

Spring 2014

R 05:30 - 08:15 p.m., Colvard 4123

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https: //moodle2.uncc.edu/course/view.php?id=36573

SYLLABUS

Texts: Menn, Lise. 2011. Psycholinguistics: Introduction and applications. San Diego: Plural Publishing. ISBN 978-1-59756-283-6.

Goals: This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require a compressed review of it as we go along. Thus, the course counts towards the minor in Cognitive Science, the minor in Linguistics, and equally satisfies the Applied Linguistics requirement for majors of English.

At the end of the class, you will know the fundamental concepts in cognitive science and linguistics, and how they interface in theory and research.

Policies: I do not have an *attendance* policy beyond the UNCC policy; linguistics courses do not lend themselves to absences anyway. Too much stuff. Plus there are quizzes and exams. From past experience, *I strongly recommend that you miss no classes at all*. You are welcome to have someone take notes for you or tape a class session for you if you really must be absent. Most importantly, I want you to feel free to tell me at any point if you should feel yourself slipping behind. Feel free also to ask for clarification at any point in the classroom, or if you would like me to go over something again.

Since I post all materials on Moodle, it may be tempting to think that studying with the web site may serve as a substitute for attending class sessions. I have seen students leave after the weekly quizzes, and those students typically earned an unsatisfactory midterm report. Those who persisted in this irresponsible behavior failed the class. I have taught some version of this course for twenty years now, so please hear me when *I urge you sincerely and from experience to attend responsibly and to engage fully*; the class discussion will provide the up-to-date big-picture context for the plethora of details presented in the texts. *You need them both*: the detailed knowledge from the texts and the up-to-date big picture from the discussion. You should not expect to succeed without a full commitment. Think of it as a hybrid science course (mainly cognitive science and linguistics) with an ENGL attribute.

The department has a *diversity* policy (Oct. 1983, rev. April 2009; next page), and actually any linguistics class worth its salt has one by default. Please contribute, and ask for, comparative data from dialects, languages, and cultures.

The campus and the department have a policy about *academic integrity* (Undergraduate Catalog, pp. 49-52). If you need help (extra credit, extension,...), do not hesitate to ask (i.e. you want help, you get help – but you gotta want to).

Grades

Your contributions will be weighted as follows:

30% research project	20% 6 quizzes (lowest grade dropped)
20% midterm	30% final exam (cumulative)

Second notice: The reading load for each week is light. Do not underestimate the amount of information contained in those pages. You will be tested weekly and in detail on that content, and you are well advised to invest ample time in retaining this information (flashcards, repeated reading of the assigned pages, whatever works for you). You may also want to form study groups among yourselves. The final exam will be cumulative, so study for long-term retention.

Academic Integrity Students have the responsibility to know and observe the requirements of *The UNC Charlotte Code of Student Academic Integrity (Undergraduate Catalog pp. 49-52)*. This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements of permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

A Note to Students: Charlotte English Department Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

Advisement: This course endorses evolution, makes reference to human and animal experiments (some of them intrusive), and includes some research on language capacities of humans other than *homo sapiens sapiens* and of animals. If such content is genuinely *intolerable* to you, this course may not be a good fit for you and you should consider dropping it. The instructor will honor and respect different perspectives, but not if they take the form of a confrontational challenge to the course content and not to the extent of monopolizing class time or disrupting the course.

Readings Topics (Check Moodle2 site for tests, materials, and supplementary readings)

Jan	09	—	<i>Introduction to course, core concepts of cognitive science and grammar</i>
	16	xiii-xviii	The big plan: An interdisciplinary approach to language.
	23	1-38	Speech sounds I: How we produce and process them, and the systems they form
	30	1-38	Speech sounds II: Analysis and practice (workshop)
Feb	06	39-68	Morphology: How we build words and meaningful structures
	13	72-96	Neurophysiology of language and speech
	20	102-29	Lexical associations in the brain
	27	134-51	Midterm (pp. xiii-129); Speech errors
Mar	06		<i>Spring Recess</i>
	13	155-200	Project draft due; Experiments to understand language processing in the brain
	20	206-47	Aphasiology (<i>last day to drop with W: March 26</i>)
	27		No class (I am presenting at SECOL); prepare your project for submission
Apr	03	252-95	Project due in final form; First-language acquisition
	10	302-37	The process of reading, and learning how to read
	17	342-67	First-language acquisition vs. second-language learning: Differences and parallels
	24	374-416	Applications of psycholinguistics and neurolinguistics; <i>review for the Final Exam</i>
May	08		05:00 - 07:30 p.m. Final Examination (cumulative)