

## Term Information

Effective Term Summer 2016  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are adding an online version of Ling3701.

### What is the rationale for the proposed change(s)?

This course is an elective to both the Linguistics Major and Minor programs. In addition, this course fills a GE (Social Science). We have created this online version in order to (1) make this course more widely available to OSU students in general, and to (2) potentially allow students from branch campuses to take a linguistics elective course (or GE course) before transitioning to OSU's main campus.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

None

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed with Psychology 3371 and so a similar course change request will be submitted from the Department of Psychology.

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3701
Course Title	Language and the Mind
Transcript Abbreviation	Language & Mind
Course Description	Introduction to the psychological processes for producing and understanding speech, the means by which they arise in the child, and bases in the brain.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

---

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2000 (201), 2000H (200H), 5000 (4000), Psych 1100 (100), or 1100H (100H)
<a href="#">Previous Value</a>	<a href="#">Prereq: Ling 2000 (Linguist 201), 2000H (200H), 4000 (601), or Psych 1100 (100), or permission of instructor.</a>
Exclusions	Not open to students with credit for 371, 3701H (371H), Psych 3371 (371), or 3371H (371H).
<a href="#">Previous Value</a>	Not open to students with credit for Linguist 371 or Psych 3371 (371).

## Cross-Listings

Cross-Listings	Cross-listed in Psych 3371.
----------------	-----------------------------

## Subject/CIP Code

Subject/CIP Code	16.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Individual and Groups  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will understand how language is perceived and processed.</li><li>• Students will learn how language is produced.</li><li>• Students will investigate how babies acquire language.</li><li>• Students will compare the relationship between language and thought.</li><li>• Students will become familiar with the methods of investigating psycholinguistics.</li></ul>
<a href="#">Previous Value</a>	
Content Topic List	<ul style="list-style-type: none"><li>• Psychological processes underlying the perception of speech sounds</li><li>• Psychological processes underlying the recognition of words and sentences</li><li>• Structure of memory for language</li><li>• Collecting experimental evidence about linguistic theories</li></ul>

**COURSE CHANGE REQUEST**  
3701 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/04/2016

**Attachments**

- 3701:3371 syllabus\_sp14.pdf: in class syllabus  
*(Syllabus. Owner: McGory, Julia Tevis)*
- Sample Syllabus for online 3701:3371.pdf: on line syllabus  
*(Syllabus. Owner: McGory, Julia Tevis)*
- ASC-Tech Ling3701Psych3371.pdf: ASC Tech Compliance  
*(Other Supporting Documentation. Owner: McGory, Julia Tevis)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	12/04/2015 04:52 PM	Submitted for Approval
Approved	McGory, Julia Tevis	12/04/2015 04:52 PM	Unit Approval
Approved	Heysel, Garrett Robert	12/15/2015 11:00 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/15/2015 11:00 PM	ASCCAO Approval

## Language and the Mind

Ling 3701/Psych 3371

Spring 2014 3 credits

Tues. - Thurs. 9:35 – 10:55

Bolz Hall 0412

---

Instructor:	Mike Phelan	Office Hours:	Tues./Fri. 1:00-2:00
Email:	<a href="mailto:phelan.30@osu.edu">phelan.30@osu.edu</a>		and by appointment
Office:	218 Oxley Hall	Course Website:	<a href="http://carmen.osu.edu">carmen.osu.edu</a>
Mailbox:	225 Oxley Hall	TA Coordinator:	Dr. Hope Dawson
Office Phone:	292-3802		<a href="mailto:hdawson@ling.osu.edu">hdawson@ling.osu.edu</a>
			Oxley 202a 292-5420

### Required Materials:

*The Language Instinct: How the Mind Creates Language*, Steven Pinker. 1995/2007. Harper Perennial.

Other readings, videos, and files that will be posted to Carmen.

\*\*\*\*MAKE SURE YOU CAN ACCESS AND USE CARMEN\*\*\*\*

---

### GEC Info: SOCIAL SCIENCE

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

This class will meet the above requirements by studying how humans create, understand, and interact using language. We will focus on what we know about language production and processing, and, critically, on how we came to know these things.

---

### COURSE DESCRIPTION

Language is perhaps the clearest example of something that is uniquely human. While some animals use calls to communicate, our ability to create and understand sentences we've never heard before and will never hear again marks human languages as fundamentally different. By studying how we learn, produce, and process language, we study, in small part, what it means to be human.

How do we perceive language? How do our brains decide what words we're hearing? How do these words get arranged into meaningful sentences and conversations? How do we produce language? Is producing sign language different than producing spoken language? How do we learn language as babies? How do we learn language as adults? How and why do we make mistakes in speech, and what can we learn from these mistakes? Does the language we speak determine the thoughts we think? These questions will be one focus of the class; the other focus will be how we've come to know what we know about language – the methods of investing psycholinguistics.

