

## COGS 153: Language Comprehension

### Summer Session II 2024

Lecture: Monday/Wednesdays from 5:00-7:50pm, REMOTE on zoom

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Office hours: Wednesdays at 4pm (zoom)

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Office hours: Mondays at 10am (zoom)

#### Course description

This course is an introduction to the scientific study of language comprehension. We will cover a wide range of topics, including: how language relates to mental representation, how we use language to communicate about abstract ideas, how language is processed in the brain, how language processing may differ in bilingual speakers, and how language may influence the way we think.

#### Course objectives

After the next five weeks, students will be able to discuss key findings in language comprehension research, integrate knowledge about language with concepts from other cognitive sciences courses, think critically about language research, and design experiments to address open questions in language comprehension.

#### Grading Overview

Workshop Participation	Homework	Quizzes	Course Reflection Essay	Final Project	Extra Credit	
10% (2% x 5)	30% (10% x 3)	30% (10% x 3)	5%	25%	2%	98 - 100% A+ 93 - 97% A 90 - 92% A- 87 - 89% B+ 83 - 86% B 80 - 82% B- 77 - 79% C+ 73 - 76% C 70 - 72% C- 60 - 69% D Below 60% F

#### Workshop Participation

Lectures will regularly include time for zoom workshops (in small groups or pairs) for participation credit. Students will work on elements for their final project and give peer feedback. Half credit will be given for submitting the workshop activity without attendance. Alternatives will be considered for students with a documented need.

#### Homework

Homework will consist of assignments intended to scaffold the final project writing process (e.g. annotated bibliography, outlines). Late work will be docked 10% each day past the deadline unless an extension has been arranged ahead of time.

**Quizzes**

Quizzes will feature a mix of multiple choice, matching, true/false, and short answer questions. Each quiz is non-cumulative. Quizzes will be available to take on Canvas over a 48-hour time window. Once started, you will have an hour (plus accommodations) to take the quiz.

**Course Reflection Essay**

Students will write a brief reflection on the course topics they found most interesting or surprising, as well as provide feedback on content and instruction. (2 pages, double-spaced)

**Final Project**

Students will write a research proposal (either individually or in groups), in which they will propose an experiment to address a research question related to language comprehension. (5-10 pages, double-spaced)

**Extra Credit**

For extra credit, you may participate in ongoing research as a human subject through UCSD's [SONA system](#). Each half hour participating in a study is worth 0.5% of extra credit, for a maximum of 2% extra credit.

*SONA alternative:* Write a 1-page summary on a pre-approved original research article on the cognitive science of language. This involves summarizing the research question, hypothesis, methods, findings, the implications of those findings, and your critical reflection on the research in the article. A folder of pre-approved articles will be provided on Canvas. Summaries may be submitted throughout Summer Session II, with a final deadline of 4pm Wednesday of Week 5 (when SONA closes).

**Podcasting and slides**

All lectures will be recorded. A PDF of the slides for each lecture will be posted on Canvas after class.

**Readings**

All readings will be available as PDFs on Canvas.

**Piazza**

This term we will be using Piazza for class discussion. The system is designed to get you help fast and efficiently from classmates and the teaching team. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza. Find our class page at: [https://piazza.com/ucsd/summer2023/cogs153\\_s123\\_a00/info](https://piazza.com/ucsd/summer2023/cogs153_s123_a00/info)

**Academic Integrity**

We expect you to know and abide by [UC San Diego's academic integrity and plagiarism](#) policies and will report violations of these policies to UC San Diego's Academic Integrity Office.

**Accessibility & Accommodation**

If you have any individual needs, questions, or concerns, let us know through Canvas, in office hours, or over email. If you have an Authorization for Accommodation (AFA), please share it with us as soon as possible so we can make appropriate arrangements. For more information, (or to request an AFA), contact the [Office for Students with Disabilities \(OSD\)](#).

## **Community & Inclusion**

We hope to develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and the complex individual relationships we all have with language. The creation of such a community requires your efforts: to share, to listen, and to be respectful of diverse perspectives. We hope you will find opportunities in this class to engage with your peers in meaningful discussions about a variety of topics, and expect you to be courteous, respectful, and sensitive throughout, especially when discussing important issues connected to race, culture, religion, politics, sexual orientation, gender identity, or nationality. We support the mission of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive” and are committed to upholding the [UC San Diego principles of community](#).

## **Resources for Learning**

UC San Diego provides a variety of services that may be helpful to enhance your learning for any class:

### [Ask a Librarian: Library Support](#)

Chat or make an appointment with a librarian to focus on your specific research needs

### [Tutoring – Learning Strategies](#)

Address learning challenges with a metacognitive approach & finding individual learning strategies

### [First Gen Student Success Coaching Program](#)

Peer mentor program provides information, resources, and support for first generation college students

### [Office of Academic Support & Instructional Services](#)

Intellectual and personal development support

### [The Writing Hub at the Teaching + Learning Commons](#)

One-on-one online writing tutoring and support and regular workshops on key writing topics

## **Resources for Well-being**

Your health and well-being mean more than your performance as a student. Here is a list of some other campus resources:

### [Basic Needs](#)

Help students who have difficulty accessing sufficient food to eat every day lacks a safe and stable place to live.

### [Counseling and Psychological Services](#)

Confidential counseling and consultations for psychiatric services and mental health programming.

### [Office for the Prevention of Harassment & Discrimination \(OPHD\)](#)

Provides assistance to students, faculty, and staff regarding reports of bias, harassment & discrimination.

[Undocumented Student Services](#)

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic concerns.

[Triton Concern Line](#)

Call anytime (24/7) to report students of concern: (858) 246-1111

[Community and Resource Centers Office of Equity, Diversity, and Inclusion](#)

Campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus.

## Class Schedule

Week	Day	Lecture #	Topic	Assignment Due
1	Mon 8/5	1	Course Introduction	
		2	Concepts & Categorization	
		3	Embodiment	
	Wed 8/7	4	Understanding Abstract Concepts	
		5	Framing	
		6	Co-speech Gesture	
2	Mon 8/12		<b>5pm Workshop: Dissecting Research Articles</b>	Quiz 1
		7	Speech Perception & Word Recognition	
		8	Sentence Processing	
	Wed 8/14	9	Bilingualism	
		10	Language Development	
3	Mon 8/19		<b>5pm Workshop: Forming a Research Question</b>	Quiz 2 HW1: Annotated Bibliography
		11	Linguistic Relativity	
		12	Communication Disorders	
	Wed 8/21	12	Individual Differences	
		13	Language processing in Schizophrenia, Aphantasia, & Synesthesia	
		14	Joke Comprehension	
4	Mon 8/26		<b>5pm Workshop: Designing an Experiment</b>	Quiz 3 HW2: Research Question
		15	Large Language Models	
			1-on-1 meetings	
	Wed 8/28		<b>5pm Workshop: Visualizing Results</b>	HW3: Experiment Design
		16	TBA: Guest Lecture	
			1-on-1 meetings	
5	Mon 9/2		<b>Labor Day Holiday – No Class</b>	
	Wed 9/4		<b>5pm Workshop: Rubric &amp; Peer Feedback Activity</b>	
			1-on-1 meetings	
	Sat 9/7			Final Project
	Sun 9/8			Course Reflection Essay

