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 Hours: Tues 3 - 4pm, Wed & Fri 9:40 - 10:40am, and by (cheerfully taken) appointment

COURSE DESCRIPTION
This seminar explores the processes that enable humans to understand and produce 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.

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.

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.

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). More info at writingcenter.carleton.edu/.

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.
COURSE GRADING & EXPECTATIONS

20% Participating in discussions

Productive discussions require that everyone is willing and able 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. 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.

High marks are given for 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 (not dominating the discussion, respecting others’ opinions, engaging other students).

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 also 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 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. See the handout “guidelines for the final paper” for more details.
**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 cah: 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)**