---

### GRADING SYSTEM

---

Homework:	15%	100 – 93	A	76.9 – 73	C
Group Experiment:	25%	92.9 – 90	A-	72.9 – 70	C-
Carmen Q&A:	20%	89.9 – 87	B+	69.9 – 67	D+
Participation:	10%	86.9 – 83	B	66.9 – 60	D
LOC Talks/Experiments:	5%	82.9 – 80	B-	Below 60	E
Final Exam:	25%	79.9 – 77	C+		

---

## **HOMEWORK POLICY**

There will be three homework assignments, designed to help you understand and think about material covered in class. Homework is always due at the **beginning** of class. In general I do not accept late homework without a very good reason and some kind of documentation. Please type all homework. For certain assignments you may find it easiest to type the majority of the assignment and fill in a few characters, graphs, syntactic trees, etc by hand. That's fine. You are encouraged to work together on homework, discussing ideas and such, but each person needs to write up and hand in their work individually. You can help each other come up with the answers, but you can't help each other write up the final product. If you work with another student, please list their name in an acknowledgment on your homework.

Homework may be brought to class or submitted via Carmen. Files submitted through the Carmen drop box are due by 9:30am on class days. Be sure you get the confirmation email from Carmen saying you've submitted your file. PDFs are highly preferred. Most major word processing programs (Word, Write, Open Office, etc.) have simple methods of exporting your work as a .pdf. Use them please.

---

## **EXAM**

Test questions will cover all assigned readings, whether we discuss them in class or not, as well as additional material from lectures and discussions. The final exam will be closed-book and comprehensive, covering material from the whole semester. A review sheet will be given during the last week of class. Let me know by 3/1 if you need to make arrangements to take the final on another day or time.

**FINAL: MONDAY 4/28 , 8:00am**

---

## **GROUP EXPERIMENT**

Each student will participate in a group to design, construct, and execute a real psycholinguistic experiment. Reasonable amounts of class time throughout the semester will be devoted to different aspects of the experiment design process and using free, open-source software to aid in the development, running, and data analysis necessary for your experiment. There will be nine groups, running nine different experiments – suggested topics and methodologies are given below. This project will involve (a) reading original research articles on the topic and methodology your group uses, (b) designing and constructing the experiment, (c) running subjects in the experiment, and (d) presenting your results to the class. A short (3 page) summary paper and a paragraph detailing the contributions of each member of the group will be turned in to me at the end of the semester, and will be the final component of this group grade. You will be signing up for groups during week 2. A detailed description of how presentations should work and how they will be graded will be given in a handout as we get closer to the end of the semester.

---

## **CARMEN Q & A**

Since the class is centered around a critical discussion of the ideas presented in *The Language Instinct* and recent research addressing its claims, you will need to have a clear understanding of these issues in order to participate in the class. In order to guarantee a lively discussion, you must read the relevant chapter or paper and think critically about it *before coming to class*.

The comment/question process will work slightly differently for research articles and book chapters. Nine research articles will be discussed in class. It is your job to read and comment about at least FOUR of these articles before the appropriate class days. Please read at least one of the articles for Jan. 30<sup>th</sup> and one of the articles for Mar. 27<sup>th</sup>; the other two you choose are up to you. Please post your questions before 10pm the night before the articles will be discussed, so that I have time to go through your responses and use them to inform our class discussion the following day.

Book chapter comments will happen in two stages. Before class on the relevant Tuesdays you must read the assigned chapter and post two questions or comments about the topics in the chapter to the Carmen discussion board for that week. [One question each for chapters 8 and 11 on Feb. 13<sup>th</sup>]. You won't be able to see other peoples' posts until after you post your own comments. By 10pm Wednesday, you should comment on two other students' initial questions – explain why you agree, disagree, argue the point (politely) one way or another, extend their argument, provide clarification on what they were confused about, etc. Some ideas for questions and comments include (but certainly aren't limited to):

- Pointing out areas where you see Pinker's argument as very strong or as totally flawed
- Questioning whether the evidence presented really supports some topic or where evidence is lacking
- Introducing outside evidence that supports or contradicts a given argument, maybe from another class you've taken
- Pinker says sentence A is grammatical and sentence B is ungrammatical, but I think they're both bad/good, *which has such and such affect on his argument*
- Proposing extensions to experiments mentioned in the text – what else could we learn from a given setup?
- Pinker says all languages do X, but I speak Betelgeusian and we say it like Y, which affects his argument...

