
Psychology 440
Language and reasoning Winter 2023

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Questions?: <https://onq.queensu.ca/d21/le/758372/discussions/topics/697991/View>

Seminar Classroom: Jeffrey 110

Seminar Day & Time: Monday 2:30 PM – 5:30 PM

Office hours:

- x Discussion leader – 10% of course grade
- x Proposal presentation – 20% of course grade
- x Final proposal paper – 50% of course grade

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to the Queen’s Official Grade Conversion Scale.

Please note that there will be no “rounding up” of final grades (as in, a final percentage of 79.6 will receive a B+ and not an A-). The logic is as follows: to treat all students equally, whatever points I add to one student’s grade I must also add to all students’ grades. So, if I bump up a 79.6 to an A-, I effectively add .4 to that student’s grade, which I must then add to all students’ grades. After that, someone else will be on the cusp, and bumping them will put someone else on the cusp, etc, etc. Rinse and repeat and everyone has A+s. For these reasons, final grades receive no rounding up.

Assessment Details

Classroom contribution – 20% of course grade

This course is founded upon classroom discussion between students. Thus, a major component of the course involves student discussion, and the success of this class rests on the active participation of all students in classroom discussion. Therefore, students will be assessed on two criteria that are integral ensuring active discussion among students: **reaction posts** and **classroom participation**.

1. Reaction posts

For each content week (January 16th – March 20th), each student (except for those leading discussion that week) is expected to contribute one reaction post in the course on Q discussion forum. Reaction posts should be between 200-400 words and should be posted by 11:59 PM EST on Saturday night prior to that week’s seminar class. So, as an example, reaction posts for Monday, Jan 16th’s seminar should be completed by the end of day on Saturday, Jan 14th.

Reaction posts should contain the student's reaction to the week's assigned readings. They should NOT contain summaries of the readings themselves. Instead, students should discuss their thoughts about the readings; their reactions to them; and the connections they see between that week's readings and other material covered in this course, in other courses (Psych and non-Psych), and lived experiences. Broad questions about the readings are strongly encouraged (e.g., I wonder how this applies to X? If X is true as this week's readings suggest, does that also imply that Y is true? Etc etc). Ultimately, the purpose of reaction posts is to give discussion leaders a pulse on the big questions of all students so that they can steer classroom discussion in an appropriate direction. As such, the more information you provide them in your reaction post that would help them gain a sense of your thoughts and questions about the assigned readings, the better for them and for you (because discussion leaders are grading your posts, more detail is below). Some additional examples of things to discuss in reaction posts are below:

- Ask a question about the readings
- Critically evaluate the readings (I agree/disagree because X, citing evidence)
- Point out a related literature (This paper

that are easily developed, and avoid projects that you have no idea how to implement. As examples, a project that asks people to read information and make judgments in an online survey would be feasible. A project that recruits depressive patients, records their conversations using an [EAR](#), and looks at depressive symptoms would also be feasible, although special attention would need to be paid to how exactly you would accomplish all of that. A project that records the conversations that take place in homes across Canada and measures whether household members purchase products based on their

Here are a few general tips for creating your presentation:

- Because the presentation is only 10 minutes (max), try not to have any more than 10 slides. More than that and you'll either go over time, or you'll be whizzing through slides so fast that viewers will have a hard time even seeing what's on them.
- Try to not simply narrate what is on your slides (e.g., don't just read the text of your slides to us). Instead, use your slides to illustrate themes that you elaborate on in your narration.
- Hypothetical excel graphs are a great way to illustrate your hypotheses and expected results
- When developing your method's section, viewers mostly want to know info about what participants will be doing in your study. Viewers will crucially want to know what your independent variable(s) will be, what your dependent variable(s) will be, and how they will be manipulated and/or measured in the context of the study procedure.
- Tips, resources, and specific instructions for creating the presentation will be given in a separate document.
- The grading rubric for presentation videos will be made available in advance of the presentation weeks in onQ and announced in class.

2a. Proposal presentation deadlines (extra credit opportunity)

Proposal presentations will occur in class on March 27th and April 3rd. Thus, students must have their proposals prepared for presentation by April 3rd class at the latest. In recognition that it is harder to present earlier than later, all students who present in the March 27th class will receive an extra 5 percentage points added to their proposal presentation grades.

