

## 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> |
|--|--|

### [Previous Value](#)

|                    |  |
|--------------------|--|
| 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> |
|--------------------|--|

**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)*
- Updated Syllabus for online 3701:3371.pdf: updated online syllabus  
*(Syllabus. Owner: McGory,Julia Tevis)*
- 3701:3371-InClass3701syllabus.pdf: 2nd Update InClass Syllabus  
*(Syllabus. Owner: McGory,Julia Tevis)*
- 3701:3371-OnLine3701syllabus.pdf: 2nd Update Online Syllabus  
*(Syllabus. Owner: McGory,Julia Tevis)*

**Comments**

- We have updated the in class on online syllabus to meet criteria required in 2/18/16 email: (a) Include webcam in the section of necessary equipment.  
(b) The syllabus should also state explicitly that students will be monitored while they are taking the online exams.  
(c) For both syllabi:
  - Statement on academic misconduct: Include link to Code of Student Conduct (see ASC Curriculum and Assessment Operations Manual p. 14, if necessary). Also, link to COAM is outdated.
  - Statement about disability services: Add link to ODS website (see ASC Curriculum and Assessment Operations Manual p. 14, if necessary). Please note that the on-line syllabus includes link to ADA website. That is usually not included.
  - Remove reference to "GEC" and replace with "GE." *(by McGory,Julia Tevis on 02/22/2016 01:46 PM)*
- See 2-18-16 e-mail to A. Paulsen, B. Givens, and J. McGory. *(by Vankeerbergen,Bernadette Chantal on 02/18/2016 12:31 PM)*

**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,Garett Robert   | 12/15/2015 11:00 PM | College Approval       |
| Revision Requested | Vankeerbergen,Bernadette Chantal   | 01/19/2016 11:21 AM | ASCCAO Approval        |
| Submitted          | McGory,Julia Tevis   | 01/27/2016 12:04 PM | Submitted for Approval |
| Approved           | McGory,Julia Tevis   | 01/27/2016 12:04 PM | Unit Approval          |
| Approved           | Heysel,Garett Robert   | 02/09/2016 03:02 PM | College Approval       |
| Revision Requested | Vankeerbergen,Bernadette Chantal   | 02/18/2016 12:31 PM | ASCCAO Approval        |
| Submitted          | McGory,Julia Tevis   | 02/22/2016 01:47 PM | Submitted for Approval |
| Approved           | McGory,Julia Tevis   | 02/22/2016 01:50 PM | Unit Approval          |
| Approved           | Heysel,Garett Robert   | 02/22/2016 02:19 PM | College Approval       |
| Pending Approval   | Nolen,Dawn<br>Vankeerbergen,Bernadette Chantal<br>Hanlin,Deborah Kay<br>Jenkins,Mary Ellen Bigler<br>Hogle,Danielle Nicole | 02/22/2016 02:19 PM | ASCCAO Approval        |

Language and the Mind  
Ling 3701/Psych 3371

MWF 1:50 – 2:45

Au 2014

3 credits

Campbell 209

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Instructor: Mike Phelan  
Email: [phelan.30@osu.edu](mailto:phelan.30@osu.edu)  
Office: 218 Oxley Hall  
Mailbox: 225 Oxley Hall  
Office Phone: 292-3802  
Course Websites: [carmen.osu.edu](http://carmen.osu.edu)

Office Hours: Tues 4:15-5:15  
Office Hours: Tues 4:15-5:15  
Fri 11:00-12:00  
and by appointment  
TA Coordinator: Dr. Hope Dawson  
[hdawson@ling.osu.edu](mailto:hdawson@ling.osu.edu)  
Oxley 202a 292-5420

<http://sites.sinauer.com/languageinmind>

**Required Materials:**

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

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

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

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**GE INFO: SOCIAL SCIENCE-INDIVIDUALS AND GROUPS**

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.

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**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. Studying how we learn, produce, and process language, we study in small 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.

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**GRADING SYSTEM**

|                        |     |           |    |           |    |
|------------------------|-----|-----------|----|-----------|----|
| Homework:              | 15% | 100 – 93  | A  | 76.9 – 73 | C  |
| Experiment Design:     | 15% | 92.9 – 90 | A- | 72.9 – 70 | C- |
| Quizzes:               | 15% | 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  |
| Midterm                | 20% | 79.9 – 77 | C+ |           |    |
| Final Exam:            | 20% |           |    |           |    |

## **HOMEWORK (15 %)**

There will be three 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 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, symbols, 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 1:50 pm on class days. Be sure you get the confirmation email from Carmen saying you've submitted your file. Do not email me your homework, use Carmen. If submitted online, **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.

