



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

## Department of Psychology

**PSYC59 Tentative Syllabus**  
**(Version of January 1, 2018)**  
Winter 2017  
Tuesdays 3-5 PM MW 160

\*Contact information \*

[psyc59.utsc@gmail.com](mailto:psyc59.utsc@gmail.com)

\*\* Please direct all correspondence to the course email address only so that the instructors and TA can coordinate responses to questions effectively. \*\*

Instructor: Dr. Blair Armstrong  
Office: HW-419

TAs:  
Di Mo  
Bruna Lima

Website: Available through blackboard  
Office Hours: 12:00-12:30 ; 2:30-3:00 HW 419 (alternative locations TBA near exam dates)

### **Course Description and Objectives**

This course provides an overview of the cognitive and neural processes and representations that underlie language abilities. Core topics include first language acquisition, second language acquisition and bilingualism, speech comprehension, and reading. Insights into these different abilities will be provided from research using behavioural, neuroimaging, computational, and neuropsychological techniques.

### **Course Textbook**

Kemmerer, D. (2014). Cognitive Neuroscience of Language (First Edition). Psychology Press.

## Target Learning Outcomes

Upon completion of the course, students should:

- (1) *Identify* the core components of the language system from both cognitive and neuroscience perspectives;
- (2) *Understand* the basic theoretical and methodological approaches used in current interdisciplinary research into the cognitive neuroscience of language;
- (3) *Relate* the core representations and computational principles underlying language abilities to other related (domain-general) cognitive abilities such as vision, hearing, and memory;
- (4) *Compare* and *contrast* competing accounts of different aspects of language processing (e.g., Dual Route versus neural network computational models of reading aloud);
- (5) *Explain* how learning, representation, and processing principles interact to give rise to language processing abilities (e.g., “fuzzy” letter position coding in English vs. precise letter position coding in Hebrew; development of sensitivity to a native language and insensitivity to other languages during infancy);
- (6) *Link* theories of language processing to theories of impaired language processing and its neural underpinnings (e.g., developmental dyslexia, aphasia);
- (7) *Communicate* the core principles of the cognitive neuroscience of language to others.

## Instructional Approach for this Course

Successfully completing the target learning outcomes will be accomplished through two main veins: lectures and assigned readings. In some parts of the course, the lectures will parallel the readings to reinforce core concepts and issues in the field. In other parts of the course, the lectures and readings will diverge so that the readings provide a general foundation in a given area whereas the lectures provide an opportunity to explore in greater depth particularly important studies in the field, recent debates, and breaking findings. Students are responsible for the material covered both in lecture and in the assigned readings, even if every aspect of the assigned readings is not covered in class. Collectively, this approach will provide both advanced foundational knowledge as well as knowledge of the critical issues under current investigation in the cognitive neuroscience of language. Questions for the mid-term test and final exams will be drawn from both lectures and the course textbook and students are responsible for all of this material.

## Tentative Schedule & Readings

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>January 9</b>	Introduction; Brain Mapping Methods	Chapter 1, Chapter 2
<b>January 16</b>	Brain Mapping [continued] Speech Perception / Perceiving speech in a second language	Chapter 5
<b>January 23</b>	Speech Perception [continued] Speech Production	Chapter 6
<b>January 30</b>	Reading and Writing	Chapter 8, Introduction and Reading section only (p. 213-236)
<b>February 6</b>	<i>Mid-Term Test + Writing Assignment Consultations</i>	
<b>February 13</b>	Reading and Writing [continued]. How newly learned words are integrated with existing knowledge in first and second languages	Chapter 8 (entire chapter)
<b>February 20</b>	<i>READING WEEK</i>	<i>READING WEEK</i>
<b>February 27</b>	Object Nouns / Computational models of semantic organization	Chapter 10 <i>Writing Assignment Due</i>
<b>March 6</b>	Abstract Concepts	Chapter 12
<b>March 13</b>	Sentence Comprehension / Computational and Empirical Studies of Semantic Ambiguity	Chapter 15
<b>March 20</b>	<i>Mid-Term Test + Youtube Assignment Consultations</i>	
<b>March 27</b>	Aphasia, Neuropsychology, and other language disorders [with Bruna Seixas Lima]	Chapter 3 <i>Youtube Assignment Due</i>
<b>April 3</b>	YouTube Assignment Presentations and Discussion; Overall Review	
<b>Exam Period (exact date determined by Registrar)</b>	<b>Final Exam</b>	

## Grade Break-Down

Item	Value (%)
<b>Mid-term Exam (2 Total)</b>	30% (15% each)
<b>Final Exam</b>	40%
<b>Online Quizzes (3 total)</b>	12% (4% per quiz)
<b>Assignments (2 total)</b>	18% (9% per assignment)

*Mid-term exam:* The mid-term will cover all material covered in the class and assigned in the readings up to the date of the exam. The exam will consist of a combination of multiple choice questions and short written answer questions.

*Final exam:* The final exam is cumulative and covers all material from the class. The format will be similar to the mid-terms.

*Online Quizzes:* Four multiple choice quizzes (approximately 4 questions on each quiz) will be made available throughout the course. Each quiz will be announced in lecture period and the quiz must be completed before the next lecture. The purpose of these quizzes is to give students the opportunity to self-assess their knowledge and familiarize themselves with the multiple choice testing format for the exams. In contrast to all other work in this class, students are free to discuss the quiz contents and work on the quizzes in collaboration with other students. However, note that all students are responsible for completing their own quiz online. These quizzes will be assigned at the instructor's discretion throughout the term.