Discussion posts will be graded on a 4 point scale with the following rubric:

- 4 pts: Interesting questions and comments that extend the discussion.  
Clearly supported with references to page numbers, etc.  
Demonstrate that you've thought through material and its implications.
- 3 pts: Interesting questions and comments that extend the discussion.  
Clearly supported with references to page numbers, etc.  
Demonstrate that you've thought about the material, though you may have ignored or missed implications.
- 2 pts: Questions or comments that were addressed or answered in the text.  
Vaguely supported with references to sections, etc.
- 1 pt: Brief comments or questions that do not lead to good discussion.  
“I agree/disagree with X” type comments with little/no justification.

---

### **PARTICIPATION AND ATTENDANCE**

Sophisticated participants in scholarly discourse display a critical stance and willingness to struggle with hard concepts, as evidenced by clear, carefully aimed questions and comments. The art of formulating well-developed questions is also one of the keys to successful research. This is the opportunity to begin to practice. To earn full participation credit, (i) you are consistently attentive in class and complete your class work and Carmen discussion assignments thoroughly and thoughtfully, (ii) you participate actively in class and discussions, making thoughtful and relevant comments without monopolizing class time, and (iii) you listen respectfully to peers' contributions and respond appropriately. Sleeping, texting, reading outside materials, receiving phone calls, and missing class or arriving late/leaving early will all affect your participation grade negatively.

---

### **TALKS AND EXPERIMENTS**

All 3371/3701 students are required to participate in the Linguistics Outside the Classroom (LOC) program. This will give you another chance to see what real linguistic research looks like, either by participating in a linguistics experiment or by listening to a presentation of current linguistics research. You are required to attend (i) two experiments OR (ii) two talks OR (iii) one talk and one experiment. Each talk or experiment requires the completion of a handout/questionnaire given at the talk or experiment. Each experiment or talk will last approximately 1 hour and will be worth 2.5% of your grade. The first talk or experiment must be completed **NO LATER THAN** Friday 2/28 and the second **NO LATER THAN** Friday 4/18. More information about signing up for talks and experiments will be given.

---

### **ACADEMIC MISCONDUCT**

No academic misconduct will be tolerated, and as required by OSU policies, any suspicions of academic misconduct will be reported. If there is any doubt about what constitutes academic misconduct, please ask **BEFORE** committing the act. “I didn't know this was considered cheating” is not a valid defense. For further information, see <http://oaa.osu.edu/coam/faq.html>

---

### **STUDENTS WITH DISABILITIES**

Any student who may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (614) 292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for documented disabilities.

---

**OUTSIDE READING – Read and comment on at least 4 of these by the date listed in the schedule.**

**Production & Language Change:**

Senghas, A. (2003) Intergenerational influence and ontogenetic development in the emergence of spatial grammar in Nicaraguan Sign Language Cognitive Development, 18, 511-531. [Senghas.pdf]

**Learnability:**

Hunter, T. & Lidz, J. (2012). Some (but not all) unattested determiners are unlearnable. *Journal of Semantics* 30, 315-334. [Hunter.pdf]

**Comprehension - sentence:**

Arnold, J. E.; Fagnano, M.; Tanenhaus, M. K. (2003). Disfluencies Signal Theree, Um, New Information. *Journal of Psycholinguistic Research*, 32, 1, pp. 25-35. [Arnold.pdf]

**Monitoring for Speech Errors**

Emmorey, K., Bosworth, R., and Kraljic, T. (2009). Visual feedback and monitoring of sign-language. *Journal of Memory and Language*, 61, 398 – 411. [Emmorey.pdf]

**Lexicon:**

Duñabeitia, J.A.; Perea, M.; Carreiras, M. (2008). Does *darkness* lead to *happiness*? Masked suffix priming effects. *Language and Cognitive Processes*, 23, 7-8, pp. 1002 – 1020. [Dunabeitia.pdf]

**Acquisition - sounds / words:**

Werker, J.; Fennell, C.; Corcoran, K.; Stager, C. (2002). Infants' Ability to Learn Phonologically Similar Words: Effects of Age and Vocabulary Size *Infancy* 3, 1-30 [Werker.pdf]

**Acquisition - bilingual:**

Bosch, L.; Sebastián-Gallés, N. (2001). Evidence of Early Language Discrimination Abilities in Infants from Bilingual Environments. *Infancy*, 2, 1, pp. 29-49. [Bosch.pdf]

**Neurolinguistics:**

Corina, D. P.; Bellugi, U.; Reilly J. (1999). Neuropsychological Studies of Linguistic and Affective Facial Expressions in Deaf Signers. *Language and Speech*, 42, pp. 307-331. [Corina.pdf]