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## **EXAMS (2 @ 20% each)**

Test questions will cover all assigned readings, whether we discuss them in class or not, as well as additional material from lectures and discussions. Midterm and final exams will be closed-book and 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 exams. Let me know at least two weeks ahead of time if you need to make arrangements to take an exam on another day or time.

**MIDTERM: Oct. 20th FINAL: THURSDAY Dec. 11th , 4:00 pm**

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## **EXPERIMENT DESIGN (15%)**

Over the course of the semester you will plan, design, and construct a real psycholinguistic experiment. Reasonable amounts of class time will be devoted to different aspects of the experiment design process and using 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 at 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. Then 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 be deciding during week nine which you want to pursue. A detailed description of how the project will be graded, including extra credit options, will be given at that time.

## **PARTICIPATION AND ATTENDANCE (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. Consistently be attentive in class and complete assignments thoroughly and thoughtfully, participate actively in class and discussions, making thoughtful and relevant comments without monopolizing class time, and 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.

Three days (Sept 19, Oct 10, Nov 17) we will be discussing research articles. For full participation points those

days you need to read one of the two assigned articles for each day and write up a short (300-500 word) summary of the article you chose.

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### **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** Friday 10/17 and the second **NO LATER THAN** Tuesday 12/9. You can sign up for talks and experiments at <http://linguistics.osu.edu/undergrad/loc>.

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### **QUIZZES (5 @ 3% each)**

There will be six short 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 midterm and 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 chapters **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 5 of the 6 will count towards your grade.

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### **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>

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## **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.**

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**OUTSIDE READING – Read and summarize one article out of each pair for the dates listed. Articles on Carmen.**

#### **Article Discussion I – Read one for 9/19**

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]

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]

**Article Discussion II – Read one for 10/10**

Acquisition of 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]

Learnability:

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

**Article Discussion III – Read one for 11/17**

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]

## Course Schedule

| Week   | Date  | Topics   | Readings                                    | Things Due   |
|--------|-------|--|---|--|
| Week 1 | 8/27  | Intro, Syllabus  | Get Book                                    |  |
|        | 8/29  | Basic Background:<br>A quick tour of world languages   |   |  |
| Week 2 | 9/1   | <b>NO CLASS—LABOR DAY</b>                              |   |  |
|        | 9/3   | Do Animals Use Language?<br>Depends how you define it. | Ch 2  |  |
|        | 9/5   | Primates, Signing, and Design Features                 |   |  |
| Week 3 | 9/8   | Language Change – How and Why?                         |   | Quiz 1   |
|        | 9/10  | Language and the Brain - Lateralization                | Ch 3  | Homework 1 assigned  |
|        | 9/12  | Language and the Brain - Aphasia                       |   |  |
| Week 4 | 9/15  | Language and the Brain – Wires & Electrodes            |   | Homework 1 due   |
|        | 9/17  | How to Read a Paper                                    | Raff essay, link on Carmen                  | Experiment Design sign up  |
|        | 9/19  | Article Discussion I                                   | Senghas (2003) or Corina et al. (1999)      | Senghas or Corina summary  |
| Week 5 | 9/22  | Sounds of Language                                     | Ch 4  | Quiz 2   |
|        | 9/24  | Categorical Perception of a Continuous World           |   | Homework 2 - In Class portion  |
|        | 9/26  | Some Fun Ways Your Brain Messes With You               |   |  |
| Week 6 | 9/29  | What is a Word?  | Ch 5  |  |
|        | 10/1  | Indris and Lake Nayassa: Problems with Words           |   | Homework 2 due   |
|        | 10/3  | Pulling Language by the Bootstraps                     |   |  |
| Week 7 | 10/6  | Guest Speaker TBA                                      |   | Quiz 3   |
|        | 10/8  | Guest Speaker TBA                                      |   |  |
|        | 10/10 | Article Discussion II                                  | Werker et al (2002) or Hunter & Lidz (2012) | Werker or Hunter & Lidz summary<br>First LOC due                                     |
| Week 8 | 10/13 | Learning Syntax – Stages of Acquisition                | Ch 6  |  |
|        | 10/15 | Learning Syntax – Rules and Shortcuts                  |   |  |
|        | 10/17 | Learning Syntax – Theoretical Questions                |   |  |
| Week 9 | 10/20 | MIDTERM  | MIDTERM                                     | MIDTERM  |
|        | 10/22 | Experiment Design Project: Materials Workshop          |   | Bring/find examples of subverted rhyme   |
|        | 10/24 | Experiment Design Project: Methods Workshop            | Method 7.1 (pg 240)<br>Method 8.1 (pg 288)  | Download OpenSesame<br><a href="http://osdoc.cogsci.nl/">http://osdoc.cogsci.nl/</a> |