2b. Extenuating circumstances and QSAS accommodations for alternative to delivering public, in class presentations and QSAS accommodations for extensions on assignments

Note that the third learning outcome of the course stresses that success in the course is contingent upon *developing and presenting an original research project proposal related to language and reasoning*. Therefore, presenting a proposal to others (to either the class or me) is an essential requirement for the course. Failure to complete it will result in a 0 being assigned for the Proposal Presentation grade.

There may be an instance where you cannot attend class on the day that you intended to deliver your proposal presentation. This course has been designed with accommodations and considerations for extenuating circumstances in mind. This means that Short Term Requests for Academic Consideration up to 3 days (submitted through the Faculty of Arts and Science portal without documentation) are not needed. Additionally, some students may have QSAS accommodations for alternatives to delivering public, in class presentations and/or QSAS accommodations extensions on assignments.

If any of these situations applies to you, contact me as soon as possible and we can arrange for you to record a 10 minute narrated video as an alternative to your in class proposal presentation, which may be able to be submitted at a later date which we agree upon. Requests for accommodation that occur after April 3rd may not be able to be accommodated due to them occurring after the assignment has been

Finally, to cap off the course, students will submit a written APA style research proposal of their project (10 pages minimum, double-spaced, times new roman font, 1 inch margins). This paper should contain many of the same elements as the proposal outline and proposal presentation but written in APA format (title page, abstract, introduction, method, expected results, discussion, and references). However, because those assessments are focused on the methods and results, the paper should include a more extensive literature review of past research relevant to your topic and theoretical rationale. More details on the paper and the rubric for grading it will be made available in advance in onQ.

This paper will be due will be due on the latest possible date it can be in the Final Examination Period in order to provide students with as much time as possible to write it (but also allow me enough time to grade them to meet course grade assignment deadlines). It will be worth 50% of the final course grade. For more details on writing in APA style, see the follow link

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html).

Extenuating circumstances and QSAS accommodations for extensions

There may be an instance where you cannot complete the final proposal paper on time. This course has been designed with accommodations and considerations for extenuating circumstances in mind. This means that Short Term Requests for Academic Consideration up to 3 days (submitted through the Faculty of Arts and Science portal without documentation) are not needed. Additionally, some students may have QSAS accommodations for extensions for classroom assignments.

If either of these situations applies to you, **contact me as soon as possible** and we can arrange for a later deadline (within reason). Requests for accommodation that occur after the due date of the final paper may not be able to be accommodated due to them occurring after the assignment has been completed by all in the class. Students who request extended deadlines may be required to receive a course mark of IN on their transcript until the final paper is completed and graded. Students who request accommodation for a later deadline may not receive substantive feedback on their paper due to the assessment being completed outside of the allotted grading window for the course.

QSAS accommodations for grammar/spelling

The final learning outcome of the course states that success in the course is contingent upon *writing an APA-style proposal of the original research project*. As stated in the APA Publication Manual, proper grammar and usage are important to all writing, including papers written in APA Style, in addition to being a Provincial Degree Level Expectation for building communication skills. Incorrect grammar and careless construction of sentences distract readers, introduce ambiguity, and impede clear communication (<https://apastyle.apa.org/style-grammar-guidelines/grammar>). Therefore, QSAS accommodations for grammar/spelling may not be able to be accommodated without defeating the learning objective. Come see me if you have QSAS accommodations for grammar/spelling and you feel that the alternatives outlined in this syllabus are not suitable. Note that SASS (<https://sass.queensu.ca/>) is always available to support students who struggle with writing, and the final proposal has enough time built-in prior to its deadline (during the final examination period) for students to connect with SASS for extra support in grammar/spelling.

Regrading policy for assessments

Sometimes, I make mistakes in grading. If I make a clerical error in grading your assessment (e.g., I added up your paper score incorrectly), please reach out to me and I'll be happy to correct it.

Aside from those circumstances, all grades assigned are final. I am happy to discuss graded assignments and provide additional feedback to students in office hours as long as those meetings take the form of discussions about how to improve on future assessments and do not take the form of debates about why more points should have been awarded on a particular assessment.

