NOT A CURRENT SYLLABUS – use this Fall 2012 syllabus to get an idea about content of course for

**THE PSYCHOLOGY OF SPOKEN WORDS (PSYCH 362)**

**Tues & Thurs 1:15-3:00pm,**

**Olin 103  Fall 2012**

Professor: Julia Strand

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Office: Olin 119

**COURSE DESCRIPTION**

This seminar explores the processes that enable humans to understand and produce spoken words. We will review major research on word perception and production, and then look at more specific topics including the influence of gesturing on word production, how seeing a talker helps us hear them, the integration of spoken language in meaningful contexts, speech errors, tip-of-tongue-states, language disorders, and other related issues.

**COURSE LOGISTICS**

**Course website**

This syllabus and other important course materials including readings, topics schedule, and assignment details are available on Moodle. Powerpoint slides, videos, handouts, and other material will be posted on Moodle after the lecture in which they are presented.

**Classroom atmosphere**

Seminars are most successful when everyone feels comfortable. Let’s work together to make this a respectful and positive classroom atmosphere. This includes silencing and putting away cellphones and using laptops for class-related purposes. During class discussions, please be respectful of other people’s opinions, backgrounds, personal preferences, and learning styles.

**Office hours**

Office hours are a great opportunity to discuss the material outside class time. Feel free to use these times to review concepts that are unclear, ask for additional information on a topic you found interesting, clarify concerns, or just talk about how neat the material is.

**Extension and Absence Policy**

Late work will not be accepted or graded. Situations such as illness and family crises are grounds for an extension. Having another assignment or exam due on the same day does not constitute a legitimate excuse. If you are involved in extracurricular activities that may take you off-campus on the day an assignment is due, please plan on submitting the work early. Talk to me if you have questions.

**Academic Honesty**

Academic honesty is expected of all students at Carleton College. The work you do in this course is expected to be your own. Please refer to the following website for the full policy: [http://apps.carleton.edu/campus/doc/honesty/](http://apps.carleton.edu/campus/doc/honesty/). Please ask for clarification if you have questions.

**The Writing Center**

The Writing Center, located on the 2nd floor of Scoville, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here:
https://apps.carleton.edu/campus/asc/writingcenter/. You can reserve specific times for conferences by using their online appointment system: https://writingcenter.carleton.edu/.

**COURSE GRADING & EXPECTATIONS**

**20% Participating in discussions**

Productive discussions require that everyone is willing and able to participate. This includes offering opinions, comments, questions, analysis, and listening carefully and responding constructively to the opinions, comments, questions and connections offered by your peers. You should not only be familiar with the assigned readings each class but also have given thought to the implications of the readings and be able to make connections between the reading and other class material.

If you aren’t in class, you can’t participate, and there is no way to “make-up” discussions after the fact. Thus, missing three or more classes (for any reason) will result in failing the class.

**15% Moodle discussion questions.**

Before each class, contribute to the online discussion forum on Moodle. This has three purposes: to deter procrastination, to encourage you to think deeply and form opinions about the reading rather than just skimming over it, and to give the discussion leaders an opportunity to see what others are thinking about and interested in. Your posts should not be summaries of the reading; rather, they should be evaluations or reactions to it. Feel free to include: connections between topics, analysis of the methods, objections to the conclusions drawn, suggestions for follow-up studies, piercing comments, idle thoughts and inflammatory opinions you have (at least the ones regarding the assigned readings). You are welcome to link to websites, news articles, or videos that are relevant.

The deadline for posting to Moodle will be 9pm the evening before the discussion (to give the discussion leader an opportunity to review what you've contributed). You do not need to post prior to the discussion that you lead.

Throughout the course of the term, please contribute speech phenomena "collected" from real life in the forum "Collecting Speech Data."

**30% Presenting articles, leading discussion.**

Each student will lead discussion once, either individually or with a partner. This requires a close reading of the assigned materials and may also require additional reading or research (the optional readings are a good place to start). In addition, you should consider the online postings that your colleagues will have made on Moodle and develop a variety of question types to discuss the readings with the group and stimulate thought and critical evaluation of the topic. The discussion leader(s) will be responsible for filling the majority of class time, and (in addition to discussion) may include demonstrations, case studies, activities, debates, etc. You must meet with me at least 24 hours before you are due to lead the discussion with a written plan, including sample discussion questions and basic time allotments for each section of the class. Email me the week before your discussion to set up an appointment.

**35% Term paper and presentation.**

Researchers have been studying human speech for hundreds of years, and new information about the mental processes underlying speech continues to be found. In the term paper for this course, you have the opportunity to propose and design an experiment that can further what we know about speech processing.
TOPICS
[see moodle for readings and related links]

- September 11 - The wonderful world of words: Introduction to spoken language
- September 13 - Introduction to speech perception & spoken word recognition
- September 18 - See what I’m saying?: Lipreading and multimodal speech
- September 20 - Musical language: Prosody, tone, and the melodies of speech
- September 25 - Listening in more than one language: Multilingual perception
- September 27 - Where you pahk the ca$h: Perception of accented speech
- October 2 - It's easy to wreck a nice beach: Slips of the ear and automatic speech recognition
- October 4 - Perception Wrap-up
- October 9 - Introduction to production
- October 11 - Um. . .Disfluencies and. . .ah. . .filled pauses
- October 16 - Tips of the slung. I mean slips of the tongue.
- October 18 - Tip of the . . . . . . tongue research
  Paper proposals due, 5pm
- October 23 - Talking with your hands: Gesturing and speech production
- October 25 – Kikis and Moubas: The meaning of sounds
- October 30 - Many mother tongues: Multilingual word production
- November 1 - Language production disorders
- November 6 – Evolution of speech & speech production wrap-up
- November 8 & November 13 - Student Research presentations
- November 18 - Final papers due, 5pm