|                                 |       |  |  |  |
|---------------------------------|-------|--|--|--|
| Week<br>10                      | 10/27 | Lexical Access – Spreading Activation        | Ch 7 up to pg 265                                    |  |
|                                 | 10/29 | Lexical Access – Cohort, TRACE, Shortlist    |  |  |
|                                 | 10/31 | Lexical Access – Ambiguities                 |  |  |
| Week<br>11                      | 11/3  | Syntactic Processing – Ambiguities           | Ch 8   | Quiz 4   |
|                                 | 11/5  | Syntactic Processing – Importance of Context |  |  |
|                                 | 11/7  | Prosody, or Grandmother-Centric Cannibalism  |  |  |
| Week<br>12                      | 11/10 | Reading iz Weirb                             | Ch 7 pg 265 - end                                    |  |
|                                 | 11/12 | Speech Production – The Tip of Your Tongue   | Ch 9   | Homework 3<br>In Class Portion                                     |
|                                 | 11/14 | Speech Misproduction - Errors Mean Things    | Box 10.3 pg 393                                      | Homework 3<br>In Class Portion                                     |
| Week<br>13                      | 11/17 | Article Discussion III                       | Duñabeitia et al. (2008)<br>or Kraljic et al. (2009) | Duñabeitia or Kraljic<br>summary<br>Homework 3<br>In Class Portion |
|                                 | 11/19 | Language is Social – Judging People          | Ch 11  | Quiz 5   |
|                                 | 11/21 | Language is Social – Making Inferences       |  | Final experiment setup   |
| Week<br>14                      | 11/24 | Audience Design                              |  | Homework 3 Due   |
|                                 | 11/26 | <b>NO CLASS—THANKSGIVING</b>                 |  |  |
|                                 | 11/28 |  |  |  |
| Week<br>15                      | 12/1  | a Language Universals?                       | Ch 12  | Quiz 6   |
|                                 | 12/3  | Examining Your Data                          |  | Data collected from your<br>experiment                             |
|                                 | 12/5  | No Word for the Sapir-Whorf Hypothesis       |  |  |
| Week<br>16                      | 12/8  | Framing –<br><br>Don't Think of an Elephant! |  | Second LOC Due   |
| <b>Final (Thurs. 12/11 4pm)</b> |       |  |  |  |

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

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

**Required Materials:**

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

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**GE INFO: SOCIAL SCIENCE-INDIVIDUALS AND GROUPS**

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**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.

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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.

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**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)
- Web cam for final exam

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## 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/>.

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## 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 it's 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.

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## 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+ |           |    |

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## 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.

Just because this is an online course doesn't mean you need to complete all the elements of it in social isolation. One forum for interacting with other students will be the Carmen discussion boards, but you may want to contact other students via email (a list of email addresses is available on Carmen under the People tab) and set up study groups that meet either in person or digitally via technologies like Google Hangouts. **You are encouraged to work together on homework, discussing ideas and such, though 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.

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### **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. The exam will take place via a Carmen quiz, so you will be familiar with the format and process. You will have TWO HOURS to complete it from the time it opens, just as if it were a normal in-class exam. Students will be required to log into Carmen Connect during the exam and have CC's video and audio enabled. This both allows you to ask any questions that come up during the exam and ensures that you aren't collaborating with others on the exam. I will be online monitoring your final 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:**

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### **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?

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### **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>.

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#### **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.

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#### **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>

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#### **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.

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#### **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.**

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**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<br>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<br>Chapter 11 | Homework 5     |
| 10               | Week 12    | Are There Universals?<br>Does Language Affect Thought? | Chapter 12                         | Article 5      |
| Exp. Design      | Week 13-15 | Choosing a Research Question                           | Week 13 Day 1                      |                |
|                  |            | Create Stimuli<br>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.<br><br><a href="http://sites.sinauer.com/languageinmind">http://sites.sinauer.com/languageinmind</a><br><br><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.<br><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.<br><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:<br/> <a href="http://sites.sinauer.com/languageinmind">http://sites.sinauer.com/languageinmind</a><br/> <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: