PSYC59 Tentative Syllabus
(Version of May 7, 2020)
Summer 2020
Tuesdays 9-11 AM

*Contact information *
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

TAs:
Di Mo

Office Hours: 11-12 Tuesdays (please email to set up an online meeting; special instructions to follow before "busy" office hours)

Website: Available through Canvas

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

Successful completion of 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 not every aspect of the assigned readings is 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 exams will be drawn from both the lectures and the course textbook and students are responsible for all of this material.

Tentative Schedule & Readings

Note: Lectures will be posted by Tuesday of each week.

Week of	Topic	Readings
May 12	Introduction; Brain Mapping Methods	Chapter 1, Chapter 2
May 19	Brain Mapping [continued] Speech Perception / Perceiving speech in a second language	Chapter 5
May 26	Speech Perception [continued] Speech Production	Chapter 6
June 2	Reading and Writing	Chapter 8, Introduction and Reading section only (p. 213-236)
June 9	*Mid-Term Test + Writing Assignment Consultations*	
June 16	Reading and Writing [continued]. How newly learned words are integrated with existing knowledge in first and second languages	Chapter 8 (entire chapter) *Writing Assignment Due June 19 @ midnight*
June 23	*READING WEEK* **Final paper topic announced**	*READING WEEK*
June 30	Object Nouns / Computational models of semantic organization *YouTube Assignment Announced**	Chapter 10
July 7	Abstract Concepts	Chapter 12
July 14	*Mid-Term Test + YouTube Assignment Consultations*	*Youtube Assignment Due July 17th @ midnight*
July 21	YouTube Assignment Presentations	
July 28	Sentence Comprehension / Computational and Empirical Studies of Semantic Ambiguity [Guest presentation by Di Mo]	Chapter 15
August 4	Aphasia, Neuropsychology, and other language disorders; Overall Review	Chapter 3
August 11	***FINAL PAPERS DUE August 11 @ midnight***	

NOTE: The weeks of the mid-term exams are TENTATIVE dates, as these exams are still being scheduled by the registrar. However, if the mid-terms were moved to a later week, no additional material will be included in the exam. For example, if the mid-term is supposed to occur June 9th and cover all the

material up to June 9, but the registrar ultimately schedules the exam the week of June 16, you will still only be tested on material covered up to June 9.

Grade Break-Down

Item	Value (%)
Mid-term Exam (2 Total)	50% (25% each)
Final Paper	20%
Online Quizzes (3 total)	12% (4% per quiz)
Assignments (2 total)	18% (9% per assignment)

Mid-term exams: The mid-term will cover all material covered in the class and assigned in the readings up to the date of the exam, although the focus is more strongly on the material covered since the last exam in the case of the second exam. The exam will consist of a combination of multiple choice questions and short written answer questions.

Online Quizzes: 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 format for the exams.

Assignments:

Writing Assignment: Extended Abstract: This assignment will broadly resemble the short answer questions on the exams and provide students with practice in answering such questions in more depth and with access to the primary scientific literature. The final topic will be announced in class, but to give you a sense for what might be on the assignment, you might be asked to discuss two contrasting theories of a language disorder, or 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 500 words max, excluding any references, which do not count to your word limit. Papers should be double-spaced in 12-pt font and be submitted either in Microsoft Office or pdf format.

Presentation Assignment: Youtube video: The second assignment will consist of creating a YouTube Video. 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. These videos will be presented in class and students will be asked to comment on them, ask questions, and participate in a scholarly exchange about the work. Both the presentation and participation in the scholarly exchange will contribute to the grade.

Final paper: The final assignment will involve writing a paper that reviews two contrasting theoretical perspectives and their supporting empirical evidence (for example, do humans have a "rules and

exceptions" word learning system)? Are children born with an innate and specialized language learning system). The specific topic(s) eligible for this year's paper will be announced later in the class. The paper will be approximately 10 pages in length and include a minimum of 10 references.

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.utsc.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.

If your reason for missed work satisfies the guidelines listed below, we will reweight all other evaluation materials accordingly. So, for example, if you missed an assignment worth 10% of your final grade, instead of calculating your final grade as "sum of earned grade / 100 % = final grade", it will be calculated as "sum of earned grade / 90% = final grade". In other words, if you missed an assignment worth 10%, the value of the other assignments would go up proportionally to "fill in" this missing 10%.

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Students must submit **BOTH** of the following:

(1.) A completed **Request for Missed Term Work Accommodations form** (http://uoft.me/PSY-MTW), and
(2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **ASSIGNMENTS or TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on ACORN (Profile & Settings > Absence Declaration)

For missed **ASSIGNMENTS** due to **OTHER ILLNESS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca, along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **TERM TESTS** due to **OTHER ILLNESS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # and business stamp are required.
- *Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of **two weeks**. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of **three business days** (starting from illness start date.)*

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS or TERM TESTS** in **OTHER CIRCUMSTANCES**:

Email the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the death certificate.

- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) **on or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings, personal/work commitments.

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office (https://www.utsc.utoronto.ca/registrar/term-work).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (http://www.utsc.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 <u>must </u>keep a draft of your work and any notes you made before you got help and <u>be prepared to give it to your instructor on request.</u>

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.utsc.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 Access*Ability* Services as soon as possible.

Access*Ability* 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. 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.