Developmental Psycholinguistics

Psyc 452, Fall 2020
Monday 1:30 – 2:30   Instructor: Dr. Stanka A. Fitneva
Wednesday 12:30 – 1:30   Teams Office Hour:

For deadlines, please consult the Timeline on onQ. If there is conflict between documents, the deadlines posted on the Timeline will apply.

Rubrics for each assessment can be found on onQ.

Discussion facilitation (5

Discussion board by 5pm on the *business* day before the class presentation meeting (Module Day 2). Each one is worth 2 points and your 5 best grades will count (so you can skip a CE paper for one module). Word limit: 250.

Research proposal paper (40%). This paper is an opportunity for you to develop an original research idea related to the topic of the seminar. The paper should present evidence for critical analysis and synthesis of the literature and identify a point of controversy. It should also describe a well-thought out methodology to address the controversy. The paper should be **up to ten (10) pages long**, excluding the title and abstract pages and excluding the reference section. Please follow APA style. The paper is due on **Wednesday, December 9th, 2020, at 5pm**.

All of the other work you do in class is meant to support your success in the project. In addition:
1) For this paper you have to be able to research the primary literature on a particular topic. We will have a class session (or collect a resource page) on APA style, plagiarism, and library work. I hope paer of this class will be headed by our librarian who can answer questions about using psychology databases, narrowing and expanding literature searches, etc.
2) I will be available to discuss your paper topic and outline around November 9th (date will be settled once course enrolment is finalized). You are welcome to talk to me about your paper ideas earlier – the earlier you start working on it the better. I can provide feedback on your outline/draft if you turn it in 24 hours before your appointment. While the meetings and outline are optional, it is mandatory to email me about your idea by Sunday November 8 5pm and have it approved by me.

Introductory module (3%). The goal of this module, in addition to setting the discussion for the rest of the term, is to give you a sense of and practice with using some of the tools you'll need to use later and to learn from each other. With the exception of the CE paper, the introductory module contains modified versions of the activities you'll be engaged in for the rest of the term so the reflection paper (1.5%) and the presentation (1.5%) you submit here will be evaluated differently: excellent, satisfactory, and unsatisfactory.

Grading method
Unless otherwise stated, course components will be graded using numerical percentage marks. Your course average will be converted to a final letter grade according to Queen's Official Grade Conversion Scale:
Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72

C+	67-69
C	63-66
C-	60

It is recommended that instructors add a paragraph here to explain issues of academic integrity that are particularly relevant to the course. E.g.

> Plagiarism –including guides on how to use sources correctly. Possible example:
>
> o *Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*
>
> *https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating*
> *https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing*
> *http://writing.wisc.edu/Handbook/QPA_paraphrase.html*

Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Technology

This course requires that you work with the Queen's supplied software onQ and the MS Office365 application Teams (download through Software Centre). In addition, to participate in the (optional) synchronous sessions, you should download the free Zoom client for your device. Built-in camera and mic work generally ok but you may want to have access to a webcam and headset. Joining the sessions by phone may limit your participation options (e.g., in breakout rooms).

You are encouraged when possible to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader.

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A

through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general Notice of Collection, Use and Disclosure of Personal Information.

Communication

1. You **must** activate notifications for the **Announcements** forum on the course's onQ page. I will use it to distribute

Appendices

Schedule of readings
Class Participation Guidelines and Resources
Presentation Guidelines
Presentation evaluation form
Discussion Facilitation
Facilitation notes plan
Self Evaluation and Group Work Assessment

Schedule of readings (subject to change)
* optional reading or background reading
Shaded = zoom class meeting

