

PSYC 321 Psycholinguistics

Territorial Acknowledgement: Y μ v [• h v] À Œ •] š Ç] • •] š μ š } v š Œ] š] } v o
 Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer
 history, one predating the establishment of the earliest European colonies. It is also to
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 live, upon it t people whose practices and spiritualities were tied to the land and continue to
 develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous
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 also a significant Métis community and there are First Peoples from other Nations across Turtle
 Island present here today.

Calendar descriptionAn introduction to psycholinguistic research and theory. Weekly lectures and laboratories will introduce topics including language perception, language production, conversation and linguistic representation. Applied issues in language research will be ~~covered~~ **discussed** (e.g., speech pathology, language aids, and machine recognition of speech).

Learning outcomes:

1. Summarize the major issues in the psychology of language
2. Provide an overview of speech perception, sentence processing, discourse processing, speech production, sentence planning, and sign language
3. Outline recent developments in speech technology
4. Replicate the methods of a series of classic psycholinguistics experiments

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab, studying course material, and completing homework or preparing for your larger assignments and exams. You are encouraged to ~~use a~~ **use a** term at a glance and a weekly study schedule ([visit](#) **SIASS**)

Week	Date	Class	Topic	Deadlines	Ch #
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Throughout the term, I will routinely post course news in the announcements section of the course homepage. I encourage you to actively check the course main page for course announcements throughout the semester for reminders and additional course information or learning opportunities. If you have general questions about anything in the course and that

Attendance: Lecture and lab attendance is required for successful completion of this course. Important information by working with your peers (e.g., request notes from your fellow students). It is not recommended to miss the lab components, as we will cover important instructions for completing the lab assignments and provide guidance for the research proposal.

Labs: Labs are divided into 2 phases. During the first half of the term, labs will focus on developing skills using software acoustic analysis and experimental programming. Labs during the second half of term are devoted to using these skills by applying them to a group research proposal. It is intended that you will use this time to meet with your group members, receive instruction on the components of the research proposal, and to consult with instructor/TA regarding your group research proposal. The last week of the term will be devoted to group presentations of the research proposal.

Lab assignments: There will be 4 lab assignments (see course timeline for due dates). Each assignment is worth 5%, and you will be graded on the best 3 of the 4. Therefore, (in the interest of flexible design for learning) please note that labs that are not submitted for grading these labs will be available on the course website and discussed in class.

Group Work: On lab assignments, you are permitted to work with a partner to encourage collaboration, cooperation, and collective learning on lab assignments. However, you must write up your lab on your own using your own words. You are not permitted to share answers among large groups or as a group. You must work independently on tests and exams. We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your instructor immediately.

Group Research Proposal: You will work in groups to write and present an APA style research proposal. This includes formulating a testable hypothesis, designing an experiment, hypothesized results, and discussing the potential implications and limitations. The proposal may be in any area of psycholinguistics related to course content, but must be experimental in nature and may not focus on special populations (i.e., individuals diagnosed with dyslexia). Further information will be discussed in class.

Midterm exam: The midterm exam will be held in class during regularly scheduled class time. The exam will cover lecture material, assigned readings, and labs. Students who are absent from a test must immediately notify their professor. You may only have your student card and writing implements visible during the test. Phones, dictionaries, pencil cases, etc. are strictly prohibited during the test. Please ensure your cell phone is turned off. Students will not be permitted to enter the room after another student has completed the test and exited the room. Students who arrive late to an exam will not be provided with additional time.

Students who miss the midterm exam and have been excused from the exam (such as by an approved academic consideration or accommodation) will write a deferred midterm exam (scheduled for Saturday Nov 4th). Requests for individualized deferred midterm scheduling will not normally be accommodated. Students will not be permitted to write a deferred midterm exam after grades have been returned for the midterm exam.

Assignment submission & late assignments All assignments are submitted through the course on Q. Emailed assignments are not accepted and will not be graded. Students may access MS Word via Microsoft 365 <https://www.queensu.ca/its/software/availablesoftware/microsoft365-appsenterprise/tutorials/officewindows>

Unreadable/corrupt/empty/incomplete files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their submission is in the correct format.

In the interest of Universal Design for Learning, students are allotted a 72-hour grace period for submission of all assignments (except exams and presentations). Submissions after these deadlines are not eligible for credit.

Policy for Review of Graded Work Requests for assignment regrading may be made between 48 hours and 7 calendar days after you have received the marked copy of your assignment/exam. Be sure to read your feedback carefully before you submit a request for review of graded work. To request that your assignment be reviewed, please include the following in your email:

- x Your name and student number
- x The original copy of your marked assignment, attached.
- x Your reason for the request:
 - o These specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - o Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in a different final grade, the new grade will stand regardless of whether it is higher or lower than the original grade.

Timing of Final Examination The final exam is cumulative and will cover all course materials, including lectures, class discussions, and assigned readings. The exam dates for each Term are

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delay finalizing any travel plans until after the examination schedule has been posted.
Plans
will not be moved or deferred to accommodate employment, travel/holiday plans or flight res-
ervations.

For technology support ranging from setting up your device, issues with installing software, contact ITS Support Centre at <https://www.queensu.ca/its/itsc>

Discussion Guidelines University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and read your writings before you post or send them to others.
6. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
7. Encourage others to develop and share their ideas.

Accommodations for Disabilities Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need accommodations, please contact Queen's Student Accessibility Services (SAS) at sas@queensu.ca or [905.709.3535](tel:9057093535). For more information, including important deadlines, please visit the [SAS website](#).

Academic Consideration for Students in Extenuating Circumstances Assignments in this course have been designed with flexibility for academic consideration for all students. This flexibility is available to students who are unable to complete assignments due to illness, family emergencies, or other extenuating circumstances. Academic consideration is not applicable and long-term requests will be handled on a case-by-case basis if needed. Please note that students MUST complete all 4 labs, the group research proposal, the midterm and final exam to pass this course.

It is essential that written submissions are composed with university-level writing, including spelling and grammar. Quality of writing, including spelling and grammar, is graded according to the assignment rubrics. Written assignments are designed so that there is sufficient time for students to review and correct their writing prior to the published deadlines. Please take advantage of the following resources to ensure your submission satisfies this essential requirement:

Academic English Skills <https://sass.queensu.ca/resources/academicenglishskills>

Asynchronous FeededlagantagW/MCID 36/Ln <</MCID 34/Lang (en-CA)>> BDC q 0.00000912 0

Professional Writing Consultants <https://sass.queensu.ca/appointments>

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, ~~stem~~ extenuating circumstances that may] u %o š } Œ] u %o • š μ v š [•] o] š Ç š } } u %o o š š Z] Œ but is not limited to:

- x Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis_1 12:134.2(l)-92 red [((6(i)-BE8 605.g /TT(-9(-)]TJ ET Q q 0 0 6:)]TJ ET -9()26(s)-8(t3mc.n

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from <https://www.queensu.ca/artsci/students-queens/academic-integrity>):

1. Plagiarism: Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, submitting the same piece of work in more than one course without the permission of the instructor(s).
2. Use of unauthorized materials: such as possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials
3. Facilitation: Enabling another's breach of academic integrity, such as giving information available to another student.

guide to the course content and provide supplementary information, highlight important concepts, and teach new skills. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be opportunities for you to interact with your instructor, TA, and your peers. Students will interact with their peers and have opportunities to learn from their colleagues during activities that include assignments and a group research project. The professor, TA, and your peers will interact with their peers and have opportunities to learn from their colleagues during activities that include assignments and a group research project.

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