

Psychology of Spoken Words

CLASS INFO

PSYC362
Tues & Thurs, 1:15-3:00pm
Classroom: CMC206
Winter 2019

PROF JULIA STRAND

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OFFICE HOURS

You are most cordially invited to come and chat with me by making an appointment at: juliastrand.youcanbook.me!

COURSE WEBSITE

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

Course Description

This seminar explores the processes that enable humans to produce and understand spoken words. We will review major research on language perception and production, and then explore 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 related topics.

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 only. During class discussions, please be respectful of other people's opinions, backgrounds and personal preferences.

Extension and Absence Policy

This class is heavily participation-based. 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. Please do not do this. Situations such as illness and family crises are grounds for an extension for written work. If you are involved in extracurricular activities that may take you off-campus on the day an assignment is due, please plan to submit work early.

Academic Honesty

Academic honesty is expected of all students at Carleton College. The work you do in this course must be your own. Refer to apps.carleton.edu/campus/doc/honesty/ for the full policy. Please ask for clarification if you have questions.



Course Grading & Expectations

20% Preparing for and participating in discussions

Productive discussions require that everyone is able and eager to participate. This includes offering thoughtful opinions, comments, and analysis, and listening carefully and responding constructively to the comments offered by your peers. You should not only be familiar with the readings, but also have thought deeply about the implications of the readings and be able to make connections between individual papers and other material.

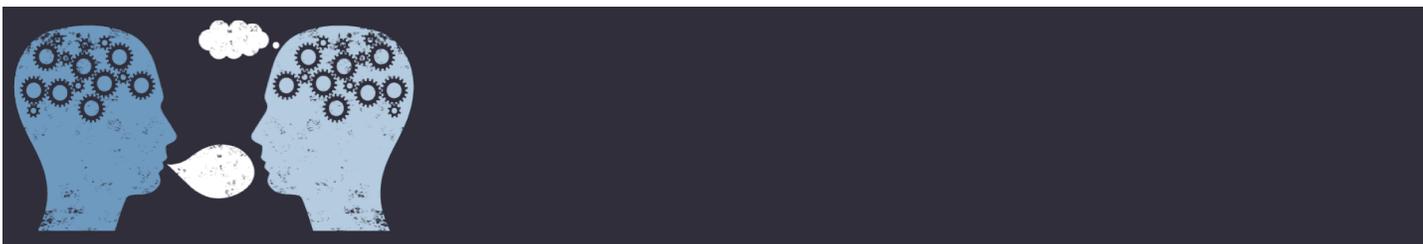
Take notes as you read and bring them to class. Making yourself identify and write the major idea of each paragraph or section in the margins will help you understand the structure and remember the major points, and keep track of points you want to bring up in class. After you have finished each article, put it down and think about how you would explain it to a layperson. If you have read and understood it, you should be able to describe it to another person without notes. You should be able to do this for every reading.

High marks are given for demonstrating **excellent preparation** (thoroughly and thoughtfully evaluating the reading, bringing notes & questions on the reading), **insightful analysis, synthesis, and evaluation of the material** (putting together pieces of the discussion, making connections across topics, identifying the major issues the papers address and putting them in a larger theoretical context), **advancing the level and depth of the discussion** (keeping the discussion focused, responding to others' comments, suggesting alternate approaches), **active involvement** (listening thoughtfully and responding to others' comments) and **good classroom citizenship** (respecting others' opinions, engaging others, being inclusive, not dominating the discussion, respectful use of technology).

20% Moodle discussion forums

Before each class (beginning Tuesday of week 2), contribute to the online discussion forum on Moodle. This has three purposes: 1) to deter procrastination, 2) to encourage you to think deeply and form opinions about the reading rather than just skimming over it, and 3) to give Julia 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 the current topic and prior topics, links between the articles, analysis of the methods, objections to the conclusions drawn, suggestions for follow-up studies to clarify outstanding questions, discussion of how these findings apply to language processing "in the wild," etc. The best Moodle posts will relate the day's reading to larger, theoretical issues in the course, such as implications for models of word recognition/production and connections with prior topics. You are welcome to link to websites, news articles, or videos that are relevant. You may opt to post a new topic, and/or respond to comments of your classmates (be sure you do both regularly over the course of the term).

The deadline for posting to Moodle will be 8am the morning of the class (to give Julia an opportunity to review your posts before class). You do not need to post prior to the discussion that you present in. Throughout the course of the term, please also contribute regularly to the speech phenomena "collected" from real life in the forum "Collecting Speech Data."



10% Week 4 presentations

On 1/31, teams of students will present the results of a study to the rest of the class. More details to follow.

15% Presenting / leading discussion

Beginning in week 5, teams of 2-4 students will give short presentations related to class content and help lead discussion. More details to follow.

10% Article critiques (2 due, 5% each)

In two article critiques, you will closely analyze the structure and style of an empirical article. The purpose of this is to help scaffold your final papers. More information about this assignment will be given later in term.

25% Term paper

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 could further what we know about speech processing. This will involve a full APA paper. More details to follow later in the term.

Topics

See moodle for readings and related links

Week	Date	Topic
1	1/08	The wonderful world of words
	1/10	Production I: Speech errors
2	1/15	Production II: Tip of the tongue states
	1/17	Gesture: Talking with your hands
3	1/22	Um. . .disfluencies &. . . ah. . . filled pauses
	1/24	Introduction to Perception
4	1/29	Speech is hard I
	1/31	Speech is hard II (Group Presentations)
5	2/05	Development and multilingual speech
	2/07	Context I
6	2/12	Context II (Article Critique I due)
	2/14	Lipreading: See what I'm saying?
7	2/19	Audiovisual speech
	2/21	Listening effort I
8	2/26	Listening effort II (Article Critique II due)
	2/28	Hearing loss
9	3/05	Peer review (Project proposals due)
	3/07	Aging: Speech perception in later adulthood
10	3/12	Conclusions