Location and timing of final examination

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

Questions, emails, and onQ

I've discovered throughout the years that I often find myself answering the same questions from students multiple times throughout the year. This places a huge burden on me to discuss graded assignments

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)

- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)

- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

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Please follow up with psyc.accom@queensu.ca via email within 1 day of making your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

For more information on how to make an Academic Consideration request, please see the Assessment Extension and Deferral Guide on the course onQ website.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Relevant to academic integrity is plagiarism, intended or not. Regardless of how and where you retrieve information, the principles of academic integrity apply with regard to plagiarism. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

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.

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Copyright of Course Materials

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Changes to the syllabus

In extreme circumstances, the syllabus and/or course schedule may be modified at my discretion. I will announce all changes via onQ.

Class Schedule

Week	Topic	Readings	Assessments due
Jan 9	Welcome- icebreakers, class overview	Syllabus	
Content weeks			
Jan 16	Intro to the Sapir-Whorf hypothesis	Boroditsky (2011) Whorf (1939) Levinson (1997)	Reaction post (Jan 14)
Jan 23	Sapir-Whorf and colors	Gilbert et al (2008) Regier & Kay (2009) Winawer et al (2007) Lupyan et al (2020)	Reaction post (Jan 21)
Jan 30	Sapir-Whorf and time	Boroditsky (2001) Casasanto (2008) Boroditsky et al (2011) Fuhrman & Boroditsky (2010)	Reaction post (Jan 28)
Feb 6	Intro to conceptual metaphors	Landau et al (2010) Boroditsky & Ramscar (2002) Thibodeau & Borditsky (2011) Landau (2018)	Reaction post (Feb 4)
Feb 13	Metaphors and sensory states	Meier et al (2007) Ackerman et al (2010) Williams & Bargh (2008) Hauser & Schwarz (2020)	Reaction post (Feb 11)
Feb 20	WINTER BREAK (no class)		
Feb 27	Metaphoric frames and health	Hauser & Schwarz (2015) Hauser & Schwarz (2020) Hauser et al (2017) Hendricks et al (2018)	Reaction post (Feb 25)
March 6	Distributional semantics and collocation	Hauser & Schwarz (2016) Hauser & Schwarz (2018) Stubbs (1995) Xiao & McEnery (2006)	Reaction post (March 4)
March 13	Distributional semantics and word embeddings	Alammar (2018) Landauer & Dumais (1997) Lupyan & Lewis (2017) Thompson et al (2020)	Reaction post (March 11)
March 20	Distributional semantics and bias	Lupyan & Lewis (2020) Caliskan et al (2017) Caliskan & Lewis (2020) Garg et al (2018)	Reaction post (March 18) Proposal outline (March 20, optional)
Presentation weeks			
March 27	Presentation week 1		Presentation
April 3	Presentation week 2		Presentation
April 10	EASTER MONDAY (no class)		Final proposal paper (date TBA)

Reading list

Week 1, Sept 7. Welcome, read the syllabus plz and ask questions!

- This syllabus lol

Week 2, Sept 13 Introduction to the Sapir-Whorf Hypothesis

- Boroditsky, L. (2011). How language shapes thought. *Scientific American*, 304(2), 62-65.
- Whorf, B. L. (1978). The relation of habitual thought and behaviour to language (1939). In *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. MIT press.
- Levinson, S. C. (1997). Language and cognition: The cognitive consequences of spatial description in Guugu Yimithirr. *Journal of Linguistic Anthropology*, 7(1), 98-131.

Week 3, Sept 20 Sapir-Whorf and colours

- Gilbert, A. L., Regier, T., Kay, P., & Ivry, R. B. (2008). Support for lateralization of the Whorf effect beyond the realm of color discrimination. *Brain and language*, 105(2), 91-98.
- Regier, T., & Kay, P. (2009). Language, thought, and color: Whorf was half right. *Trends in cognitive sciences*, 13(10), 439-446.
- Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the national academy of sciences*, 104(19), 7780-7785.
- Lupyan, G., Abdel Rahman, R., Boroditsky, L., & Clark, A. (2020, April 28). Effects of Language on Visual Perception. <https://doi.org/10.31234/osf.io/pztmc>

Week 4, Sept 27. Sapir-Whorf and time

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