

SYLLABUS

COMMSCIDIS 2219 PSYCHOLINGUISTICS

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Texts:

Thomas, Linda, *Beginning Syntax*. Wiley, 1993. ISBN 978-0-631-18826-1.

Harley, T.A., *The Psychology of Language: From Data To Theory* (3rd Edition).

Psychology Press, 2008. ISBN 978-1-841-69382-8.

Goals, etc.:

This course bears a somewhat misleading title. It is partly but not entirely about psycholinguistics, and it certainly does not attempt to cover the range of topics that have been called psycholinguistics. My intention is to provide you with two things. First is a basic functional knowledge of the lexical and syntactic structure of natural language; second is an understanding of what is currently known and suggested about how our subconscious knowledge of lexical and syntactic structure is put to use in the comprehension and production of language. By the end of the course, you should be able to do simple morphological and phrase structure analysis, identify lexical and phrasal category types, and identify instances of constituent deletion and displacement. You should also be familiar with the major claims that have been made in the study of lexical retrieval, parsing, and sentence production, and you should understand how these claims are related to data from psycholinguistic experimentation with normal and language-disordered individuals.

Evaluation:

There will be three examinations spaced through the semester, the last of which will be in final exam week. The examinations will be objective (a combination of multiple choice and short answer questions) and non-cumulative. There will also be a number of homework exercises which will be collected, reviewed, discussed in class, and returned, but not graded. I will keep records of who has and who has not turned in the assignments, and this record will be entered into the computation of the course grade. The examinations will constitute 80% of the course grade, and the homework record 20%.

Except for adjustment of examination dates in cases of illness or other serious personal hardship, there will be no “extra credit” or other special deals. If you foresee circumstances that will make it impossible for you to take an examination on the scheduled date, you MUST consult me beforehand.

Miscellaneous additional information:

Like most or all courses at Temple, this one has an associated web site in the Blackboard system. I will use the site for posting homework assignments, supplementary readings, and announcements. Please check the site frequently. If you encounter difficulty in accessing the site, please let me know immediately.

Since I hold the belief that university students should be treated like adults when possible, I do not keep attendance records. Keep in mind, however, that missing classes is pretty stupid. For one thing, you paid for them; for another, they sometimes help you understand the material.

A NOTE ON CLASSROOM DECORUM: Private conversations in a classroom are intensely distracting and irritating both to me and to other students. Questions and comments that are relevant to the class are always welcome, but please refrain from private chatter. Also, the use of electronic communication devices will not be tolerated. Please turn off your cell phone, and save your texting and twittering for a more appropriate time and place.

Attached to this syllabus is a form that responds to certain portfolio requirements of the American Speech-Language-Hearing Association. If you are taking this course as a prerequisite for graduate study in speech-language pathology or audiology, you must retain this form, you and I must sign off on it at the end of the course, and the form will become part of a portfolio that you will eventually need for certification in the field. If you are not going into this field and are absolutely certain that you will never want ASHA certification, you may ignore the form.

If you have need for accommodation based on the impact of a disability, please contact me privately to discuss the specific situation as soon as possible. The Center for Disability Resources and Services (215-204-1280; 100 Ritter Annex) coordinates reasonable accommodation for students with documented disabilities.

University policies on academic honesty, discrimination, and harassment are in effect. These policies may be found by visiting www.temple.edu/bulletin and clicking "responsibilities and rights". Please take these policies and the penalties for violating them very seriously.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

The Temple telephone number for police and fire emergencies is 215 204 1234 (1 1234 from a campus land line telephone).

CALENDAR:

<u>Meeting Number</u>	<u>Topic</u>	<u>Readings</u>
1	Introduction	T1, H1, H2
<i>Words: Knowing, Finding, and Comprehending Them</i>		
2 - 4	Words, morphemes, syntactic classes and the lexicon	T1, T2
5 - 8	Visual word recognition	H6, H7
9	Speech perception and spoken word recognition	H 9
10	Review for first examination	
11	First examination	
<i>Sentences: Their Properties and How we Create and Comprehend them</i>		
12 - 14	Phrasal structure: heads, complements, and specifiers	T2, T4, T6
15	Tests for constituency	T5
16	Finiteness, tense, aspect, and auxiliaries	T3
17	Sentential embeddings	T3
18 -19	Thematic roles and displaced constituents	T2, T6, T7
20	Review for second examination	
21	Second examination	
22 - 24	Parsing	H10
25 – 27	Production of words and sentences	H13
28	Review for third examination	

KNOWLEDGE AND SKILLS ACQUISITION FORM

CSD 2219

KASA Element

Initials

ASHA Standard

IIIB

By discussion, problem sets, and examination, student demonstrates knowledge of basic linguistic structure underlying human communication, including lexical structure, morphological analysis, syntactic phrase structure, and constituent deletion and displacement. By discussion, problem sets, and examination, student demonstrates knowledge of basic techniques and results of psycholinguistic research on adult language processing, including lexical search and retrieval, syntactic parsing, and word and sentence production.