**Innateness:**

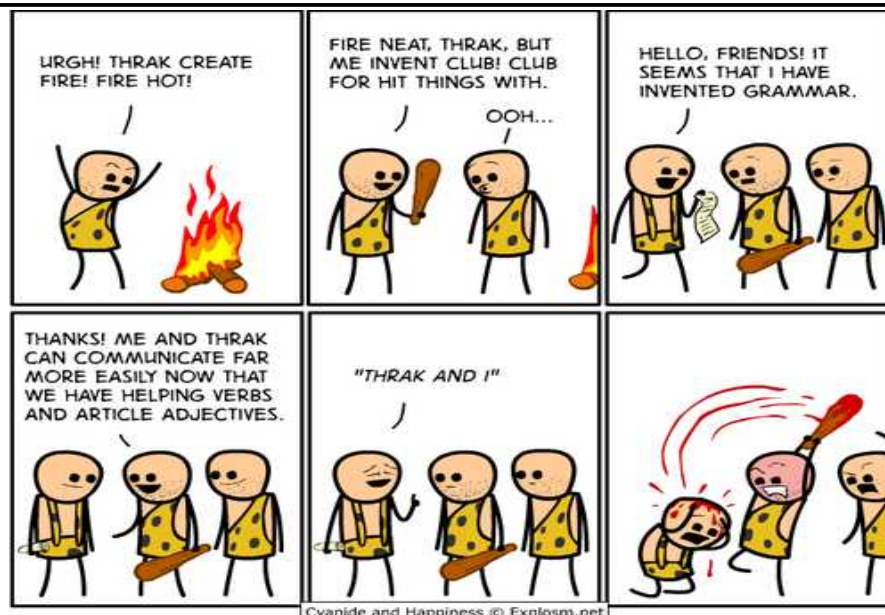
Pullum, G.; Scholz, B. (2002). Empirical Assessment of Stimulus Poverty Arguments. *The Linguistic Review*, 19, pp 9-50. [Pullum.pdf]



Week	Date	Topics	Readings	Things Due
Week 1	1/7 (T)	TOO COLD STAY HOME		
	1/9 (R)	Intro, Syllabus, Basics of Ling & Psych Background		<b>Homework 1 assigned</b>
Week 2	1/14 (T)	Outlining Argument for Innateness	Ch. 1 & 2	Carmen Questions Ch. 2
	1/16 (R)	Ling. Diversity, Bioprogram	Senghas.pdf	Carmen Replies Ch. 2
Week 3	1/21 (T)	Does Language Affect Thought? Whorf Hypothesis & Framing	Ch. 3	Carmen Questions Ch. 3
	1/23 (R)	Neural Networks, Learnability, and Semantics		<b>Homework 1 Due</b> Carmen Replies Ch. 3
Week 4	1/28 (T)	GROUP PROJECT Sign-up Lidz discussion	Hunter.pdf	Hunter & Lidz Questions
	1/30 (R)	Disfluencies and Speech errors	Arnold.pdf OR Emmorey.pdf	Arnold et al. Questions or Emmorey et al. Questions
Week 5	2/4 (T)	How Syntax (Maybe) Works	Ch. 4	Carmen Questions Ch. 4
	2/6 (R)	Phrase Structure Rules, Parsing		Carmen Replies Ch. 4
Week 6	2/11 (T)	GROUP PROJECT DAY Using OpenSesame	Bring laptop to class if you have one	
	2/13 (R)	The Supposed Universals & Animal Communication	Ch. 8 up to pg 248 Ch. 11 up to pg 351	Carmen Questions Ch.8/11
Week 7	2/18 (T)	The Words In Your Head	Ch. 5	Carmen Questions Ch. 5
	2/19 (R)	The Lexicon & Morphology	Duñabeitia.pdf	Carmen Replies Ch. 5 Duñabeitia et al. Questions
Week 8	2/25 (T)	The Sounds of Language	Ch. 6	<b>Homework 2 In-class part</b> Carmen Questions Ch. 6
	2/27 (R)	Phonetics & Speech Perception		Carmen Replies Ch. 6 <b>1<sup>st</sup> LOC Due</b>
Week 9	3/4 (T)	Models of Lexical Access		
	3/6 (R)	GROUP PROJECT DAY Finish Building Experiment		<b>Homework 2 due</b>
SPRINGBREAKSPRINGBREAKSPRINGBREAKSPRINGBREAKSPRINGBREAKSPRINGBREAKSPRINGBREAK				



