

## **Developmental Psycholinguistics**

Psyc 452, Fall 2015  
Tuesday 11:30 1:00  
Friday 1:00 2:30

Instructor: Dr. Stanka A. Fitneva  
Office: ,1TJETBT.248(phET-20(yg69 45)-53P4ET9BT1 0 0 1 46



**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. 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





Grounding word learning in space. *PLoS ONE* 6 (12). (Dec 14, 2011).

Yurovsky, D., Smith, L. B., & Yu, C. (2013). Statistical word learning at scale: T *Developmental Science*, 16(6), 959-966.

Iverson, J.M. & Braddock, B.A. (2011). Links between language, gesture, and motor skill in children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 72-86.

11/27 From sound to sense

Hinton, L. & Bolinger, D. (2003). Sound symbolism. In William J. Frawley, *International Encyclopedia of Linguistics* (2 ed.). OUP (e-book)

Spector, F., & Maurer, D. (2009). Synesthesia: A new approach to understanding the development of perception. *Developmental Psychology*, 45, 175-189.

12/1

Psychology 452  
**Developmental Psycholinguistics**  
Dr. Stanka A. Fitneva

## ***Discussion Guidelines***

**Facilitators**

Facilitators: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of evaluator(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Discussion Evaluation***

failure and 100 = perfect. Your comments will be given to the discussion facilitators without identifying you.

1. Apparent knowledge of content and preparedness of the facilitators

---

---



Name: \_\_\_\_\_

## Self-evaluation

S.

1. The strengths of your contribution

---

---

---

---

---

---

2. What are the most significant challenges you encountered in your preparation?

---

---

---

---

---

---

3.

## 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?)
2. Provide a clear description of the theoretical background. (Why did they do what they did?)
- 3.\* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.
- 4.\* A clear summary of what they found.
5. A conclusion stating what the authors think it all means.
5. Points for discussion. You may discuss anything you want, but make sure that it is something that you want to discuss! You will be expected to get the ball rolling.

\* Visual illustration of this information is very helpful

### *Length*

Your presentation should not be more than 15 minutes long so that there is enough time left over for discussion.

### *Materials*

Presenters may use whatever materials they have access to. PowerPoint will be available on my laptop or you can bring your own computer. Students may bring their presentations on a USB key or they may email them to me.

### *PowerPoint tips and hints.*

In an educational setting, PowerPoint can be used to effectively and succinctly present visual material that helps the audience understand the main point of the presentation. There are many aspects of PowerPoint that can actually get in the way of your doing this. Here are some examples:

Name of presenter: \_\_\_\_\_

Name of evaluator(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Presentation Evaluation

Please comment on the following five aspects of the presentation and give an overall mark between 0 = complete failure and 100 = perfect. Your comments will be given to the presenter without identifying you.

6. Apparent knowledge of content and preparedness

---

---

---

---

---

7. Logical organization of presentation

---

---

---

---

---

8. Appropriateness of visual aids (i.e., use of Power Point)

---

---

---

---

---

9. Clarity of expression

---

---

---

---

---

10. Creativity

---

---

---

---

---

In assigning a grade, please consider all of the above five criteria. Indicate the grade by circling a number or a cross mark, with the number written next to it.

0-----10-----20-----30-----40-----50-----60-----70-----80-----90-----100  
complete failure perfect