

PSY 531: Psycholinguistics

Comprehensive introduction to psycholinguistics. Theory and research are examined in three areas of human functioning--comprehension, production, acquisition. In addition, mental representations of meaning, the relation between language and thought, and bilingualism are studied.

Units: 3

Prerequisites: Restricted to upper-division Psychology majors; [PSY 200](#) or equivalent.

Student Learning Outcomes (SLOs)

When a student has completed this course, they will be able to

- **SLO I:** Understand some of the main concepts and theories in psycholinguistics
- **SLO II:** Explain the key research methodologies employed in psycholinguistic studies, including their strengths and limitations.
- **SLO III:** Analyze/ Evaluate psycholinguistic research studies by comparing and contrasting their methodologies and findings.
- **SLO IV:** Apply psycholinguistic research findings to real-world contexts.

Instructor Contact

- Name: Dr. Anisha Singh
- Email: asingh56@sfsu.edu
- Office hours appointment: <https://calendly.com/asingh56/office-hours>

I typically respond to emails within 1-2 business days.

Course Modality and General Expectations

This course will be delivered entirely online through the learning management system, Canvas. You will use your SFSU username and password to log in to the Canvas course.

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the summer session, we will participate in activities using Canvas. Activities will consist of online assignments, discussion forums, and announcements. All student work is submitted/posted online in Canvas.

Students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio, or chat transcripts in any setting outside the class, and violations of this are subject to student disciplinary action.

Required Course Materials

This is a Zero Cost Course Material (ZCCM) course. I will be posting all required readings and other medial resources on our canvas website.

Grading Policy

Grading practices. I will be very careful in grading all the assignments and exams. I will automatically round up your final percentage from 0.5 and above to assign you the higher grade (e.g. from 89.6% B+ to 90% A-).

1. **Calculation errors:** Grades will be changed in the event that there has been an error in the calculation of the grade. Please contact me during office hours and I will immediately correct it.
2. **Grade disputes based on content:** Grade disputes based on content must be submitted to me in writing. Outline very specifically why you feel you received your grade in error. Grade disputes must be submitted by email within one week after receiving the grade.
3. **Final grades:** Final grades will be calculated based on the total number of points earned for all the assessments in the course. Letter grades will be assigned according to the percentage of points earned, outlined in the chart below. *Unless a calculation error has been made on my part, final grades will not be changed.* There are no exceptions to this policy.

Grades are not given, but earned. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course Canvas page. If you would like to review and learn from your performance, please come see me during office hours.

Grading criteria

94-100% = A	83- 86.9% = B	73- 76.9% = C	63- 66.9% = D
90- 93.9% = A-	80- 82.9% = B-	70- 72.9% = C-	60- 62.9% = D-
87- 89.9% = B+	77- 79.9% = C+	67- 69.9% = D+	00- 59.9% = F

4. Each grading category will include direct and/or out-of-class student workload designation.

Grading Category

Learning Assessment Category	#	Total Points	Student Workload Designation
Discussions	5	80	Direct and out-of-class hours
Quizzes	6	110	Direct and out-of-class hours
Case Study	1	30	Direct hours
Total Points		220	

University Policies & Student Resources

Academic Integrity

[SFSU's Plagiarism Policy](#)

[Plagiarism.org](#) is a good resource on plagiarism, how to prevent it, and how to cite your own work.

Disability Programs and Resource Center (DPRC)

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building, Room 110, and can be reached by telephone (voice/(415) 338-2472, video phone/(415) 335-7210) or by email (dprc@sfsu.edu).

This course has been designed with great attention to detail regarding inclusivity and accessibility. If you have any challenges interacting with any course materials please reach out to the instructor right away. It is my goal and responsibility to ensure equal access to educational materials and to remove barriers for all students.

