UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC3311
Language and Cognition

Semester 1, 2017

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1. Information about the Course			
FACULTY	Science		
SCHOOL	Psychology		
COURSE CODE	PSYC3311		
COURSE NAME	Language and Cognition		
SEMESTER	Semester 1	**YEAR**	2017
UNITS OF CREDIT	6	**LEVEL OF COURSE**	3rd year
PREREQUISITES OR CO-REQUISITES	PSYC2001 , PSYC2071		
SUMMARY OF THE COURSE	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, comprehending, and remembering language. All levels of language will be considered ranging from the smallest sounds up to full discourse within context. The neuropsychology of language and its dysfunction will also be covered, while issues related to verbal development will emerge throughout the course.		

2. Staff Contact Details				
Name	**Phone**	**Email**	**Office**	**Contact Time & Availability**
COURSE COORDINATOR				
Prof Marcus Taft	93853026	m.taft@unsw.edu.au	MAT 714	By appointment
OTHER LECTURERS				
Prof Skye McDonald		s.mcdonald@unsw.edu.au	MAT 1011	By appointment
TUTOR				
Sonny Li		sonny.li@unsw.edu.au	MAT 703	By appointment

3. Course Timetable				
Component	**Class Number**	**Day**	**Time**	**Location**
Lecture 1	**4466**	**Monday**	**9 am - 10 am**	**CLB 5**
Lecture 2	**4466**	**Tuesday**	**11 am - 12 pm**	**MAT C**
Tutorial 1	4472	Wednesday	11 am - 1 pm	MAT 306
Tutorial 2	4467	Wednesday	3 pm – 5 pm	MAT 108
Tutorial 3	4468	Thursday	10 am - 12 am	MAT 313
Tutorial 4	4470	Thursday	2 pm - 4 pm	MAT 103
NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.				

4. Aims of the Course

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.

5. Student Learning Outcomes	
By the end of this course you will have:	
1. A knowledge and understanding of psychology with regard to:	1.1. The sounds of language and speech recognition 1.2. How reading is achieved 1.3. The orthographic structure of words and lexical processing 1.4. The nature of word morphology 1.5. Syntactic structure and sentence processing 1.6. Bilingualism 1.7. Disorders of communication
2. An advanced knowledge of research methods in psychology, enabling you to:	2.1. Design experiments that effectively control for inter-item variability 2.2. Design experiments that effectively control for participant variability 2.3. Further understand the meaning and importance of interactions 2.4. Design and conduct basic studies to address psychological questions, frame research questions, undertake literature searches, critically analyse theoretical and empirical studies, formulate testable hypotheses, operationalise variables, choose an appropriate methodology, make valid and reliable measurements, analyse data, and interpret results.
3. Come to understand and apply psychological principles derived from an understanding of psycholinguistics, including the ability to:	3.1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society, particularly those that relate to the use of language, both normal and dysfunctional. 3.2. Demonstrate awareness of what is going on in relation to one's own ability to communicate.

6. Graduate Attributes		
School of Psychology Graduate Attributes*	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. Core knowledge and understanding	3	Participation in lectures and practicals provides the information base for an understanding of cognitive and neurocognitive processes related to language. Assessed in the exam and two written reports.
2. Research methods in psychology	3	Involvement in laboratory experiments during practicals, and developing and conducting the group project. Assessed through questions on the final exam and the written report based on the group project.
3. Critical thinking skills	3	Encouragement of critical and creative thinking through questions during lectures and practicals and in developing and reporting on the group project.
4. Values, research and professional ethics	1	Conduct of experiments addresses ethical issues in relation to the recruitment and treatment of participants.
5. Communication skills	3	In-class oral presentation of group project, encouraging effective communication, both as presenter and critical audience. The group project also encourages effective communication between group members. Written reports require information to be conveyed succinctly, but clearly.
6. Learning and application of psychology	2	Ability to apply one's knowledge and understanding of language processing to broader issues in relation to cognitive psychology and neuropsychological functioning.

* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

7. Rationale for the Inclusion of Content and Teaching Approach

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 19 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. There will then be 4 lectures given by Prof McDonald on neuropsychological aspects of language and its dysfunction.

8. Teaching Strategies

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. 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 on the board as they are presented, while Prof McDonald will use Powerpoint presentation. Lecture notes and recordings will be made available on the PSYC3311 Moodle website.