Week 11	3/18 (T)	Speech Perception & Ambiguities	Ch. 7	Carmen Questions Ch. 7
	3/20 (R)	Prosody, Pragmatics		Carmen Replies Ch. 7
Week 12	3/25 (T)	How to Learn to Talk Stages of Acquisition, Critical Period	Ch. 9	Carmen Questions Ch.9
	3/27 (R)	Acquisition: Theories & Data	Werker.pdf OR Bosch.pdf	Werker et al. Questions OR Bosch Questions Carmen Replies Ch. 9
Week 13	4/1 (T)	NO CLASS – GROUPS MEET TO FINISH/RUN EXPERIMENT.		
	4/3 (R)	Guest speaker TBA		
Week 14	4/8 (T)	Neurolinguistics: This Is Your Brain On Language	Ch. 10	Homework 3 assigned Carmen Questions Ch. 10
	4/10 (R)	Aphasias, SLI, and Lateralization	Corina.pdf	Carmen Replies Ch. 10 Corina et al. Questions
Week 15	4/15 (T)	Other Modules, Other Universals Wrapping up – Do you believe it?	Ch. 13 Pullum.pdf	<b>Homework 3 due</b> Pullum & Scholz Questions
	4/17 (R)	GROUP PROJECT PRESENTATIONS		<b>Presentation, Project Write-up due 2<sup>nd</sup> LOC DUE</b>
<b>FINAL EXAM Monday 4/28 8:00 AM</b>				



Language and the Mind  
ONLINE COURSE SAMPLE SYLLABUS  
Ling 3701/Psych 3371  
Online                      TERM 3 credits

---

Instructor:	Online Office Hours:
Email:	TA Coordinator:
Office:	Online via Carmen Connect
Course Websites:	carmen.osu.edu, carmenconnect.osu.edu, sites.sinauer.com/languageinmind

**Required Materials:**

*Language in Mind: An Introduction to Psycholinguistics*, Julie Sedivy. 2014. Sinauer Associates.

---

**COURSE DESCRIPTION**

Language is perhaps the clearest example of something that is uniquely human. While many animals use calls to communicate, our ability to create and understand sentences we've never heard before and will never hear again marks human languages as fundamentally different. Studying how we learn, produce, and process language, we study in part what it is to be human.

How do we perceive language? How do our brains decide what words we're hearing? How do these words get arranged into meaningful sentences and conversations? How do we produce language? Is producing sign language different than producing spoken language? How do we learn language as babies? How do we learn language as adults? How and why do we make mistakes in speech, and what can we learn from these mistakes? Does the language we speak determine the thoughts we think? These questions will be one focus of the class; the other focus will be how we've come to know what we know about language – the methods of investigating psycholinguistics.

The course also features an experiment design project. Over the course of several weeks, with guidance from your classmates and instructor, you will design, build, run, and analyze data from a novel experiment on human language processing. You will learn something that no one else in the world knows, then share with the rest of us.

---

**COURSE STRUCTURE**

This course will be conducted entirely online, using CarmenConnect for live lectures and Carmen for files, quizzes, surveys, homework submission and the final exam. Each topic we cover will generally have the following elements associated with it:

- 1 textbook chapter  
- Some chapters will be combined or split, see schedule
- 6-8 short lecture videos, roughly 10 minutes each.  
- Some lectures include links to YouTube videos or other web-based activities; you're expected to view/do these
- 1 Carmen Quiz
- EITHER 1 homework assignment, consisting of a short experiment to run on yourself and/or friends  
OR 1 research article testing theories presented in the chapter, for discussion on Carmen Forums

Of these elements, the textbook readings and lectures can be read/viewed more or less at your own pace, whenever is convenient for you. However, the quizzes, homework assignments, and article discussions have set due dates. This gives you a good deal of freedom to fit this class into your schedule, but also ensures that you don't fall too far behind or have too much due at once.

The weeks devoted to the experiment design project will be set up somewhat differently. During these weeks, you will have specific assignments related to the experiment due each day. See that section below for details.

## COURSE TECHNOLOGY

As this is an online class, there are some technologies you'll need to either be familiar with or learn:

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating
- Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat <http://carmenconnect.osu.edu>
- Textbook webpage  
<http://sites.sinauer.com/languageinmind>
  - If you need tech support for this site, discuss it with your professor or contact [support@sinauer.com](mailto:support@sinauer.com). Be sure to include the name of this website (*Language in Mind* Companion Website) in your message.
  - Like most websites, this one doesn't have an explicit privacy policy. It does not ask for any personal information at any point, but I can not guarantee that no browser data is collected. Digital privacy is an important thing to be aware of. A list of best practices can be found here <https://www.google.com/safetycenter/everyone/start/>
- OpenSesame experiment creation software (Orientation in class DATE) <http://osdoc.cogsci.nl>
  - Extensive tech support for OpenSesame is available at the above site, including tutorials, forums, and examples.
  - OpenSesame privacy policy: <https://www.opensesame.com/privacy>

### Necessary equipment

- Computer with high-speed internet connection (Most content viewable via smartphone tablet, but not all)
- Microphone built-in laptop or tablet mic or external microphone
- Stereo headphones (Any headphones with L/R channels. Any that mark L/R ear will be fine, any earbuds, etc)

---

## FEEDBACK, RESPONSE TIME, & COURSE ASSISTANCE

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

**Grading and feedback:** For homework assignments and quizzes, you can generally expect feedback within 7 days. **Please include LATM Question (/Comment/etc) in your subject line.** If it's a question about how the course works or when something is due, please check the syllabus first, the answer is probably here!