- Phone: (415) 338-2472
- Video phone: (415) 335-7210
- [DPRC Website](#)

Counseling & Psychological Services (CAPS)

Phone: (415) 338-2208

[CAPS Website](#)

Tutoring and Academic Support Center (TASC)

- Phone: (415) 405-5516

- [TASC Website](#)
- TASC Email: tutoring@sfsu.edu

Student Health Services (SHS)

Student Health provides confidential basic health services as well as primary care, psychiatry, pharmacy, laboratory, and x-ray. We encourage health awareness and educate about preventive care, disease management and treatment choices. Our goal during each visit is that you and SHS medical staff work together to make decisions to promote your health and well-being, now and into the future. To view their services or schedule an appointment please visit the [Student Health Services Website](#).

Disclosures

Student disclosures of sexual violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, e-mailing vpsaem@sfsu.edu or calling (415) 338-2032.

To disclose any such violence confidentially, contact:

- The SAFE Place: (415) 338-2208; <https://dos.sfsu.edu/safeplace>
- Counseling and Psychological Services Center: (415) 338-2208; <http://psyserve.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>.

Course Calendar

Course Calendar

WEEK & TOPICS	OBJECTIVES	ACTIVITIES
Week 1: Introduction to Psycholinguistics	• MLO1: Name the basic terms used in psycholinguistics research (SLO I) • MLO2: Interpret a language tree and learn how to derive useful information from it (SLO I) • MLO3: Explain what type of questions psycholinguistics tries to answer (SLO II)	Read • Introduction to Language Science from <i>Introduction to Psycholinguistics: Understanding Language Science</i> by Matthew J. Traxler Watch • Psycholinguistics: Crash Course Discussion • Introduce yourself Assignment • Familiarize yourself with the Indo-European language tree, and answer questions • Take part in the discussion post Quiz • Language Tree (open notes)
Week 2: Language Development in Early Childhood	• MLO1: Describe basic concepts in language acquisition (e.g., critical period) (SLO I) • MLO2: Explain the methodologies used in research with children. (SLO II, III) • MLO3: Develop research-backed recommendations to	Read • This week's chapter on Word Learning. • Short article on infant-directed speech Watch • Instructor Video

	support strong language development (SLO IV)	- Netflix documentary Babies and take notes on how to promote child language development. - A short video by Dr. Patricia Kuhl and take a short embedded quiz Discussion - Discussion post Quiz - Chapter (open notes)
Week 3: Speech Production and Perception	MLO1: Describe foundational theories of speech production and perception (SLO I) MLO2: Explain phenomena in speech perception and analyze how it relate to existing theories (SLO, I, II, III, IV) MLO3: Integrate psycholinguistics concepts within broader cognitive concepts (SLO I)	Read - Chapter on Speech Production and Comprehension Watch - Instructor Video - Video on the McGurk Effect - Video on how our brains process speech and complete the embedded quiz Assignment - Discussion post Quiz - Chapter (open notes)
Week 4 Second Language Acquisition	MLO1: Explain key theories of second language acquisition and their implications for language learning. (SLO I) MLO2: Analyze the features and approaches of digital language learning tools in relation to second language acquisition theories. (SLO IV)	Read - Chapter on Psycholinguistics of Learning from <i>Routledge Handbook of Second Language Acquisition and Psycholinguistics</i> <i>Journal article on Digital Language Learning</i> Watch

	• MLO3: Connect theoretical principles of second language acquisition to practical applications in digital language learning environments. (SLO IV) • MLO4: Articulate a well-reasoned critique of a digital language learning tool in written form, supporting arguments with specific examples and theoretical concepts. (SLO IV)	• Instructor video • Video on The Best Time to Learn Something Use and Critique • Duolingo App Case Study: • User testing and research testing Duolingo app Quiz • Chapter (open notes)
Week 5: Language Disorders	• MLO1: Describe common language disorders • MLO2: Describe what language disorders can tell us about the brain • MLO3: Analyze the Complexity of Dyslexia ○ Identify common misconceptions about dyslexia ○ Explain the multifaceted nature of dyslexia and its various manifestations ○ Discuss current scientific understanding of dyslexia's neurological basis	Read • Chapter on What Do Language Disorders Reveal about Brain–Language Relationships? From Classic Models to Network Approaches • Article on Untangling Dyslexia Watch • Video on How Language Influences the Brain • Video on Why the Dyslexic Brain is Misunderstood? Assignment • Discussion post