### *Assignments.*

There are two assignments in this class. The first is a short written assignment. This assignment will broadly resemble the short answer questions on the exams and provide students with practice answering such questions in more depth and with access to the primary scientific literature (e.g., discuss two contrasting theories of a language disorder, discuss whether certain properties of the language system are hard-wired or can be changed through experience).

The assignment will have a word limit of 300 words max., excluding any references. Papers should be double-spaced in 12-pt font and be submitted either in Microsoft Office or pdf format.

The second assignment will consist of a creating a Youtube Video. Students may work individually or groups of up to three students, as they prefer. All students in a group will receive the same grade. Students will be provided with a list of possible papers to create a video on and will have to communicate, to the general audience, the motivation, methods, results, and implications of that research paper. Videos can be 5:00 minutes max and will be uploaded to Youtube. A selection of the videos will be presented and discussed during the final class prior to the overall review.

**Background on Turnitin:**

Turnitin.com is a tool that assists in detecting textual similarities between compared works i.e.: it is an electronic resource that assists in the detection and deterrence of plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

*“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site”*

Students will submit their final paper to the turnitin through instructions provided in blackboard.

**Important note about student email addresses:** The Turnitin integration automatically uses email addresses to create accounts. Students without valid University of Toronto email addresses entered into ROSI have no email address in the Learning Portal. These students will not be able to submit to a Turnitin Assignment, and will receive an error message when they attempt to. Students are responsible for entering an appropriate email address in ROSI, however, changes to ROSI can take 24-48 hours before they are reflected in the Learning Portal. Please make sure to verify your email address and update as necessary **WHEN THE ASSIGNMENT IS ANNOUNCED, NOT THE DAY IT IS DUE**. Students can view the email address associated with their Portal account by accessing the Send Email tool, which will list their email address in the From field.

**Contesting a Grade**

Students must submit requests for re-grading in writing to the course email address as soon as possible, and no later than one week after the grade is made available to the student. Only requests with adequate written justification that a grading error has taken place will be considered. In the event that a re-grade is granted, the ENTIRE work in question (test, assignment, etc.) will be re-graded. This may result in your grade increasing, decreasing, or staying the same.

**Code of Behaviour on Academic Matters and Academic Integrity**

This course operates according to [Code of Behaviour on Academic Matters](#). As described on the Academic Advising and Career Centre (<http://www.utoronto.ca/aacc/academic-integrity>), this code

“protects academic integrity at the University. Some [non-exhaustive] examples of offences that are sanctioned under the Code include:

- Plagiarism - Using the words or ideas of another person without citing the source
- Unauthorized Aids - Using unauthorized aids, which could be considered cheating on tests and exams
- Unauthorized Assistance - Having someone else do the work for you
- Forgery or falsification - Making a false statement, presenting a false document or signing someone else's name on a document required by the University.
- Personation - Having someone else write an exam for you or writing an exam for someone else
- Concocting - Using false data or providing false references
- Self- Plagiarism - Submitting work for credit in a course when you have submitted it in another course"

Please ensure that you remain in compliance with this code throughout the course and ask questions BEFORE engaging in any behaviour that you are not sure would leave you in compliance with the code.

### **Late Policy**

No late work will be accepted and students who do not submit any work on time will be given a grade of 0 for that work. The only deviation from this policy is with respect to missed work due to illness or emergency, as documented below.

### **Missed Work due to Illness or Emergency**

If you miss a term test or assignment, please follow the procedure outlined below---do not make requests directly to the course instructor or TA as they will not be able to grant any requests until this procedure has been followed.

All students citing a documented reason for missed term work (this includes assignments and midterm exams) must bring their documentation to the Undergraduate Course Coordinator, Ainsley Lawson, **within three (3) business days** of the term test / assignment due date. All documentation must be accompanied by the departmental [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>).

In the case of missed term work due to illness, only an **original copy** of the [official UTSC Verification of Illness Form](http://uoft.me/PSY-MED) (<http://uoft.me/PSY-MED>) will be accepted. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of other emergency, a record of visitation to a hospital emergency room or copy of a death certificate may be considered.

In the case of valid and documented reasons for an absence, the points that would have been attributed to the missed work will be re-distributed across all other aspects of the course in proportion to their

original weightings. For example, if a student missed an assignment worth 10% of the final grade, then the value of all other evaluations in the course would be increased by 10%.

**Forms should be dropped off in SW427C between 9 AM - 4 PM, Monday through Friday.** Upon receipt of the documentation, you will receive an email response from the Course Instructor / Course Coordinator within three business days. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are dealt with by the Registrar's Office (<http://www.uts.utoronto.ca/registrar/missing-examination>).

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

#### **A note on Unauthorized Assistance from the Office of Academic Integrity**

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

#### **A note on Writing Skills and Improving Academic English from the English Language Development Centre**

For all written work in the class, consistently poor writing (spelling, grammar, etc.) will be penalized. Please make use of the assistance offered by the university if you feel that you need additional help with your writing or wish to improve your current skills.

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.uts.utoronto.ca/eld/>

### **A note on Accessibility Services in Relation to this Course**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services as soon as possible.

*AccessAbility* Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **Video and Auditory Recording**

Unauthorized video or audio recording in the classroom is prohibited, as outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Students must obtain the consent of the instructor before recording lectures. The private use of videos for students with disabilities will not be unreasonably withheld.

To facilitate student learning, every attempt will be made to make the in class lectures available online for a period of ONE WEEK after each lecture (i.e., when the next lecture begins, the previous lecture will be removed). This is intended to enable students to review the lectures a second time or facilitate students who, for exceptional reasons, are unable to attend a given lecture. Note, however, that assignments will be announced in class and the deadline for submission will be relative to their announcement in the actual class. Additionally, the mid-term exam will take place in class hours and students are required to complete the exam in that time-slot.