



## LING171 Psycholinguistics 1

Department of Linguistics - UC Santa Cruz

Summer Quarter 2024

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## Staff

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## Catalog Description

Theory and methods in psycholinguistics, covering perception, production, and acquisition of language and linguistic structure. A hands-on, laboratory-style introduction to the topic, focusing on the relation between experimental findings and linguistic theory. Students cannot receive credit for this course and LING 257.

## Goals

Psycholinguistics develops models of how our individual systems of language are realized in our mind & our brain. At its core are the acquisition, perception & production of language. It is a cross-disciplinary enterprise that brings together findings and hypotheses from multiple traditions: from formal linguistics (phonology, semantics, syntax); from psychology (memory, cognitive control, learning); from neuroscience; from computer science, etc.

The **first goal** of LING157 is to **introduce some of these foundational questions**. We will examine core properties of mental processes and representations involved in language processing; consider how those properties constrain or interact with theories of linguistic knowledge; and how linguistic processes unfold over time-scales small

and large.

**Another important goal** of the course is that participants will gain understanding about **how knowledge is created in cognitive science**. Course participants will learn the basics of experimental design and core experimental techniques in linguistics. To do that, we will conduct some psycholinguistic experiments on ourselves (and our friends).

This course will feature some readings excerpted from a textbook (available online) but we will read several primary research articles. Throughout the course **you will achieve facility in reading articles reporting original research** through explicit guidance and practice.

This course allows students in the Linguistics or Language Studies B.A. program to more generally hone their skills in 4 of the 5 Program Learning Outcomes of the Linguistics B.A. and the Language Studies B.A.: with an especial emphasis on Analytical Thinking (#1) and Linguistic Theory and Investigation (#4); but also strong connection to Writing (#2) and Properties of Language (#3).

There are two core domains we will examine: word structure and word recognition, and syntactic structure and sentence comprehension. In each of these domains, we will explore issues in perception, production and acquisition. However, this course is not designed as an exhaustive survey course: it is deeper rather than broader.

This course satisfies the SR General Education requirement.

## Style

LING171 consists of **2 weekly meetings** during the summer. Readings and

assignments are organized on Canvas in modules. You are also encouraged to join the course Discord server (see below).

### Meetings

Our course meets for two 210-minute sessions each week. These sessions are broken down into three blocks. There are two breaks between the blocks. Each block will be a mixture of lecture, discussion and hands-on activities.

	Tuesday	Thursday
9:00am - 10:05am	Block A	Block D
10:15am - 11:20am	Block B	Block E
11:30am - 12:30pm	Block C	Block F
Breaks: 10:05am - 10:15am 11:20am - 11:30am		

### Drop-in Workshops

*There are no sections in this course.*

However, because we complete two labs, there is group-based work. To support that, I will hold two optional drop-in workshops each week where you can practice skills with me, or you can go to a breakout room with your group (with me available to help as needed).

### Office Hours

I will hold two office hours each week.

I will take a survey on Day 1 to schedule these, but they will most likely occur on Wednesday and Friday.

## Assignments and Activities

Our course is managed through Modules in Canvas. They take the form of the following activities: for graded activities, the percentage indicated in parentheses is how much weight it carries in assigning your final grade.

### **Engaged participation (20%)**

#### *Reading progress quizzes (5%)*

Assigned readings are indicated in the modules, and are followed by brief "check your understanding" quizzes at the end (usually just 3-5 questions). You receive full credit for completing the relevant quizzes. You will receive feedback on the questions, but wrong answers won't count against you.

#### *Canvas Discussion Boards (5%)*

You will be sometimes asked to engage with class material on Discussion Boards, and specific prompts will be associated with each module. Sometimes, you will be asked to create a new post, or other times to respond to others. You will receive full credit for discussion posts, as long as they demonstrate care and intention in responding to the prompt.

#### *Attendance at Meetings (10%)*

Attend all required meetings and be an active participant.

### **Problem Sets (40%)**

There will be weekly problem sets: 5 in total. You will generally have 1

week to complete the problem set once it is released.

### **Lab Reports (40%)**

You will complete two labs, one having to do with lexical processing and the other having to do with syntactic processing. There are some important features of these labs to be aware of:

1. Although there is a final 'due date' for the lab reports, each lab will take 2 weeks to complete and it will be "staged" with milestone tasks to be turned in at each meeting. The overall lab grade will depend in part on the quality of the final report, but it will also weigh timely completion of the milestone tasks. These milestone tasks are designed to help you break a complicated task into a series of less complicated ones, and often consist of worksheets or screencasts to follow.
2. The labs are collaborative, working together with other members of the class. You will be given explicit instructions about the nature of the collaboration, and how to attribute credit.
3. The first lab is essentially 'canned' - it comes with extensive instructions which are followed step-by-step to completion. In the second lab, each workgroup will have to decide a few choice points in design and execution.

