

Co-Instructor, Language & Psycholinguistics

Description

Course: BCS 152: Language & Psycholinguistics

Role: Co-instructor with Chung-Lin Martin Yang

Term: Fall 2018

Department: Brain & Cognitive Sciences, University of Rochester

Short description:

This course is an introduction to the psychological processes involved in language comprehension, production and acquisition. Topics that are covered include speech perception, word recognition, sentence processing, language production, and language use and pragmatics. The primary goal of the course is to give students an introduction to the psychology of language and some basic fluency on major topics in the field.

Course composition:

This course is primarily taken by second- and third-year undergraduate students in the Brain & Cognitive Sciences and Psychology majors, as well as a small number of Linguistics majors. Enrollment typically hovers around 100 students. Many of these students have no linguistic background at all, so the course functions as an introduction to the structure of language as well as the psychological processes underpinning it.

Summary of Teaching Responsibilities

- Syllabus creation: Collaborated with co-instructor to redesign the syllabus (we changed the exact topics covered, the assignment and exam structure, and the textbook).
- Lecturing: Taught one-third of the course lectures, covering the topics of speech perception and adaptation, sentence processing, and discourse and pragmatics.
- Quiz and exam creation: Wrote quiz and exam questions on the topics covered in my lectures.
- Review sessions: Led review sessions for the three exams throughout the semester.
- Office hours: Met with students one-on-one and in small groups to discuss course material.
- Supplemental meetings with students: Met with students outside of office hours as needed. Had regular individual meetings with one student throughout the semester to read and discuss additional papers in psycholinguistics.
- TA management: Recruited three undergraduate teaching assistants for the course from students who had taken it in the past. Advised TAs on teaching methods, grading, how to work with students one-on-one in office hours, etc.
- Grading: Graded assignments and exams in conjunction with the co-instructor and TAs.

Evaluations

Student Evaluations

Responses: 12 (enrollment: 120)

Note: I was classified as a TA for this course for administrative purposes (the department did not officially hire me as an adjunct instructor).

Question	Mean (SD) (out of 5)
<i>What overall rating would you give the TA?</i>	4.67 (0.65)
How approachable did that TA make him/herself?	4.75 (0.45)
How enthusiastic was the TA about this course?	4.75 (0.45)
If you had questions, could you get answers from the TA?	4.75 (0.45)

All individual student comments:

- “Always available and willing to help. Can tell she is knowledgeable and willing to help out the students.”
- “Wednesday was very approachable and enthusiastic about helping with this course. She was ver knowledgeable and I enjoyed the lectures that she gave.”
- “Wednesday is extremely knowledgeable about cognitive science and psycholinguistics specifically. She speaks strongly and clearly as a lecturer and stresses the most important points in all of them as she speaks. My only criticisms are that her slides go by a little quickly.”
- “I loved Wednesday, she knew a lot about the course and lectured very well. She was able to adjust when we did not understand and come up with better examples to make things more clear.”
- “Moves a little fast. Some of the slides only showed graphs but no explanation, so if you were reviewing them later it was hard to understand”
- “You were so approachable and helped to clarify confusion SO MUCH! Thank you for that. It was a pleasure learning from you.”