



Course Outline

PSYC3311

Language and Cognition

School of Psychology

Faculty of Science

T2, 2019

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof Marcus Taft	m.taft@unsw.edu.au	By appointment MAT 714	93853026
Lecturer	Prof Skye McDonald	s.mcdonald@unsw.edu.au	By appointment MAT 1011	93853029
Tutors	Dr Sonny Li Ms Natalie Reily	sonny.li@unsw.edu.au n.reily@unsw.edu.au	By appointment MAT 703 MAT 1402	

2. Course information

Units of credit:	6
Pre-requisite(s):	PSYC2001 , PSYC2071
Teaching times and locations:	PSYC3311 Timetable

2.1 Course summary

Much of the information that we, as human beings, make use of is verbal in nature. This course will examine how we cognitively represent and access verbal information when producing and comprehending language. All levels of language will be considered ranging from the smallest sounds up to full discourse within context. Bilingualism as well as the neuropsychology of language and its dysfunction will also be covered, while issues related to verbal development will emerge throughout the course.

2.2 Course aims

The aim of this course is to provide a background to the structure of language and to the cognitive mechanisms underlying the way this structure is used in order to speak, write, read, and understand speech. The focus will be primarily on normal adult language, but dysfunctional adult language and normal and dysfunctional child language will also be considered. The general orientation of the course is a theoretical one, addressing the cognitive mechanisms underlying language performance, but practical considerations that arise from this theoretical foundation will also be discussed.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate a knowledge and understanding of key concepts in cognitive and neurocognitive processes related to language.
2. Apply an advanced knowledge of research methods in language and cognition enabling you to design and conduct basic studies using sound scientific methodologies.
3. Demonstrate advanced critical thinking skills, enabling you to evaluate empirical research studies in the areas of cognition and language.
4. Demonstrate an advanced appreciation of values and professional ethics in research.
5. Demonstrate effective teamwork and scientific communication skills.
6. Understand and apply knowledge of language and cognition to normal, dysfunctional and one's own use of language and communication.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials, online modules, group field work, quiz						Report 1, Report 2, Participation, Final exam
2.	Lectures, tutorials, online modules, group field work, quiz	Lectures, tutorials, online modules, group field work, quiz					Report 1, Report 2, Participation, Final exam
3.		Lectures, tutorials, online modules, group field work, quiz	Lectures, tutorials, online modules, group field work, quiz				Report 1, Report 2, Participation, Final exam
4.	Lectures, tutorials, online modules, group field work			Lectures, tutorials, online modules, group field work			Report 1, Report 2, Participation, Final exam
5.					Tutorials, online modules, group field work		Report 1, Report 2, Participation
6.	Lectures, tutorials, online modules, group field work					Lectures, tutorials, online modules, group field work	Report 1, Report 2, Participation, Final exam

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course focuses on one important area of cognition, namely, the representation and processing of language, and as such, is an extension of the cognition component of PSYC2071, Perception & Cognition. It also draws upon knowledge gained about the brain in PSYC1011. The first 16 lectures will be given by Prof Taft. This will include an introduction to language and psycholinguistics followed by a coverage of phonology and speech perception, word recognition and reading, as well as sentence-level processing, and bilingualism. There will then be 4 lectures given by Prof McDonald on neuropsychological aspects of language and its dysfunction.

All lectures will adopt an interactive style, with questions being asked in class to help guide the direction of your thinking. You are encouraged to put up your hand to suggest an answer. Given that there are no penalties for wrong answers, this provides an opportunity for you to try out ideas that you think might be relevant. You are also welcome to ask questions during lectures for the same reason. That is, active learning is encouraged and, therefore, **attendance at lectures will be highly beneficial**. Lecture content will be conveyed orally, with an opportunity to think about the material, and ample time to write down the important information. Prof Taft will achieve this by writing the main points as they are presented using the document projector, while Prof McDonald will use Powerpoint presentation. Lecture notes and recordings will be made available on the PSYC3311 Moodle website.

The tutorial/practical classes will begin in Week 3. Tutorials will be relevant to the lecture material covered by Prof Taft, meaning that **it is important that you keep up to date with the lecture content**. In Weeks 3, 4, and 9, you will participate in psycholinguistic experiments with the aim of learning about some basic methodological approaches to psycholinguistic issues, as well as adding to the knowledge base developed from the lecture material. Attendance at tutorials is essential (see the UNSW Assessment Implementation Procedure). **Note also that tutorials will not be recorded.**

In addition to the experiments and demonstrations, there will be two further pieces of research that will require you to collect data outside of class time. The first of these will be designed and set up by you in partnership with two or three other students who are in your practical class. Suggestions for possible experiments will be presented in the practical class of Week 5 and you will have several weeks in which to set up your experiment and collect your data. There will be opportunities to consult with your tutor during this period, namely, in Weeks 6 and 7. An oral presentation of your project will be required in the practical class of Week 8, with a written report due at the beginning of Week 10. The purpose of this "group" project is for you to take a research question and follow through the logic and issues involved in setting up a means of addressing this question. Your success in achieving an answer to the question is far less important than the logic of how you go about testing it and how you interpret the data you collect. The self-design of the experiment is in line with the philosophy of active learning adopted in this course, and the project also provides valuable experience for developing your empirical skills, which are useful not only for future projects (as in an Honours year), but for any problem-based tasks you may face in your future career. In addition, the need to analyse your own data provides an opportunity to implement some of the statistical methods you might have been taught in another course.

