronunciation is used more fully than punctuation*

Reading: Chapter Two - "Planning Utterances"

Forum

Quiz Chapter Two

WEEK THREE - *We will look at how we retrieve words from the mental dictionary in our heads.*

After the successful completion of week three, you will be able to:

1. *Describe how pauses and speech errors provide evidence for word selection*
2. *Explain the relationship of context and word search*
3. *Explain how errors indicate word choices*

Reading: Chapter Three - "Finding Words"

Forum

Quiz Chapter Three

WEEK FOUR - *We will look at how words are constructed from parts.*

After the successful completion of week three, you will be able to:

- 1. Explain the information contained in the lexicon*
- 2. Discuss phonetic plans*
- 3. Describe how building words can lead to speech errors*

Reading: Chapter Four - "Building Words"

Forum

Quiz Chapter Four

WEEK FIVE - *We will look at monitoring and repairing utterances.*

After the successful completion of week five, you will be able to:

- 1. Describe how speakers monitor their own speech*
- 2. Show that speaker repairs are structured*
- 3. Illustrate how speech repairs differ depending on the type of error*

Reading: Chapter Five - "Monitoring and Repair"

Forum

Quiz Chapter Five

WEEK SIX - *We will learn about the use of gesture.*

After the successful completion of week five, you will be able to:

- 1. Name at least two the functions that gestures have*
- 2. Explain different types of gestures*
- 3. Describe how gestures help speakers and listeners*
- 4. Explain how gestures differ cross-linguistically*

Reading: Chapter Six - "The Use of Gesture"

Forum

Quiz Chapter Six

WEEK SEVEN - *We will learn about language acquisition this week and do independent research on this topic to share with the class.*

Forum

Quiz on language acquisition

WEEK EIGHT - *We will look at key issues in visual and auditory perception that relate to language processing.*

After the successful completion of week seven, you will be able to:

- 1. Compare similarities and differences in language comprehension processes*
- 2. Describe perceptual skills in language processing*

3. *Explain how the language system influences perceptual cues*

Reading: Chapter Seven - "Perception for Language"
Forum
Quiz Chapter Seven

WEEK NINE - *We will examine how spoken words are recognized.*

After the successful completion of week eight, you will be able to:

1. *Describe the stages in spoken word recognition*
2. *Explain the relationship of spoken input and context*
3. *Explain the role of frequency and similarity in word recognition*

Reading: Chapter Eight - "Spoken Word Recognition"
Forum
Quiz Chapter Eight

WEEK TEN - *We will look at how readers access words from written and printed input.*

After the successful completion of week ten, you will be able to:

1. *Explain the roles of letter recognition and whole-word recognition in reading*
2. *Describe converting spelling to sounds*
3. *List the effects of dyslexia on reading*

Reading: Chapter Nine - "Visual Word Recognition"
Forum
Quiz Chapter Nine

WEEK ELEVEN - *We will look at how we create structure out of strings of words.*

After the successful completion of week ten, you will be able to:

1. *Describe how we determine the syntactic structure of an utterance*
2. *Name markers of syntactic structure*
3. *Summarize preferred strategies for assigning syntactic structure*

Reading: Chapter Ten - "Syntactic Sentence Processing"
Forum
Quiz Chapter Ten

WEEK TWELVE - *We will look at the use of non-syntactic information in sentence comprehension.*

After successful completion of week eleven, you will be able to:

1. *Describe the role of plausibility*
2. *Describe differences between individual words*
3. *Explain sentence prosody effect on syntactic structure*

4. *List different theories of the influence of information on syntactic analysis*

Reading: Chapter Eleven - *“Interpreting Sentences”*

Forum

Quiz Chapter Eleven

WEEK THIRTEEN - *We will look at how connections are made between sentence elements.*

After successful completion of week twelve, you will be able to:

1. *Describe how speakers use and provide links between related information*
2. *Explain how discourse involves making inferences*
3. *Describe how new and old information is marked in conversation*

Reading: Chapter Twelve - *“Making Connections”*

Forum

Quiz Chapter Twelve

Final Project Announced

WEEK FOURTEEN - *We will tie the content of the class together and link the various components of the production and comprehension systems together.*

After successful completion of weeks thirteen and fourteen, you will be able to:

1. *Discuss the relationship between production and comprehension processes*
2. *Discuss the relationship between visual and spoken language processing*
3. *Discuss the notion of specific types of linguistic processing modules*

Reading: Chapter Thirteen - *“Architecture of the Language Processing System”*

Forum

Quiz Chapter Thirteen

WEEK FIFTEEN - *We will learn about language acquisition this week and do independent research on this topic to share with the class.*

Forum

Quiz on language acquisition

WEEK SIXTEEN - *We will use this week to review our semester.*

Forum

FINAL QUIZ

Grading Policy

Late Work Policy: Your responses to forum prompts are due by Thursday evening of each week, your replies to other students' postings are due by Saturday evening of each week, and quizzes must be completed by midnight on Sunday. Please contact me immediately if you miss any of these deadlines.

Viewing Grades in MPC Online

Points you receive for graded activities will be posted to the MPC Online Grade Book. Select Grades from the Course Administration menu at the top of the screen to view your points. Quiz scores are updated immediately. Your Final Project score and Final Grade will be available three to four days after the class completes.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Important note: For more information about grading at Monterey Peninsula College, visit the [academic policies and grading section](#) of the university catalog.

Grading Criteria:

Participation in 14 Forums = 10% of the total grade

Quizzes = 65% of the total grade

Forums Weeks 7 and 15 = 20% of the total grade (10% each)

Final Quiz = 5% of the total grade

Course Policies

Course Communication: My first choice of communication with you is through email rabend@mpc.edu. I respond to emails seven days a week, usually within 12 hours. My second choice of communication is through my on-campus office phone (831) 646-4112. Leave a message and I will respond within a day, seven days a week. If you don't hear back from me within a day, please email or call me again.

Participation

Students are expected to participate twice weekly in online forum activities.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing all of your instructors when difficulties arise during the semester, so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through MPC Online unless otherwise instructed. Assignments must be submitted by the given deadline or permission must be requested *before the due date*. All discussion assignments must be completed by the assignment due date and time. Missing assignments will lower your overall grade in the class.

Drop Policy: The number of times a student may attempt a class is limited to three times per class by the California Community College system. To prevent any future problems, if you have not completed at least one forum or quiz during the first two weeks of class, you will be dropped without any record of you having registered for the class. Beginning in the third week of the semester, a drop from the class is noted by a **W** on your official college transcript. The last day to drop a class is the 12th week of the semester. It is your responsibility to drop the class after the second week of the semester.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will be assigned if the only assignment missing is the Final Project. All incomplete course assignments must be completed within one year.

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner. [Supportive Services & Instruction](#) (SS&I) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities. The SS&I office is located on the first floor of the Student Services building (STS 115).

Monterey Peninsula College's Academic Honesty Policy & Procedures

From the [MPC Academic Catalog](#): Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to students' behavior in the classroom.

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

It is important for students to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's own work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or given points.

2. Unauthorized acquiring, reading or learning of test questions prior to the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be re-graded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.

Consequences of Academic Dishonesty

The disciplinary action for cheating or plagiarism is up to the discretion of the instructor. The instructor may select one or more of the following options:

1. Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action.
2. Issue an "NP" or a failing grade ("F") or "0" for the assignment in question.
3. Refer the student to the Vice President for Student Services for disciplinary action.