**Email:** I will reply to e-mails within 24 hours on school days.

**Discussion board:** I will check and reply to messages in the discussion boards every 48 hours on school days

OSU provides academic support and resources to help all students succeed in their courses. To find out more about these services, please visit <http://ssc.osu.edu>, <http://artsandsciences.osu.edu/academics/current-students> and <http://younkinsuccess.osu.edu/>.

---

## ATTENDANCE & PARTICIPATION

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Logging in: AT LEAST ONCE PER WEEK Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- Office hours and live sessions: OPTIONAL OR FLEXIBLE All live, scheduled events for the course, including my office

hours, are optional. For live presentations, I will provide a recording that you can watch later. For office hours, I will be logged into <http://carmenconnect.osu.edu/latmofficehours> during [TIME]

• Participating in discussion forums: 2+ TIMES PER WEEK As participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Each topic has its own forum on Carmen; use it to ask questions, look for more detail, share related things you know, or help out fellow students. Some weeks you are required to post about research articles you have read. For these threads, you'll need to post before you can view others' comments.

---

#### GRADING SYSTEM

Homework:	20%	100 – 93	A	76.9 – 73	C
Experiment Design:	20%	92.9 – 90	A-	72.9 – 70	C-
Quizzes:	20%	89.9 – 87	B+	69.9 – 67	D+
Discussion Board:	10%	86.9 – 83	B	66.9 – 60	D
LOC Talks/Experiments:	5%	82.9 – 80	B-	Below 60	E
Exam:	25%	79.9 – 77	C+		

---

#### HOMEWORK (5 @ 4% each = 20%)

There will be five homework assignments, designed to help you understand and think about material covered in class. Each homework assignment is designed as a small experiment that you will run on yourself and/or your friends. Homework is always due by the 11:59:59 pm on the listed date. Homework received up to 48 hours after the due date will receive a 20% late penalty; after that you're going to need a really compelling story for me to accept it. **You are encouraged to work together on homework, discussing ideas and such, but each person needs to write up and hand in their work individually.** You can help each other come up with the answers, but you can't help each other write up the final product. If you work with another student, please list their name in an acknowledgment on your homework. For homework involving experiments on friends, please don't use classmates as your subjects, as their knowledge of the experiment may alter their responses.

All homework should be submitted as a .pdf via the Carmen dropbox. Be sure you get the confirmation email from Carmen saying you've submitted your file. **Do not email me your homework. ONLY .PDF FILES WILL BE ACCEPTED.** All major word processing programs (Word, Write, Open Office, etc.) have simple methods of exporting your work as a .pdf. Use them please. PDFs ensure that your documents look the way you want them to look; therefore, I will assume that you have proofread your submission and want me to grade the file as is. Be forewarned that I do use the TurnItIn originality checker for everything you submit. If you're plagiarizing, you're going to get caught, so please save us both the trouble and don't.

---

#### EXAM (25%)

Test questions will cover all assigned readings, whether we discuss them in class or not, as well as additional material from lectures and discussions. The exam will be open-book/open-notes, and will consist of multiple choice and short answer questions. In general, quiz questions are an excellent idea of the kinds of questions you'll see on the exam. Let me know at least two weeks ahead of time if you need to make arrangements to take the exam on another day or time.

#### FINAL EXAM DATE:

---

#### EXPERIMENT DESIGN (20%)

Over the course of several weeks toward the end of the semester you will plan, design, and construct a real psycholinguistic experiment. Lecture video time will be devoted to different aspects of the experiment design process and explain how to use free, open-source software to aid in the development of your experiment. You will have the choice of three different but related ways of looking a single topic, described below. As a class we will cooperate to come up with background articles, materials, and design questions, but the ultimate choices will be made by you. To facilitate this cooperation, everybody will be doing the experiment design pieces on the same schedule, hence the more rigid due dates during this period. You'll run your experiment on some friends, analyze the data using tools provided, and write up a short final paper.

**Subverted Rhyme** occurs when a poet or songwriter uses the meter and rhyme scheme to set up a strong expectation for a particular (often vulgar) word but then confounds expectation by using a different word instead. We will investigate how our

brains process both the expected and unexpected words as compared to control words, using one of three methodologies:

- *Self Paced Reading* to measure how much the subverted rhyme messes with our reading
- *Lexical Decision Tasks* with short or long lag time to see how quickly activation of the subverted word fades
- *Recall/Recognition* tests to gauge how subverted rhymes get processed in long term memory

We will learn more about each of these methods, and you will decide which you want to pursue. A detailed description of how the project will be graded, including extra credit options, will be given at the appropriate time.

