

Boston University
Department of Speech, Language and Hearing Sciences

SH 708: Models of Language
Fall 2017

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TA (for writing only): Maria Abdo
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Office Hours: By appointment.

Class Session: Wednesdays 2:30 – 5:15
SAR 104

Course Description

This course will introduce you to theories and empirical evidence about how we learn, understand and produce language. We ask questions like: How are words represented in the mind? How do we plan utterances when we speak? How does language processing interact with other cognitive processes? How do breakdowns in these language systems lead to deficits?

A second goal of this course is to improve your writing. We will spend some time discussing writing in class, and you will have the opportunity to practice your skills by writing reaction papers.

Readings

All readings will be available on Blackboard.

Much of the material you will need to learn will *only* be available in class lectures. The slides will be posted on Blackboard before class. But if you learn best by reading a textbook, you may want to invest in an introductory psycholinguistics textbook, which will cover most of the models and theories we go over in class. Two good ones are Harley (2008), *The Psychology of Language: From Data to Theory*, and Cowles (2010), *Psycholinguistics 101*.

Course Requirements

Most class sessions will be split in two parts. In the first half of class, we will discuss the reading that was assigned the previous week, and in the second we will cover the material that serves as background for the next week's reading. Each week we will focus on an empirical article, some of which are classics in the field and others of which present more recent, cutting-edge research.

- 1) You must read the articles for the week **before** class and be prepared to discuss them. I will provide you with discussion questions to help guide your thinking, but you will also be responsible for understanding the motivation, method, and basic findings of all of the studies we read. If you have questions or want to clarify something before class, please use the discussion board on Blackboard. Please "subscribe" to the discussion board so that you receive emails when others have posted, and to post your own questions and reply to others'.

- 2) **I will call on you** to answer questions in class, both about the articles and about material from the lecture portion of the class. Participation is part of your grade. My goal is not to embarrass you! If you don't feel comfortable answering a question, simply say, "Pass".
- 3) You will write **reaction papers** to two of the articles we read this semester, and you will revise one of these, for a total of three graded reaction paper assignments. The reaction paper should provide a thoughtful and critical discussion of some aspect of the article. The easiest way to approach it is to find something in the article that was particularly interesting or surprising to you and then pursue that idea by doing additional research on that topic. This is an intentionally open-ended assignment, but you may find it easier if you try one of these approaches:
 - If the authors ground their conclusions in a particular theory or model, how well do they support this? If they do not suggest a model, or you feel the one they suggest is a bad fit, is there a different model that better explains the data?
 - Has this study been replicated or extended with other populations (e.g., speakers of other or multiple languages, disordered populations, non-humans)? How do these other studies support, augment, limit, or contradict the conclusions of the original article? If there are differences, what do they mean?
 - Has this study been replicated or extended with other methods? How do these other studies support, augment, limit, or contradict the conclusions of the original article? If there are differences, what do they mean?
 - What are the implications of the study's findings for diagnosis and/or treatment?
 - Suggest an original follow-up study that would address some issue raised by the paper.

Other notes about reaction papers:

- You can choose which articles you write on, and therefore which weeks you spend writing reaction papers. For each article you choose, you must submit the reaction paper by the time class begins in the week we discuss that article. Late reaction papers (or papers on an article discussed in a previous week) will not be accepted. The revision is due on the last day of class. If you choose to write a reaction paper on one of the last papers of the semester, there is no guarantee that you will get comments back in time to revise it.
 - They should be 600-900 words. This is about 3 pages double-spaced.
 - The reaction papers require you to carefully read the article and to do additional reading beyond it. You must **cite at least two additional articles.**
 - If you need help identifying appropriate research sources, Sargent College's librarian at Mugar, Kate Silfen, can help you: ksilfen@bu.edu.
 - Reaction papers must be submitted to your TA by email.
 - See the **writing rubric** document on Blackboard.
 - Citations should be formatted in APA style.
 - Do not summarize the assigned article. Only include information that is necessary to understand the points you are making. The same is true for other articles you cite.
 - Because one goal of this course of this course is to improve your writing, you may receive poor grades on your first one or two reaction papers. Don't be discouraged! If you do well on the revision, you will do well on your reaction paper grade.
- 4) There will be one midterm and one cumulative final exam. These will be true/false, multiple-choice, and short-answer/essay, and will include material from both the lectures and the readings.
 - 5) We will also have periodic retrieval practice quizzes, which are **ungraded quizzes** intended to help you (a) check your understanding, and (b) practice retrieving newly learned information. The latter has been shown to improve long-term memory of this information (e.g., Karpicke & Roediger, 2008, *Science*).

- 6) Though I expect that you will attend class, I do not take attendance, so you do not need to tell me if you have an excused absence. You are responsible for getting notes from a classmate. If you are facing multiple excused absences for medical or other reasons I encourage you to come talk to me.

ASHA and CAA Standards

In accordance with the requirements of ASHA and the Council on Academic Accreditation, MS-SLP students who fail to obtain the knowledge and skills that this course is designed to address will be required to complete remedial assignments specified by the course instructor. Remedial assignments will be implemented for students who receive a grade of B- or lower on a quiz, test, exam or course assignment and may include retaking the quiz, test, or exam and/or completing a follow-up assignment.