### **Readings & Textbook**

There is no textbook to purchase for this course. Readings will be posted as PDFs on Canvas. We will use several chapters from the following e-text:

Warren, P. (2013). [Introducing Psycholinguistics](#). Cambridge:

Cambridge University Press. doi:10.1017/CBO9780511978531

Although chapters will be posted as PDFs, you are encouraged to review how to access library materials off-campus, in case you wish to go to the text directly. For more information, visit the following:

<https://guides.library.ucsc.edu/offcampusaccess>

## Communication

- **Official Announcements** will be made on **Canvas**. Make sure you receive notifications from Canvas.
- We will open the **Discussion Boards on Canvas for general Q&A**, and also to post targeted questions for discussions.
  - Targeted questions for Discussion Board assignments will (often) be grouped with your sections.
- For more informal communication, you can join the **Course Discord** server by following this link: [<https://discord.gg/8J68yp4hDR>]. You can use this venue to hang out and engage spontaneously with other course participants; ask a quick question; or DM course staff.
- You can also email me directly. See my contact info [above](#).

**Be sure you're signed in with your @ucsc credentials when you are doing course work, and especially if you are trying to access course documents.** Anecdotally, many messages received by course staff are requests for access to documents you already have access to: as long as you're signed into and switched over to your UCSC account.

## Ethos

Linguistics is a collaborative, scientific discipline. We embrace the value of



open, respectful exchange among all course participants.

The course staff want you to feel welcome and unafraid to contribute candidly to class discussions. Do not engage in any behavior that would make others feel uncomfortable or the subject of ridicule. If we detect any such behavior, we will call it out.

As an important facet of this atmosphere, it is important that all course participants -- students and instructional staff alike -- prepare thoughtfully for their interactions with each other. This includes synchronous meetings and asynchronous interactions (Discussion Board, Discord).

If you have any questions or concerns about the above, at any time during the course, please do not hesitate to get in touch with one of the course staff. We are dedicated to setting up easy, frequent communication between you, the course staff, and your classmates.

Be kind to one another.

## Grading

### **Grade break-down**

We will assign your grade based on the named activities listed in [Assignments and Activities](#). These fall into three broad categories:

- **Participation (20%)**. Based on completion of: “check your understanding” quizzes (all-or-none; 5%); discussion posts (5%); attendance & engagement at meetings (10%). Generally speaking, you receive full credit by “showing up” for each of these activities.

- **Formative assessments (40%).** Problem sets.
- **Lab reports (40%).** For the 2 lab reports, you will be graded both on your final draft, but also upon steady completion of the "milestone" tasks.

### **Timeliness and “late work”**

Timeliness on all assignments and lab milestones is important to keep you moving through the material in a structured, well-paced manner.

There are target deadlines for all activities and modules. However, we will always create flexibility around the deadline. In almost all cases, you will be able to earn at least some credit whenever you turn in the work.

For any activity that accrues points toward your grade, we will spell out in the Assignment/Module the policy for assigning credit to work submitted after the deadline.

### **University Policies and Resources**

#### **DRC Remote Accommodations**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the [DRC](#). I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). For students already affiliated, make sure that you have requested [Academic Access Letters](#), where you intend to use accommodations. You can also request to meet

privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

### **Academic Dishonesty**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

A student found in violation of the UCSC Academic Integrity policy may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

## **Title IX**

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education Office ([CARE](#), [care@ucsc.edu](mailto:care@ucsc.edu)) by calling (831) 502-2273. In addition, [Counseling & Psychological Services](#) (CAPS) can provide confidential counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462, or use this [online reporting link](#). Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required.

## **Slug Support Program**

<http://deanofstudents.ucsc.edu/slug-support/program/index.html>

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students navigating difficult or challenging situations and assist them in resolving their concerns.

UCSC's Slug Support Program is comprised of a team of case managers who work directly with students to help them develop a student centered plan and resolve the barriers they are facing. While the Slug Support Program does not provide counseling directly to students, we work very closely with [Counseling and Psychological Services](#) to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are a student or know a student who is in need of support and/or resources, you can start by navigating to the [referral page](#) for instructions on making a referral for our services.

If you have questions or would like more information on the Slug Support Program, please contact the [Dean of Students](#) Office at 831-459-4446 (Monday thru Friday 9am-5pm) or email us at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu). Please note that our team works a hybrid schedule. There is always Slug Support staff in the office Monday through Friday, however depending on the case manager you are working with, there may be two days a week where they are working remotely.

We are currently seeing students in person and via Zoom and phone depending on the student's preference and need. For any urgent needs (immediate food or housing crisis or other immediate concern), please [call our crisis line at 831-459-7003 \(Monday through Friday 9am-5pm\)](#).