---

### **DISCUSSION BOARD (10%)**

Sophisticated participants in scholarly discourse display a critical stance and willingness to struggle with hard concepts, as evidenced by clear, carefully aimed questions and comments. Discussion boards will be open on Carmen for each topic covered in the class – please use them! Complete assignments thoroughly and thoughtfully, participate actively in class and online discussions, make thoughtful and relevant comments, and react respectfully to peers' contributions and respond appropriately. Please don't let the fact that this is an online course negatively affect your attentiveness or engagement.

For five topics we will be discussing research articles via the Carmen discussion boards in lieu of homework assignments. For full participation points those days you need to read the assigned articles for each topic and write up a short (200-300 word) discussion of some aspect (research question, methodology, interpretation of results, etc) of the article. Read your classmates posts, ask questions about anything that is not clear, or talk about interesting ways the study could be extended. Are there places where you think the methodology, results, or reasoning is suspect?

---

### **TALKS AND EXPERIMENTS (2 @ 2.5% each)**

All 3371/3701 students are required to participate in the Linguistics Outside the Classroom (LOC) program. This will give you another chance to see what real linguistic research looks like, either by participating in a linguistics experiment or by listening to a presentation of current linguistics research. You are required to attend (i) two experiments OR (ii) two talks OR (iii) one talk and one experiment. Each talk or experiment requires the completion of a handout/questionnaire given at the talk or experiment. Each experiment or talk will last approximately 1 hour and will be worth 2.5% of your grade. The first talk or experiment must be completed **NO LATER THAN DATE** and the second **NO LATER THAN DATE** You can sign up for talks and experiments at <http://linguistics.osu.edu/undergrad/loc>.

---

### **QUIZZES (5 @ 5% each , lowest dropped = 20%)**

There will be five Carmen quizzes to help make sure you're getting key points from the reading and from lecture. These quizzes will give you an idea of the kinds of questions and level of questions you'll get on the final. The quizzes will be explicitly open-book, open-notes, but there will be a one hour time limit for each one. This means that you should read the assigned chapter and view the lecture videos BEFORE doing the quizzes so you're not digging through the book and your notes looking up things for the first time. The lowest quiz grade will be dropped, so only four of the five will count towards your grade.

---

### **GEC INFO: SOCIAL SCIENCE**

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

This class will meet the above requirements by studying how humans create, understand, learn, and interact using language. We will focus on what we know about language production and processing, and, critically, on how we came to know these things.

---

#### **ACADEMIC MISCONDUCT**

No academic misconduct will be tolerated, and as required by OSU policies, any suspicions of academic misconduct will be reported. If there is any doubt about what constitutes academic misconduct, please ask **BEFORE** committing the act. “I didn't know this was considered cheating” is not a valid defense. For further information, see <http://oaa.osu.edu/coam/faq.html>

---

#### **TECHNOLOGY ASSISTANCE**

Students can find help with the instructional technology used in this course at the Office of Distance Education and eLearning (ODEE) website: <https://carmen-services.it.ohio-state.edu/carmenhelp/students/>.

The required Carmen Connect download, along with additional information about Carmen Connect, can be found at <https://carmenconnect.osu.edu> . Additional resources for Carmen Connect, including a guide for getting started and equipment set-up information, can be found at <http://resourcecenter.odee.osu.edu/carmenconnect> . For additional help, you may contact me or contact ODEE at 614-292-8860.

---

#### **STUDENTS WITH DISABILITIES**

**Any student who may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (614) 292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for documented disabilities. For more information see <http://ada.osu.edu/resources/Links.htm>**

**To the greatest extent possible, outside resources have been selected to be accessible to all students. If you find that particular resources are not usable, please let your instructor know and an alternate way will be found for you to complete the relevant portion of the course.**

---

**RESEARCH ARTICLES – Read and write each for the dates listed. Articles are posted on Carmen.**

Production & Language Change:

Senghas, A. (2003) Intergenerational influence and ontogenetic development in the emergence of spatial grammar in Nicaraguan Sign Language *Cognitive Development*, 18, 511-531. [Senghas.pdf]

Acquisition of sounds/words:

Yeung, H.H., & Werker, J.F. (2009). Learning words' sounds before learning how words sound: 9-Month-olds use distinct objects as cues to categorize speech information. *Cognition*, 113, 234-43. [Yeung.pdf]

Lexicon:

Duñabeitia, J.A.; Perea, M.; Carreiras, M. (2008). Does *darkness* lead to *happiness*? Masked suffix priming effects. *Language and Cognitive Processes*, 23, 7-8, pp. 1002 – 1020. [Dunabeitia.pdf]