Date	Topic	Readings
W 9/9	Introduction	
M 9/14	What is language?	
W 9/16	Language and thought	Franklin, A., Drivonikou, G. V., Clifford, A., Kay, P., Regier, T., & Davies, I. R. L. (2008). Lateralization of categorical perception of color changes with color term acquisition. *PNAS*, 105, 18221-18225.
		Spaepen, E., Coppola, M., Spelke. E, Carey, S., & Goldin-Meadow, S. (2011). Number without a language model. *PNAS, 108(8), 3163-3168.*
		Hespos, S. J., & Spelke, E. S. (2004). Conceptual precursors to language. *Nature, 430*(6998), 453–456. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1415221/
		Clay, Z., Pople, S., Hood, B., & Kita, S. (2014). Young children make their gestural communication systems more language-like: Segmentation and linearization of semantic elements in motion events. *Psychological Sc( )]6Sma(*

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Developmental Psycholinguistics
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Presentation Guidelines

Content
The papers we are going to discuss vary widely in topics and methods used to address these topics. As such, I expect that the content of each presentation may have different emphasis. For instance, some papers may have a more pronounced theoretical importance, whereas others might represent significant methodological advances. Nonetheless, many of the following content guidelines may prove useful in developing your presentation.

1. Provide a clear, concise statement of the research question being investigated (What did they do?)

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Note1: Once you are in Stream, you can directly upload the video to the Psyc 452 group content. If you upload it as your own personal content, to make it visible to the class, you need to add it to our group (copy/paste): GROUP-PSYC 452 Developmental Psycholinguistic F20

Note2: One advantage of using Stream is that it automatically generates CC and a transcript, which would make your presentations more accessible. CC-ing is extremely helpful and frequently used by many people. Please review/edit your captions to make sure there's no silly or otherwise embarrassing parts.

Summary/Response Guidelines
This is a short paper (400-700 words) in which you have to accomplish two things:
1) Summary/synthesis - Draw key aspects of the discussion of the paper you presented. This "discussion" includes the CE papers and the Day3 discussion as well as your own thoughts
2) Response / reflection – discussion/response on one or two of the above.
The point of the paper is to provide an assessment of the contribution of the research you presented going beyond the authors' own ideas. Links with Day 1 readings and other class discussions are encouraged.

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Name of presenter:_____   Name of evaluator: _____ ( )
                                                                         (+) if you read the paper

Presentation Evaluation

Discussion Facilitation

For this assignment, you will work in a group to develop tools that can facilitate your classmates' understanding of the readings introducing one of our modules.

Learning outcomes:
1. Develop and execute teamwork strategies for summarizing and facilitating understanding of primary research.
2. Examine primary information sources to identify the importance, methods, implications, and limitations of research / theories

Deliverables
1. Work organization plan – submitted by one person to an onQ Dropbox on behalf of the group
   Due 1 week before discussion date but I recommend to do it ASAP
   Name file: module_name_date

2. Facilitation notes that
   a) list key terminology/concepts with definitions
   b) enhance reading in 2-3 creative ways, e.g., annotated links to relevant online resources, video demonstrations, an infographic or a flow chart for a key idea or an argument in the readings, details of studies that are referenced in the readings but not well explained.
   c) Identify 2 -

The **Notes Grade** will be based on 1) completeness and accuracy of terminology list; 2) creativity, and effectiveness of linking the supplied resources with the reading. Each Notes submission will receive a single grade.

Contribution multiplier I hope that everyone would pull his/her weight. I assume that the vast majority of students will get 100% as their contribution multiplier. However, I am quite aware that group work presents unique risks. In particular, it provides an opportunity for free riding on one hand and usurping the work on the other. Group work also presents unique benefits and learning opportunities. The one I'd like to highlight is that you can get credit for work to which you contribute less than the rest of your team, e.g., due to other work commitments, travel, interest, etc. The difference between this situation and free riding is that the individual is honest and communicates clearly about his/her ability and plans to contribute to the project.

To address the risks inherent in group work, individuals' contributions will be assessed. First, your team has to submit a Work Organization Plan 1 week before the discussion date. The plan needs to indicate the groups' initial decisions about everyone's responsibilities. If the plan is updated, feel free to submit updates Second, following Module Day 1, everyone will submit in onQ a confidential self- and group-

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Facilitation Notes Plan

Module:

Your names:

Discussion points / progress update:

Next steps/ decisions:
  #   Goal / task /deadline if applicable