

PSYC 336 Winter 2023/24 Term 2**Psychology of Language**

Thursdays 5-8 pm

Room A102 Buchanan

Land Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

EDI Statement

University education has a history of exclusion of women and people from minority groups (including but not limit to indigenous people and ethnic minorities). Indeed, even today with our shared values of equity and inclusiveness, there are still many subtle and pervasive ways in which university education remains more inviting and accessible to people from dominant, privileged groups in society. My approach to teaching, and the philosophy underlying the design of this course, is to try to make some headway in addressing those historical inequities to make this a welcoming learning environment for each of you. This in no way involves a relaxation of standards or expectations, but instead is focused on implementing practices that can ensure each of you – no matter how you define yourself, what your ethnic or linguistic background is, or where you come from – have the opportunity to thrive. While there is still much work to be done, some concrete steps that I have taken include: more diversity in the background of authors and perspectives in the course readings, more time and more vehicles for questions and discussion, the inclusion of multiple assessment methods, and more flexibility around deadlines. As well, given research indicating that having a recommended rather than required text actually disadvantages learners from minority backgrounds, I have returned this year to make the textbook required, and have selected a textbook with a more affordable price.

Full inclusion requires all of us to work together in a respectful environment, and I know we can create such an environment in the class. Critical to this is not only listening and speaking respectfully to one another, but also feeling valued and listened to. As such, please always reach out to me and Juan should anything in the course or classroom (including anything said) make you uncomfortable in any way. We also welcome suggestions for ways to promote a better, safer, and more inclusive environment.

Contact Information

Instructor	Teaching Fellow
Dr. Xin Sun (She/her)	Juan Domingo Vallejo
sunxin@psych.ubc.ca	jd.vallejo.gazmuri@gmail.com
Instructor Office Hour: Thursdays 3-4 PM, Kenny 2408 or zoom	

Instructor Biographical Statement

I am delighted to have the opportunity to teach you and guide you through how we approach languages this term. Here's a brief introduction of me:

I am now a postdoctoral research fellow in developmental psychology at UBC. My research focuses on how early bilingualism influences young children's language and literacy acquisition with combined behavioural and neuroimaging approaches. I am also broadly

interested in individual and cultural differences in people's intuitive theories about learning and education.

I was born in China, in a small city with 2 million people (I'm serious about it being a 'small' city ☺). I did my undergraduate work at Beijing Normal University (again, seriously, we don't have an 'abnormal university'). I then came to the U.S. and did my graduate work at the University of Michigan Ann Arbor (proud to be a Wolverine!). I graduated with my Ph.D. in the summer of 2022 and joined UBC as a postdoc fellow in September 2022.

As someone growing up with Mandarin Chinese, a language very different from English, I always find it interesting when juggling between the two. This brought me to my interest in how bilingual and monolingual children approach their languages in different ways. It is also exciting to have this opportunity to teach about how we learn languages and how our minds and brains make use of languages. I look forward to sharing my knowledge and insights with you and learning about your individual and/or cultural experiences. I hope we learn and grow together throughout the term.

Teaching Fellow Statement

I am a psychology major in my final year of undergrad preparing to pursue further studies. I am highly interested in language from both a psychology and learning perspective and am happy to chat about these topics or anything else. Feel free to ask me about my experiences as a psych major, international student or as a TA.

Course Objectives

In this course, we will discuss how language is learned, processed, and produced by the human mind and brain. After taking this course, you should be able to:

- 1) Discuss major themes in the domain of psychology of language, including language acquisition, speech perception, word and sentence processing, bi-/multilingualism, and reading and dyslexia
- 2) Think critically about the cognitive and neural processes underlying language use
- 3) Design and discuss basic experiments in psychology of language

Canvas Website

This course will use Canvas to communicate course materials/assignments, including weekly course schedules, discussion post submissions, and grades/feedback postings. Canvas access is granted only to students who registered for the course. Course announcements will be sent through Canvas or UBC email addresses and students should access both accounts on a regular basis throughout the term. Assignments will be completed on Canvas. Students may use the Discussion threads on Canvas to ask questions, as other students may share the same questions. The teaching team (instructor and teaching fellow) will regularly monitor these discussion threads and will answer questions posted online as soon as possible.

Required Readings

Textbook: *The Psychology of Language: From Data to Theory 4th Edition* by Trevor A. Harley. It is available in e-book and physical form at the [UBC bookstore](#).