Monitoring for Speech Errors

Emmorey, K., Bosworth, R., and Kraljic, T. (2009). Visual feedback and monitoring of sign-language. *Journal of Memory and Language*, 61, 398 – 411. [Emmorey.pdf]

Learnability:

Hunter, T. & Lidz, J. (2012). Some (but not all) unattested determiners are unlearnable. *Journal of Semantics* 30, 315-334. [Hunter.pdf]

Topic #	Due Date	Topic	To Read	To Do
0	First Day	General Overview	Syllabus	
1	Week 1	Human Languages vs. Animal Communication	Chapter 2 Raff essay (Carmen)	Article Post 1
2	Week 2-3	Language and the Brain	Chapter 3	Homework 1
3	Week 3-4	Processing Sound	Chapter 4	Homework 2
4	Week 5	How We Learn Words	Chapter 5	Article Post 2
5	Week 6	How Words are Accessed	Chapter 7 up to pg 265	Homework 3
6	Week 7-8	How We Learn Syntax	Chapter 6	Article Post 3
7	Week 8-9	Processing Sentences	Chapter 8	Homework 4
8	Week 10	Speech Production	Chapter 9	Article Post 4
9	Week 11	Reading & Social Aspects of Language Processing	Chapter 7 pg 265-end Chapter 11	Homework 5
10	Week 12	Are There Universals? Does Language Affect Thought?	Chapter 12	Article 5
Exp. Design	Week 13-15	Choosing a Research Question	Week 13 Day 1	
		Create Stimuli Download & Tour of OpenSesame	Week 13 Day 2	
		Experiment Construction Workshop	Week 14 Day 1	
		Run Subjects	Week 14 Day 2, Week 15 Day 1	
		Stats & Data Analysis	Week 15	
Final Exam: DATE				



## Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

**Course:** Mike Kaylor

**Instructor:** TBD

**Summary:** Ling 3701/Psych 3371 Online Hi-flex Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			All tools and media that will be used in this course align to support the course learning objectives and competencies. This course will be fully online and all content will be delivered through Carmen and Carmen Connect. This course will use synchronous live lectures that will be recorded and made available to students asynchronously as well.
6.2 Course tools promote learner engagement and active learning.	✓			<p>Student engagement activities and assignments included in the syllabus promote student engagement and active learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Students will participate in synchronous/asynchronous lecture sessions</li> <li>• Students are encouraged to work together for homework assignments and will be responsible for submitting written responses to 5 required readings</li> <li>• Students will post weekly discussion board postings around the weekly course topics</li> <li>• Students will also be responsible for design and construct of a psycholinguistic experiment using live participants</li> </ul>

6.3 Technologies required in the course are readily obtainable.	✓			This online course will be delivered entirely through OSU's core common tool set (Carmen, Carmen Connect). The third party tools and websites are free and easily accessible from any web browser.
6.4 The course technologies are current.	✓			All course technologies explicitly listed in the syllabus are current and offered by OSU. The third party tool "Open sesame experiment creation" software is current.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Links should be provided in the "Course Technology" section of the syllabus to the privacy policies for both the <a href="http://osdoc.cogsci.nl">http://osdoc.cogsci.nl</a> and <a href="http://sites.sinauer.com/languageinmind">http://sites.sinauer.com/languageinmind</a> external tools.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links should be included in the "Course Technology" section of the syllabus to address all technical support needs for the following third party tools.  <a href="http://sites.sinauer.com/languageinmind">http://sites.sinauer.com/languageinmind</a>  <a href="http://osdoc.cogsci.nl">http://osdoc.cogsci.nl</a> (OpenSesame experiment creation)
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. The text for the accessibility statement should be in <b>BOLD</b> 18pt font. <a href="http://ada.osu.edu/resources/Links.htm">http://ada.osu.edu/resources/Links.htm</a>
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The below link should be included in the syllabus for the student academic services offered on the OSU main campus. <a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a>

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. Recommend that this link be included in the "Other Course Policies" section of the syllabus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			<p>The OSU core common tool set used in this course meets the universities policies for accessibility. A link to the accessibility information for the third party tools used for this course must be included in the syllabus.</p> <p>Tools:  <a href="http://sites.sinauer.com/languageinmind">http://sites.sinauer.com/languageinmind</a>  <a href="http://osdoc.cogsci.nl">http://osdoc.cogsci.nl</a> (OpenSesame experiment creation)</p>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.

8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the core common tool set at Ohio State facilitate ease of use with embedded multimedia.
---	---	--	--	---

**Reviewer Information**

- Date Reviewed: November 19, 2015
- Reviewed by: Mike Kaylor
- Comments: