

## Developmental Psycholinguistics

Psyc 452, Fall 2012  
Monday 11:30 . 1:00  
Thursday 1:00 . 2:30

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### Course Description

[from the course catalogue] This seminar focuses on the human ability to produce and comprehend language and its development. Using original empirical articles the participants in the seminar will examine topics like syntactic and lexical disambiguation, structural priming, the development of reading, and cultural variability in language ability.

### Readings

MOST required readings are available on Moodle. Please retrieve the rest through your library accounts. They may also be available on the web.

As a seminar, this course requires a substantial amount of independent work. Depending on your background, you may or may not need to supplement the required readings with other sources in order to participate fully in class discussion. For example, you may encounter unfamiliar terminology beyond the antd78(o)-m[(c)-5(l)5dtd78(o)-m(ou)-u-7

*Notes on Moodle: 1) Participation in the electronic Discussion Board is strongly encouraged: post questions, read and respond to your fellow classmates. 2) The Board is intended to be used ONLY as a forum for discussion of topics relating to Psychology 452. 3) I would prefer that you use regular email rather than the Moodle email function to contact me regarding course-related issues.*

Presentation. The other half of the course meetings will involve student presentations. The goal of these meetings will be to gain fuller and more in-depth understanding of a particular research area. They are an opportunity for you to develop your skills and confidence in analyzing primary articles and in presenting the material concisely yet without losing sight of the important nuances of the research. They are also an opportunity for you to pose the questions you find interesting and lead your classmates in the discussion.

You will be responsible for presenting one paper. Your presentation should be **less than 15 minutes long** so that there are at least 5-10 minutes for discussion. Your classmates' evaluations will largely determine your presentation grade. It will also reflect the thoughtfulness of your self-evaluation.

Research proposal paper. 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. 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 **Tuesday, December 4<sup>th</sup> 2012, at noon** in my mailbox.

I will be available to discuss your paper outline/draft the week of November 19<sup>th</sup>. If you choose to take advantage of this opportunity, 2% of the research proposal grade will be for your outline. (So the weight of the proposal itself will be 38%. If you don't take advantage, the weight of the proposal will be 40%.) To receive the 2% credit for the outline, it has to provide evidence for focused literature review and you have to turn it in 24 hours before your appointment. You are welcome to talk to me about this paper earlier of course. The earlier you start working on it the better.

For this paper you have to be able to research the primary literature on a particular topic. If you are not familiar with the PsycInfo or PsycArticles databases, you have to learn how to work with them promptly. Please contact the library for help.

Summary of the library resources available for Psychology is available at:  
<http://library.queensu.ca/research/guide/psychology>

## **Grading method**

**Academic integrity both on my part and yours is essential to the success of this course.**  
Know your rights and responsibilities: <http://www.queensu.ca/artsci/academics/academic-integrity>

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adher



10/8

**Thanksgiving - no class**

10/11

Samuelson, L. K., Smith, L. B., Perry, L. K., & Spencer,

11/8

Nilsen, E. S., & Graham, S. A. (2009). The relations between children's communicative perspective-taking and executive functioning. *Cognitive Psychology*, 58(2), 220-249.

Matthews, D., Lieven, E., & Tomasello, M. (2010). What's in a manner of speaking? Children's sensitivity to partner-specific referential precedents. *Developmental Psychology*, 46, 749-760.

11/12 Statistical learning

Saffran, J. R. (2003). Statistical language learning: Mechanisms and constraints. *Current Directions in Psychological Science*, 12, 110-114.

Saffran, J.R., & Thiessen, E.D. (2007). Domain-general learning capacities. In E. Hoff & M. Shatz (Eds.), *Handbook of Language Development*. Cambridge: Blackwell (p. 68-86).

\* Saffran, J. R., Aslin, R. N., Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.