Other readings will be posted on Canvas. Please check your Canvas page or the class schedule below to find specific reading assignments for each week.

Course Format

This course is lecture-based and the class meets once a week in person. The class lectures will be held on Thursdays from 5 pm to 8 pm. Lectures are designed to elaborate and clarify topics presented in the required reading in addition to other topics. Materials presented in the lectures will appear on the exams. The PowerPoint slides used in lectures will be available on the course website on Thursday before class.

Class Attendance

Attendance is highly highly highly recommended. Attendance will not be graded.

If you have to miss classes because of illness or other emergencies:

- Slides, readings, and lecture recordings will be posted on Canvas for each class day.
- Use the discussion forum for help.
- Come to office hours (there's an online option, so you can join from anywhere).
- If you are concerned that you will need to miss a particular key activity due to illness, contact your teaching fellow to discuss.

If the instructor (Xin) is sick and not able to attend class in person:

• If Xin is well enough to teach, but is taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email and an announcement in Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.

- Your Teaching Fellow, Juan Domingo Vallejo will substitute if they are available.
- In the event none of those are possible, a class might have to be cancelled.

Class Schedule

Week	Date	Topic	Readings
1	Jan. 11th	Introduction to Psychology of Language	Chapter 1 p. 3-16* Chapter 2
2	Jan. 18th	Foundations of Language I (snow day)	Chapter 3 p. 51-67*
3	Jan. 25th	Foundations of Language II	Chapter 3 p. 88-99
4	Feb. 1st	Language and the Brain	Chapter 1 p.17-22* Chapter 3 p.67-73*
5	Feb. 8th	Language Development	Chapter 4
6	Feb. 15th	Bilingualism and Second Language Acquisition	Chapter 5
7	Feb. 22th	Study Week (No class meeting)	
8	Feb. 29th	Midterm Exam	
9	March 7th	Word Recognition	Chapter 6
10	March 14th	Guest lecture: Dr. Janet Werker Speech Perception Acquisition	(Maye et al., 2002) (Sebastian Galles et al., 2012) (Weikum et al., 2007)
11	March 21st	Guest lecture: Yadong Liu and Arian Shamei	TBD

12	March 28 th	Reading and Spelling	Chapter 7-8
13	April 4 th	The Social Side of Language	
14	April 11 th	Class Review	

*For the e-version of the textbook, pages are:

Week 1: Chapter 1 p. 10-18 (before the “language and brain” section), and chapter 2.

Week 2: Chapter 3, all but p. 45-58.

Week 3: Chapter 1 p. 18-25, Chapter 3 p. 45-58.

Assessments

Mid-term Exam – 30%

Final Exam – 30%

Minute Paper Assignment – 40%

Mid-term Exam (30%) on Thursday, Feb. 29th at 5 pm

The mid-term exam will consist of multiple choice, term definition, and short answer questions. The exam will cover material from January 11th to February 15th, 2023. The exam will be close-book, and will be based on material from lectures and required course readings. The mid-term exam will be conducted in person during our regular class time, in our regular classroom.

Final Exam (30%) Date and Time TBD

The final exam will consist of multiple choice, term definition, and short answer questions. The exam will cover material from March 7th to April 4th, 2023. The exam will be close-book and will be based on material from lectures and required course readings. Final exam dates are usually released 6-8 weeks prior to the examination period (2-3 weeks in summer), and exam locations are usually released a few weeks later. I will pass on any information as soon as it becomes available.

Minute Paper Assignment – 40%

At the end of each class, students will have time to complete a minute paper assignment to reflect on what is learned for the week. The minute paper assignment consists of 3 questions, each worth 1 point – so 3 points for each minute paper. These are designed to be short-answer questions, so please respond no more than 5 sentences for each question (2-3 sentences are good). There will be 12 minute papers (11 lecture weeks + the exam review week) and the highest 10 will be counted towards the final grade (4% for each, 40% in total). Students submit the assignment on Canvas, and the deadline for each assignment will be the Sunday midnight after each class (i.e., the due for the Jan. 11th class is Jan. 14th at midnight).

The three questions will be:

1. From this week’s materials (lecture/reading), what is a piece of knowledge you find important/interesting?
2. From this week’s materials, what is a piece of knowledge you find still unclear/would like to know more about?
3. A specific question for the week.