Learning Outcomes	ASHA Standard Addressed	Methods of Assessment
<p>Know the major mechanisms and psychological/cognitive processes underlying typical language processing and language development.</p> <p>Link knowledge of normal language to language disorders, describe how departures from typical development may be clinically significant and draw conclusions about the underlying processes that may give rise to disordered language.</p>	<p><u>Standard IV-B:</u> The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.</p>	<p>This knowledge will be assessed in the midterm and final exams.</p>
<p>Understand some of the ways in which receptive and expressive language can be affected by communication disorders.</p> <p>Know the psychological and linguistic causes for these effects.</p>	<p><u>Standard IV-C:</u> The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> • articulation • fluency • voice and resonance, including respiration and phonation • receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing • hearing, including the impact on speech and language 	<p>This knowledge will be assessed in the midterm and final exams.</p>

	<ul style="list-style-type: none"> • swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology) • cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) • social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) <p>augmentative and alternative communication modalities</p>	
<p>Understand the variety and choice of methods and paradigms used in psycholinguistic research. Critically evaluate the use of behavioral measures and appreciate the limitations they may carry. Know how to access sources of research information.</p>	<p><u>Standard IV-F:</u> The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.</p>	<p>This knowledge will be assessed in the midterm and final exams, as well as in the reaction paper component.</p>

Grading

Midterm: 30%

Final: 30%

Reaction papers: 30%

Class participation: 10%

A	93 pts or more	B	83-86 pts	C	73-76 pts	D	63-66 pts
A-	90-92 pts	B-	80-82 pts	C-	70-72 pts	D-	60-62 pts
B+	87-89 pts	C+	77-79 pts	D+	67-69 pts	F	59 pts or less

Course Policies

- 1) All students are expected to maintain high standards of academic integrity. Please see the *Sargent College Academic Conduct Code*.
- 2) Every attempt will be made to reasonably cover all the topics listed in the course outline. However, I reserve the right to adjust the content of the course material and/or assignments should this be considered appropriate in order to meet the objectives of the course.

Disability Accommodations

Boston University provides reasonable accommodations to eligible students with disabilities in conformance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Requests for disability accommodations must be submitted to the instructor within one week from the start of class and documentation of approved accommodations must be provided. Please see your MS-SLP Program Manual and <https://www.bu.edu/academics/policies/disability-accommodation/> for additional information.

Confidentiality Statement

As healthcare providers, we have a responsibility to uphold patient confidentiality, which is the bedrock of our relationship with our patients. If the patient were uneasy about disclosing pertinent and confidential information, our ability to provide effective healthcare would be greatly compromised. Classroom/lab discussions may involve video, audio or written presentation of a client's health information for teaching purposes. While these discussions are acceptable in the educational environment, they are not acceptable outside the classroom. As such, you may NOT video record, audio record or photograph any class materials containing any client's information, and you may NOT disclose, share, post, or discuss any client's information outside of the classroom.

Course Schedule

September 6: Introduction – The structure of language

READING FOR NEXT TIME:

<http://owl.english.purdue.edu/owl/resource/588/01/>

<http://owl.english.purdue.edu/owl/resource/588/02/>

<http://owl.english.purdue.edu/owl/resource/588/03/>

Turabian Chapter 1

September 13: Sound 1 – Speech perception, production, and acquisition

READING FOR NEXT TIME: Eimas, P. D., Siqueland, E. R., Jusczyk, P., & Vigorito, J. (1971). Speech perception in infants. *Science*, *171*, 303-306.

September 20: Word 1 – Spoken word recognition

READING FOR NEXT TIME: Dahan, D., Swingle, D., Tanenhaus, M. K., & Magnuson, J. S. (2000). Linguistic gender and spoken-word recognition in French. *Journal of Memory and Language*, *42*, 465-480.

September 27: Word 2 – Visual word recognition and reading

READING FOR NEXT TIME: Peterson, R. L., Pennington, B. F., & Olson, R. K. (2013). Subtypes of developmental dyslexia: Testing the predictions of the dual-route and connectionist frameworks. *Cognition*, *126*, 20-38.

October 4: Word 3 – Models of the lexicon, spoken word production

READING FOR NEXT TIME: Zingeser, L. B., & Berndt, R. S. (1990). Retrieval of nouns and verbs in agrammatism and anomia. *Brain and Language*, *39*, 14-32.

October 11: Midterm review

October 18: MIDTERM EXAM

October 25: Sentence 1 – Sentence-level structure

READING FOR NEXT TIME: Bock, K., Dell, G. S., Chang, F., & Onishi, K. H. (2007). Persistent structural priming from language comprehension to language production. *Cognition*, *104*, 437-458.

November 1: Sentence 2 – Verb argument structure and thematic relations

READING FOR NEXT TIME: van der Lely, H. K. J., & Harris, M. (1990). Comprehension of reversible sentences in specifically language-impaired children. *Journal of Speech and Hearing Disorders*, *55*, 101-117.

November 8: ASHA – NO CLASS!

November 15: Sentence 3 – Models of sentence processing

READING FOR NEXT TIME: Novick, J. M., Kan, I. P., Trueswell, J. C., & Thompson-Schill, S. L. (2009). A case for conflict across multiple domains: memory and language impairments following damage to ventrolateral prefrontal cortex. *Cognitive Neuropsychology*, 26(6), 527-567.

November 22: Thanksgiving – no class!

November 29: Discourse 1 – Pragmatics and reference + Writing peer review

READING FOR NEXT TIME: Surian, L., Baron-Cohen, S., & van der Lely, H. (1996). Are children with autism deaf to Gricean maxims? *Cognitive Neuropsychiatry*, 1, 55-71.

December 6: Discourse 2 – Theory of mind + Exam review

December 12: Reading period, REVISED REACTION PAPER DUE

FINAL EXAM TBA