



LING157 Psycholinguistics and Linguistic Theory

Department of Linguistics - UC Santa Cruz

Winter Quarter 2021

REMOTE INSTRUCTION DURING THE COVID-19 PANDEMIC

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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 computer science (parsing), 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

LING157 is mostly asynchronous: you will primarily interact with the course staff and other students through your assignments and on Canvas discussion boards. You are also encouraged to join the course Discord server (see below). The course material is organized into modules that you progress through each week.

Synchronous activities

Section

You must attend 1 synchronous discussion section meeting each Tuesday: this is during the time-slot you signed up for your section. You need to attend the same meeting every week, because they have been balanced to ensure that each section is small and personal.

Each section has a designated Zoom link, which you can access via the "Zoom" panel in Canvas. For your convenience, here are the Meeting IDs. The passcode is the same for all:

Sec	Leader	Meeting ID	Passcode
A: 9:50am	Matt	924 4480 0782	gardenpath
B: 10:20am	Jack	987 3016 5685	"
C: 1:30pm	Matt	951 6852 7483	"
D: 2:00pm	Jack	965 8033 8652	"

Section lasts 65 minutes. Please arrive promptly.

Section meetings will be recorded by default in Zoom, with two provisos:

- In order not to discourage active participation, recordings will expire 10 days after each section meeting has taken place. If it is technically feasible, recordings will be limited to members of that section.
- If a majority of participants in the section oppose recording (for any reason), then the section recording will be disabled. Instead it should organize a "running notes" system with rotating note-taking responsibilities among the members of the section.

If you anticipate or encounter a persistent challenge in attending your weekly section, please get in touch with the instructor. On an occasional basis (once or twice) you may attend another section, as long as you obtain the permission of the section leader in advance.

Each section will also have a designated Canvas discussion board.

Office Hours

There will be several synchronous office hours offered by Matt & Jack. The times will be determined based on your survey responses. [when they are, we will include them here].

We will also be reachable via several modes of [communication](#).

Asynchronous Activities

The asynchronous portion of the 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.

Bite-sized lectures & progress quizzes (10%)

In each module, there are a number of 5-10 minute topical videos and readings, each with a brief quiz at the end. These substitute for what would ordinarily be a lecture series delivered in the classroom. You receive full credit for watching the video and answering practice quiz questions. You will receive feedback on the questions, but wrong answers won't count against you.

Discussion (15%)

You will be required 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.

Problem Sets (40%)

There will be (nearly) weekly problem sets: 7 in total. You will generally have 1 week to complete the problem set once it is released.

Lab Reports (30%)

Participants 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 3-4 weeks to complete and it will be "staged" with milestone tasks to be turned in. The overall lab grade will depend in large part on the quality of the final report, but it will also heavily weight 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 include worksheets or screencasts to follow.

2. The labs are collaborative, working with members of your section. 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. (2012). [Introducing Psycholinguistics](https://doi.org/10.1017/CBO9780511978531). 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: [Join '157' Discord](#). You can use this venue to hang out and engage spontaneously with other course participants; ask a quick question; or DM course staff.
- The course staff can also be e-mailed directly. See our contact info [here](#).

Matt & Jack have [an explicit communication plan](#), to help manage expectations about replies and timing, since we're all working virtually.

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 speaking, most 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 coursemates.

This is a challenging time and many of us are struggling. Suggestions are very welcome, and we are open to making adjustments or adaptations to our practices as the course unfolds.

Be kind to one another.

Grading

Grade break-down

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

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

- **Participation (30%).** Based on completion of: modules & progress quizzes (all-or-none); discussion posts; attendance & engagement in section (5%). Generally speaking, you receive full credit by “showing up” for each of these activities.
- **Formative assessments (40%).** Problem sets.
- **Lab reports (30%).** 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”

Although this class is asynchronous, timeliness is still 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.

Extra-credit Opportunity

You can earn up to 2% extra points on your total grade if you participate in a Linguistics experiment or in a research alternative.

If you participate in **1** credit (up to 1 hour) you will earn 1%; in **2** credits (up to 2 hours) you will earn 2%.

To participate in the experiment, sign up for an account here. Be sure to select “LING157 W21” as your course when you sign up:

<https://ucsc-ling.sona-systems.com/>

It is your responsibility to be on the look-out for studies that award course credit and to complete a study by March 19, 2021. All studies are conducted online during the pandemic.

You are eligible to participate in all course-credit studies if you are 18 or older. There are no other requirements that researchers can impose. For example, researchers cannot require English be your native

language, even if the study is conducted in English.

In Week 8 of Winter Quarter, we will release a research alternative. If you prefer - for any reason, whatsoever - not to take part in a Linguistics experiment, or are under the age of 18, or cannot find a study time to suit you, you will be given a chance to hear a research talk and turn in a report.

University Policies and Resources

DRC Remote Accommodations

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

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.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she 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

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources,

reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.