The second piece of outside research will be introduced in the practical class of Week 9. This is a study that will already be designed for you, looking at the processing of discourse. You will be required to collect a few examples of discourse during the week, which must be sent electronically to Prof Taft by a given deadline. These will then be collated for use in the practical class of Week 10. No written report is required for this study, but the material covered is assessable in the final exam.

A quiz of multiple-choice questions based on the lecture material will be made available through Moodle after the second lecture of Week 3. The immediate feedback giving for this optional test will allow students to monitor their understanding of the course prior to the UNSW census date. Another formative quiz will be provided after the second lecture of Week 7 to allow students to continue monitoring their understanding of the content of the course.

The Lecture Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

Tutorial attendance is compulsory to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Attendance is monitored for tutorials and labs. You should make sure your name has been marked on the class roll for each class you attend. Failure to meet these specified attendance requirements may result in course failure. Explanations for an occasional absence from a class or requests for permission to be absent from a class should be discussed with the lecturer/tutor, and where applicable, accompanied by a medical certificate.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Disability Support Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 1 hour of online modules. Students are expected to take an additional 6 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1 03/06/2019	1. Introduction to language 2. Phonology	No labs	Phonemes of English	Practice with phonemic transcription.
Week 2 10/06/2019	3. Speech recognition 4. Spoken word recognition	No labs		Reading on speech processing
Week 3 17/06/2019	5. Spoken word recognition 6. Phonology in reading	Spoken word recognition	Formative quiz	Reading on reading
Week 4 24/06/2019	7. Phonology in reading 8. Orthographic processing	Lexical processing		Work on Assignment 1
Week 5 01/07/2019	9. Orthographic processing 10. Morphology	Introduction to group project	Orthographic processing	Work on Assignment 1; work on project
Week 6 08/07/2019	11. Morphology 12. Syntax	Project discussion	Sentence context	Work on project; reading on morphology
Week 7 15/07/2019	13. Syntax 14. Sentence processing	Project discussion	Formative quiz	Work on project; reading on syntactic processing
Week 8 22/07/2019	15. Sentence processing/Bilingualism 16. Bilingualism	Present project		Work on Assignment 2
Week 9 29/07/2019	17. Cognitive neuropsychology 18. Cognitive neuropsychology	Sentence processing/Use of discourse	Aphasia	Work on Assignment 2; collection and submission of discourse.
Week 10 05/08/2019	19. Communication disorders 20. Communication disorders	Use of discourse	Revision	Reading on cognitive neuropsychology

Study period 13/08/2019				Exam preparation
Exam period 16/08/2019				Exam preparation

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Report 1	One-page max	15%	/100	11:59 pm on Monday, July 8 (Week 6)
Assessment 2: Report 2	1500-2000 words	35%	/100	11:59 pm on Monday, August 5 (Week 10)
Assessment 3: Participation	N/A	10%	/10	N/A
Assessment 4: Final exam	2 hours	40%	/100	Exam period

Assessment 1: This is a piece of written work associated with the tutorials conducted in Weeks 3 and 4. Its aim is to establish whether you have understood the basic ideas covered in those tutorials, and will take the form of a short report. You may discuss the content of your report with other members of class while preparing it, but must submit an independent and original piece of work.

Assessment 2: An oral presentation of your group project will be required in your practical class of Week 8, with the written report due a week or so later. The oral presentation will not be assessed, but the feedback you receive should help improve your written report. Oral presentations will be given as a group, but the report must be individually and independently written. It should be 1500-2000 words in length and take the form of a standard psychology report (with an Introduction, Method, Results, and Discussion section, though an Abstract is unnecessary). The best reports will be those that structure their arguments logically, making it clear why the experiment was carried out and what the implications of the results are, with a strong integration of ideas and evidence of insightful thinking.

Assessment 3: The participation mark will be determined on the basis of attendance at practical classes (6%, with one mark deducted for each undocumented absence), submission of the discourse collected for the Week 10 class (1%, with fractional marks deducted for lateness of submission), and involvement in class discussions (3%, based on asking and answering of questions, and other oral contributions including group project discussions with the tutor).

Assessment 4: The two-hour final examination will require 4 essay-type questions (of equal weight) to be answered on the lecture material (3 from Prof Taft and 1 from Prof McDonald) plus a set of short-answer questions on the laboratory material. The exam questions will be such that an understanding of the materials covered in lectures and practicals classes should be sufficient to at least pass. However, extra relevant information from other sources could potentially improve an essay-type answer. Further details regarding the exact time and location of the exam will be released on myUNSW as they become available.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Assessments 1 & 2: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: Deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Report 1	10 days of due date	Tutor	Online	Moodle
Report 2	10 days of due date	Tutor	Online	Moodle
Participation	N/A	Tutor	Personal communication	On request
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition.](#)

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbooks (recommended)	<p>Harley, T.A. (2014). <i>The psychology of language: From data to theory</i>. 4th Edition. Hove UK: Erlbaum (UK) Taylor & Francis.</p> <p>Taft, M. (1991). <i>Reading and the mental lexicon</i>. Hove UK: Lawrence Erlbaum Assocs.</p>
Course information	Available on Moodle
Required readings	School of Psychology Student Guide.
Recommended internet sites	<p>UNSW Library</p> <p>UNSW Learning Centre</p> <p>ELISE</p> <p>Turnitin</p> <p>Student Code of Conduct</p> <p>Policy concerning academic honesty</p> <p>Email policy</p> <p>UNSW Anti-racism policy statement</p>

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement
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8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>