Course Grading

In order to reduce grade inflation and maintain equity across multiple course

sections, all psychology courses are required to comply with departmental norms regarding grade distributions. The average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

Further details on UBC's grading practices are available at:
<https://students.ubc.ca/enrolment/courses/grades>

Academic Accommodation for Students with Disabilities

Academic accommodations help students with disabilities or ongoing medical conditions overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine the student's eligibility for accommodations in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#).

Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Concession

[UBC's academic concession policy](#) articulates the University's commitment to supporting students in their academic pursuits through the application of *academic concessions* in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish work. Academic concessions may be granted for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. If you miss marked coursework for the first time (mid-term exam, online group session participation and/or online group session write-up) and the course is still in progress, immediately submit a [Student Self-Declaration](#) to me so that your in-term concession case can be evaluated. If this is not the first time you have requested a concession or classes are over, please fill out [Arts Academic Advising's online academic concession form](#) immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your [Faculty's webpage on academic concession](#) and then contact me where appropriate.

COVID-19 Safety

For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and

the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, for free (for more information, see <https://covid19.ubc.ca/>). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. As you are an important part of the UBC community, please consider getting vaccinated if you have not already done so.

If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or are required to quarantine. This precaution will help reduce risk and keep everyone safer.

Academic Resources

- UBC Academic Regulations: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0>
UBC policies/regulations, including academic concession and accommodation.
- UBC Learning Commons: <http://learningcommons.ubc.ca/>
Learning and research resources and opportunities for students, including tutoring, workshops, study groups, and many other online tools.
- Centre for Accessibility: <http://students.ubc.ca/about/access> or 604-822-5844.
Resources for students with physical, mental, and/or learning disabilities.

Wellbeing Resources

- Thrive Campaign: <https://wellbeing.ubc.ca/wellbeing-campaigns-and-initiatives/thrive>
A collaborative initiative between UBC Human Resources, Health Promotion & Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources.
- UBC Psychology Clinic: <https://clinic.psych.ubc.ca/>
An outpatient mental health and training clinic that offers assessment, treatment, research and training in clinical psychology.
- Campus Lightbox: <https://campuslightbox.ca>
A student-led website with mental health support resources.
- The Kaleidoscope: <http://the-kaleidoscope.com/>
Peer-run mental health support group.
- UBC Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811.
Offers resources to help support and maintain mental health while in school. One-on-one counselling, group sessions, and the ability to document an illness if needing academic concession available.
- AMS Peer Support: <https://www.ams.ubc.ca/student-services/peer-support/>
Free, confidential, one-on-one peer support for a variety of issues, related to personal, academic, and mental health challenges.
- UBC Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450.
Offers resources for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.
- Student Health Services: <http://students.ubc.ca/livewell/services/student-health-service> or 604-822-7011.

Offers a variety of healthcare-related services, including access to doctors, registered nurses, and specialists.

- Live Well, Learn Well: <http://students.ubc.ca/livewell>

A resource hub for information about improving physical and mental well-being.

- Mental Health Awareness Club: <http://blogs.ubc.ca/ubcmhac/>

Offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

- AMS Food Bank: <http://www.ams.ubc.ca/services/food-bank/>

Provides access to food hampers in financial emergencies. Services can be used up to 6 times per term.

- BC Crisis Center: www.crisiscentre.bc.ca or 604-872-3311.

A non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line is available 24/7.

- Distress Line: 1-800-Suicide (784-2433).

Provides access to mental health professionals who help in situations of distress. If you or someone you know is in distress and may hurt themselves, call 1-800-SUICIDE 24 hours a day.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without the permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. As all lectures are posted on Canvas, recording by students is not allowed.

Academic Integrity and Plagiarism

We are all – students, teachers, TAs – members of the academic community. In the community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (i.e., we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (i.e., we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting their own work more than once. Policy guidelines can be found at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from by citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the information source and how best to cite it. In Psychology, we use the APA citation style to indicate our sources. Here's a good guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

In Psychology writing, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words and cite the original source of those ideas. If you have questions about citing or what may constitute plagiarism, please discuss with Dr. Lilian May/TAs before any assessment is begun. In addition, a helpful guide can be found at <https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>.

Please note that my work on this syllabus was inspired in large part by example syllabi

from Drs. Janet Werker, Lilian May, Lauren Emberson, and Luke Clark. We have shared, though, with full knowledge and permission from one another.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at http://www.universitycounsel.ubc.ca/policies/policy_69.html). <https://universitycounsel.ubc.ca/board-of-governors-policies-procedures-rules-and-guidelines/policies/>

University's Values and Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here.

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We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>.