Owing to a public holiday on April 25, there will be no Tuesday lecture in Week 8.

The tutorial/practical classes will begin in Week 4. Tutorials will be relevant to the lecture material covered by Prof Taft. In Weeks 4, 5, and 10, you will participate in several 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. **It is important that you attend tutorials because they 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 one or two other students who are in your practical class. Suggestions for possible experiments will be presented in the practical class of Week 6 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 7 and 8. An oral presentation of your project will be required in the practical class of Week 9, with a written report due at the beginning of Week 11. 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 11. 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 12. No written report is required for this study, but the material covered is assessable in the final exam.

Course Schedule				
Week		**Lecture 1 Mon 9-11**	**Lecture 2 Tue 5-6**	**Tutorial/ practical**
1	**Feb 27 – Mar 3**	1: **MT** Introduction	2: **MT** Intro/Phonology	-
2	**Mar 6 – Mar 10**	3: **MT** Speech recognition	4: **MT** Speech recognition	-
3	**Mar 13 – Mar 17**	5: **MT** Spoken word recognition	6: **MT** Spoken word recognition	-
4	**Mar 20 – Mar 24**	7: **MT** Phonology in reading	8: **MT** Phonology in reading	Abstract phonology
5	**Mar 27 – Mar 31**	9: **MT** Orthographic processing	10: **MT** Orthographic processing	Lexical processing
6	**Apr 3 - Apr 7**	11: **MT** Orthographic processing	12: **MT** Morphology	Introduction to project
7	**Apr 10 – Apr 13**	13: **MT** Morphology	14: **MT** Sentence Context	Project discussion
Apr 14 – 21 EASTER BREAK				
8	**Apr 24 - Apr 28**	15: **MT** Syntax	NO CLASS (ANZAC Day)	Project discussion
9	**May 1 - May 5**	16: **MT** Syntax	17: **MT** Sentence processing	Present project
10	**May 8 - May 12**	18: **MT** Sentence processing	19: **MT** Bilingualism	Sentence processing
11	**May 15 – May 19**	20: **SMc** Cognitive neuropsychology	21: **SMc** Cognitive neuropsychology	Use of discourse
12	**May 22 – May 26**	22: **SMc** Communication disorders	23: **SMc** Communication disorders	Use of discourse
13	**May 29 – June 2**	NO CLASSES		

9. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
WRITTEN REPORT 1	15%	1.1, 1.3, 2.1, 2.2	1, 2, 3, 5	Thursday Week 4 at 4 pm (March 23)	**Monday Week 6 by 11:59 pm (April 3)**	Your tutor	Week 8	Electronic feedback through Moodle.
WRITTEN REPORT 2	35%	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4	1, 2, 3, 4, 5		**Monday Week 11 by 11:59 pm (May 15)**	Your tutor	Prior to the final exam	Electronic feedback through Moodle.
FINAL EXAM	40%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	1, 2, 3, 5	Exam period	**Exam period**			
PARTICIPATION	10%							

NOTES

Written report 1: This is a piece of written work associated with the tutorial conducted in Week 4. Its aim is to establish whether you have understood the basic ideas covered in that tutorial, and will take the form of a short, structured 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.

Written report 2: An oral presentation of your group project will be required in your practical class of Week 9, 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.

Final Exam: 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. The best essay-type answers, however, would provide extra relevant information from other sources.

Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. If sick on the day of the scheduled exam, you should apply for a deferred medical exam. The opportunity to take the deferred exam will only be offered once.

Participation: The participation mark will be determined on the basis of attendance at practical classes, timely submission of the discourse collected for the Week 12 class, and involvement in class discussions.

10. Expected Resources for Students	
TEXTBOOKS (RECOMMENDED)	**Harley, T.A.** (2014). *The psychology of language: From data to theory*. 4th Edition. Hove UK: Erlbaum (UK) Taylor & Francis. **Taft, M.** (1991). *Reading and the mental lexicon*. Hove UK: Lawrence Erlbaum Assocs.
COURSE MANUAL	Available through course website

11. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

12. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete

the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise.

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: http://telt.unsw.edu.au/turnitin.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

www.unsw.edu.au/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a maths assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
Phone: 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

13. Administrative Matters

The *School of Psychology Student Guide*, available at http://www.psy.unsw.edu.au/current-students/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 in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

You are responsible for familiarising yourself with this information. This means that you cannot say "I didn't know" if you violate any regulations referred to in this document.