



## UNSW Course Outline

# ARTS2693 Psycholinguistics - 2024

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## General Course Information

**Course Code :** ARTS2693

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

[Useful Links](#)

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course will introduce you to the complexity and creativity of the human use of language with particular reference to first language acquisition and development. Like breathing, walking and sleeping, producing and understanding language is a natural activity that you engage in, multiple times a day, with little or no conscious awareness or effort. Psycholinguistics is a field that

studies the unconscious processes that underlie this ability. The more you understand about language, how it is acquired, and how it is processed, the more you understand about yourself and the people around you.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.
CLO2 : Apply general principles of linguistics to the analysis of psycholinguistic data in English and other languages.
CLO3 : Evaluate the major approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.
CLO4 : Appraise a variety of empirical tools used by psycholinguists to study language acquisition and language performance.

Course Learning Outcomes	Assessment Item
CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.	<ul style="list-style-type: none"><li>• Tutorial work and Presentation</li><li>• In-class test</li><li>• Critique of research paper</li><li>• Research essay</li></ul>
CLO2 : Apply general principles of linguistics to the analysis of psycholinguistic data in English and other languages.	<ul style="list-style-type: none"><li>• In-class test</li></ul>
CLO3 : Evaluate the major approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.	<ul style="list-style-type: none"><li>• Critique of research paper</li><li>• Research essay</li></ul>
CLO4 : Appraise a variety of empirical tools used by psycholinguists to study language acquisition and language performance.	<ul style="list-style-type: none"><li>• Critique of research paper</li><li>• Research essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Tutorial work and Presentation Assessment Format: Individual	10%	Due Date: ongoing weekly from Week 2
In-class test Assessment Format: Individual	20%	Due Date: Week 5
Critique of research paper Assessment Format: Individual	30%	Due Date: Week 7
Research essay Assessment Format: Individual	40%	Due Date: Week 11

## Assessment Details

### Tutorial work and Presentation

#### Assessment Overview

Students will prepare the answers to tutorial questions ahead of time and engage in discussions about each set of tutorial questions. Once in a term, each student presents their answers to the class (20 minutes) and leads the discussion on that topic.

Feedback via mark and oral comment in tutorial class.

#### Course Learning Outcomes

- CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.

#### Assessment Length

ongoing weekly from week 2

#### Submission notes

tutorial homework to be submitted online and presented on specific dates

### In-class test

#### Assessment Overview

Students will take an in-class test (45 minutes) on the major topics covered in the lectures, tutorials, and required reading.

Feedback via rubric and individual written comment.

#### **Course Learning Outcomes**

- CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.
- CLO2 : Apply general principles of linguistics to the analysis of psycholinguistic data in English and other languages.

#### **Assessment Length**

45 minutes

#### **Submission notes**

Please see Moodle for the date, instructions, resources, and marking criteria for this assessment.

#### **Assessment information**

See Moodle for the date, details and regular updates.

Class test will be in-class and online in real time.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Critique of research paper**

#### **Assessment Overview**

Students will write a 1,000-word written critique of a published research paper.

Feedback via rubric and individual written comment.

#### **Course Learning Outcomes**

- CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.
- CLO3 : Evaluate the major approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.
- CLO4 : Appraise a variety of empirical tools used by psycholinguists to study language acquisition and language performance.

### Assessment Length

1,000 words

### Submission notes

Please see Moodle for the instructions, resources, and marking criteria for this assessment.

### Assessment information

See Moodle for details and regular updates.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Research essay

### Assessment Overview

Students will write a 2,000-word research essay on one of the topics covered in the course.

Feedback via rubric and individual written comment.

### Course Learning Outcomes

- CLO1 : Construct a complex model of human language in terms of how it is organised, how it is acquired, and how knowledge of language is put to use, in the production and comprehension of words, sentences, and pieces of discourse, by monolinguals and bilingual speakers.
- CLO3 : Evaluate the major approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.
- CLO4 : Appraise a variety of empirical tools used by psycholinguists to study language acquisition and language performance.

### Assessment Length

2,000 words

### Submission notes

Please see Moodle for the instructions, resources, and marking criteria for this assessment.

### Assessment information

See Moodle for details and regular updates.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# **General Assessment Information**

The American Psychological Association (APA) referencing system is used for all assignments in this course. For further details, please see: <http://student.unsw.edu.au/apa>

