

**Language and the Mind**  
**Ling/Psych 371**  
Spring 2002, 5 credit hours

M W 3:30 p.m. - 5:18 p.m.

Caldwell171

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Instructor: Allison Blodgett  
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Office & phone: Oxley 24B (292-8878)  
Office hours: Mondays 2:30 p.m.-3:15 p.m., Tuesdays 9:30 a.m.-10:15 a.m.,  
and by appointment

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**Required Materials:**

- *Psycholinguistics: An Introduction* (textbook by Helen Smith Cairns)
- Packet of handouts (available on **Monday, 4/8**, at the Cop-Ez at Neil and 11th)
- Additional readings as noted in the course calendar

**Course Description:** This course provides an introduction to psycholinguistics and to some of the important issues in the study of language processing. Topics will include: To what extent is language innate or acquired? How do children learn language? How does the human mind process sounds, words, and sentences? What is the biological basis for language?

**Course Goals:** This course will acquaint students with the primary theoretical and experimental issues involved in the study of natural language and the brain, and develop their abilities to evaluate and discuss these issues in a critical and coherent manner.

**Grading:** Your final grade will be based on the total number of points you accumulate during the quarter. Points are earned in the following ways and correspond to the following scale:

Homework (4*15pts)	60 points	<b>point total</b>	<b>grade</b>	<b>point total</b>	<b>grade</b>
Talks & Experiments	20 points	400-372	A	319-308	C+
Exam 1	100 points	371-360	A-	307-292	C
Exam 2	100 points	359-348	B+	291-280	C-
Cumulative Final	120 points	347-332	B	279-268	D+
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TOTAL	400 points			239-0	F

This information is available in alternative formats upon request. For further information, contact the instructor or the Office of Disability Services (292-3307).

**Exams.** Exam dates are indicated in the course calendar and will not change. No makeup exams will be given, except in the most dire of circumstances and only with formal documentation.

Exams are based on class events and readings (even those that we do not discuss in class). Each exam is cumulative in the sense that the concepts in this course build on one another. The final exam is cumulative in the traditional sense; questions will be based on the entire class.

**Homework.** Assignments must be typed, legible, proofread, and turned in during class.

**Late Policy.** Assignments that are turned in after class on the day due--but before the next scheduled exam--are eligible for (at most) half credit.

Leave yourself enough time to find a computer lab with a good printer in case your printer breaks, runs out of toner, etc. E-mail submissions will not be accepted.

Several homeworks include a graded, in-class component that may happen after the actual due date. Miss the in-class part, for any reason, and the late policy applies.

### **Survival Tips**

**\*\*Come to class\*\***--Lectures and in-class activities build on the material in the reading; they do not necessarily repeat that material.

**\*\*Learn from the reading\*\***--If you're new to this process, this minimally involves:

- Doing the reading before coming to class.
- Taking notes as you encounter terms, experiments, people, and ideas.
- Describing these terms, experiments, and ideas in your own words.
- Answering the review questions at the ends of the chapters.

Work with someone--You are encouraged to find a study partner or group, and even to work together on homework. Please note that I take a dim view of receiving answers that are worded exactly (or nearly exactly) like someone else's. Talk about the ideas, but write your own answers.

Do not call me if you must occasionally miss class. It is your responsibility to get reliable notes from a classmate and to see me with questions. However, if circumstances, such as illness or a family emergency, require you to miss class for an extended period, please let me know as soon as possible. Under no circumstances should you expect me to repeat a lecture.

Do not pack up early--Class ends when the bell rings. Out of consideration for your classmates, please do not talk with others during lectures.

**Academic Misconduct.** The Ohio State University takes academic misconduct very seriously. If you violate university rules, you will be dealt with accordingly. For example, copying, plagiarism, cheating, and falsifying data (i.e., making up your answers to a homework instead of running the experiment and collecting the data) are serious offenses that I am required to report to the university. If you are unsure about what constitutes academic misconduct, please see me.

## Course Calendar

Exam dates and homework due dates will not change, but topics may change or shift. Web addresses for articles marked with an asterisk (\*) are on the last page.

Week	Date	Topic	Hmwk Due	Required Readings
1	4/1	Introduction to Psylx		Ch. 1
	4/3	Processing Domains		Ch. 2
2	4/8	Nature vs. Nurture I: Setting criteria, evidence from lx-deprived kids		Ch. 3 pp. 47-55 <i>Children creating language</i> by Senghas & Coppola*
	4/10	Nature vs. Nurture II: Theories of Acquisition	<b>Hmwk #1 (in class)</b>	Ch. 4 pp. 67-75
3	4/15	Early Acquisition	<b>Turn in Hmwk #1</b>	Ch. 4 pp. 75-89 <i>Babbling in the manual mode</i> by Pettito & Marentette*
	4/17	Later Acquisition	<b>Turn in Hmwk #2</b>	
4	4/22	Lx & Computers		<i>Lost in Translation</i> by Budiansky*
	4/24	<b>EXAM 1</b>		
5	4/29	Speech Production: Mental Planning	<b>Turn in Hmwk #3</b>	Ch. 5 pp. 91-101 <i>Models of word production</i> by Levelt*
	5/1	Speech Production: The Signal		Ch. 5 pp. 101-111
6	5/6	Speech Perception: Slips of the Ear		Ch. 6 pp. 113-124
	5/8	Word Processing: Storage & Retrieval	<b>Turn in Hmwk #4</b>	Ch. 6 pp. 124-131; Ch. 2 pp. 41-45

Week	Date	Topic	Hmwk Due	Required Readings
7	5/13	Word Processing: Lexical Ambiguity		Ch. 6 pp. 131-140
	5/15	Sentence Processing: Structural Ambiguity		Ch. 2 pp. 30-39; Ch. 7 pp 141-169 <i>Integration of Visual and Linguistic Information</i> by Tanenhaus et al.
8	5/20	Beyond Sentences		Ch. 8 pp. 171-184
	5/22	<b>Exam 2 (&amp; graduating seniors should see me to schedule the final exam)</b>		
9	5/27	Memorial Day (no class)		
	5/29	Brain & Language: Anatomy & Lateralization		Ch. 3 pp. 55-65 <i>Conversations with Neil's Brain</i> Ch. 1 & Ch. 3 by Calvin & Ojemann*
10	6/3	Brain & Language: Lx centers & Disorders		<i>Conversations with Neil's Brain</i> Ch. 12*  <i>Dyslexia</i> by Shaywitz*
	6/5	Brain & Language: Bilingualism		
	6/10	Cumulative Final Exam		3:30-5:18 pm

**Use the following web addresses to find the readings online. With full citations, use OSCAR to find the journal and then the article.**

Senghas, A. & Coppola, M. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science*, **12** (4), 323-328.

Pettito's paper is online at <http://www.dartmouth.edu/~lpetitto/index.html#anchor1447447>

*Lost in Translation* is online at <http://www.theatlantic.com/issues/98dec/computer.htm>

Levelt, W. (1999). Models of word production. *Trends in Cognitive Sciences*, **3** (6), 223-232.

*Conversations with Neil's Brain* is online at <http://faculty.washington.edu/wcalvin/bk7/bk7.htm>

*Dyslexia* is online at <http://www.sciam.com/1196issue/1196shaywitz.html>