## **Grading Basis**

Standard

## **Requirements to pass course**

Students need to submit all assessments and attain an overall average of at least fifty percent for the course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	The history of the study of language development: Major issues in the study of language development
	Tutorial	Discussion and exercises on Week 1 lecture content. Please note that detailed information and instruction for each week's lecture topic and tutorial tasks, class/online activities and expectations will be available on Moodle. Lecture/tutorial topics and assessment schedule are subject to change. You should consult Moodle for regular updates
	Reading	Hoff, ch. 1 CHCL, ch. 2, ch. 5 Hoff = Hoff, Erika (2014) Language Development, 5th Edition, Cengage CHCL = The Cambridge Handbook of Child Language
Week 2 : 3 June - 9 June	Lecture	The human brain and language; the critical period hypothesis
	Tutorial	Discussion and exercises on Week 2 lecture content.
	Reading	Hoff, ch. 2; CHCL, ch. 4, ch. 6
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 3 : 10 June - 16 June	Lecture	Sensory and perceptual foundation; cognitive foundations
	Tutorial	Discussion and exercises on Week 3 lecture content.
	Reading	Hoff, ch. 3; CHCL, ch. 7, ch. 9
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 4 : 17 June - 23 June	Lecture	Prelinguistic speech sound development; the development of phonological processes.
	Tutorial	Discussion and Exercises on Week 4 lecture content.
	Reading	Hoff, ch. 4 CHCL, ch. 10, ch. 11
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 5 : 24 June - 30 June	Lecture	The course of early lexical development; individual differences in language development; the process of word learning
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 5 CHCL, ch. 12, ch. 13
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
	Assessment	In-class test: Please see Moodle for the date, instructions, resources, and marking criteria for this assessment.
Week 6 : 1 July - 7 July	Other	Flexibility week. No classes in Week 6.
Week 7 : 8 July - 14 July	Lecture	Grammatical development and explaining the acquisition of grammar.
	Tutorial	Structured discussion and analysis of lecture content
	Reading	Hoff, ch. 6 CHCL, ch. 14, ch. 15
	Assessment	Assessment 3 due 14 July. Critique of research paper: Please see Moodle for the instructions, resources, and marking criteria for this assessment.
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 8 : 15 July - 21 July	Lecture	Communicative Development
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 7
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 9 : 22 July - 28 July	Lecture	Language and culture; language and cognition - possible relations

	Tutorial	Discussion and exercises on Week 9 lecture content.
	Reading	Hoff, ch. 8
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.
Week 10 : 29 July - 4 August	Lecture	Bilingual first language acquisition; bilingual language use
	Tutorial	Structured discussion and analysis of lecture content.
	Reading	Hoff, ch. 9 CHCL, ch 21
	Assessment	Tutorial work and Presentation: tutorial homework to be submitted online and presented on specific dates.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Resources

### Prescribed Resources

#### Textbook Details

Hoff, Erika (2014) Language Development, 5th Edition, Cengage.

Also required reading: selected chapters from The Cambridge Handbook of Child Language (available online)

### Recommended Resources

Aitchison, J. (2007) The Articulate Mammal, 5th edition, Routledge.

Birdsong, D. (2005). Interpreting age effects in second language acquisition. In Handbook of bilingualism: Psycholinguistic approaches, 109-127.

DeKeyser, R., & Larson-Hall, J. (2005). What does the critical period really mean? In Handbook of bilingualism: Psycholinguistic approaches, 88-108.

Dell, G. S. (1995). Speaking and misspeaking. In L. R. Gleitman and M. Liberman (Eds.), An Invitation to Cognitive Science. Vol. 1, Language. Cambridge, MA: MIT Press, pp. 183-208.

Fernandez, E.M., & Cairns, H. S. (2010). Fundamentals of Psycholinguistics, Wiley-Blackwell.

Fisher, C., Gertner, Y., Scott, R. M. and Yuan, S. (2010). Syntactic bootstrapping. WIREs Cognitive Science, 1: 143-149.

Gleitman, L.R. & Papafragou, A. (2013). Relations between language and thought. In D. Reisberg (Ed.), *Handbook of Cognitive Psychology*. New York: Oxford University Press, pp. 504-523.

Grosjean, F. (2010). *Bilingual: Life and Reality*, Harvard University Press.

Johnson, J.S., & Newport, E.L. (1989). Critical Period Effects in Second Language Learning. The Influence of Maturational State on the Acquisition of English as a Second Language. *Cognitive Psychology*, 21, 60-99.

Pinker, S. (1994) *The Language Instinct*. Penguin.

Pinker, S. (2007) *The Stuff of Thought: language as a window into human nature*. Viking.

Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science*, 12, 4: 323-328.

Trueswell, J.C., Sekerina, I., Hill, N.M. & Logrip, M.L. (1999). The kindergarten-path effect: studying on-line sentence processing in young children. *Cognition*, 73, 89-134.

## Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience as well as informal feedback throughout the course. On the basis of past feedback, the tutorial length was increased to two hours per week and the lecture time reduced to two hours per week. Weekly homework submission is now weighted at 10%.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sithembinkosi Dube		Morven Brown	Please contact via email	Please contact via email	No	Yes
Lecturer	Sithembinkosi Dube		Morven Brown	Please contact via email	Please contact via email	No	No
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# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

### School Contact Information

#### School of Humanities & Languages

**Email:** hal@unsw.edu.au

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm