PSYC 3012 Cognition, Language & Thought

Unit of Study Code: PSYC3012

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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial for 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: Intermediate Psychology units including
PSYC (2013 or 2113) and at least one other Intermediate Psychology
unit from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2014
or 2114).

Assessment: Classwork:

- Prac report: 2000 word prac report (30% of the total mark)
  Due Date: 4pm, Friday 27 April 2007 (week 7)

- Written prac exercise 1000 words (15% of total mark).
  Due Date: 4pm, Monday 28 May 2007 (week 12)

- Practical class attendance and participation (5% of the total
  mark)
  NB: It is a requirement to pass the course that you attend a minimum
  of 80% of prac. It is your responsibility to attend THE PRAC YOU
  ARE ENROLLED IN to be marked as present.

  Final Examination: (50% of the total mark)
  Multiple choice and short-answer questions

NB You should read the general administrative guidelines for submission of written work,
penalties for late work, assessment criteria, procedures for applying for extensions and special
consideration on the School of Psychology web page (www.psych.usyd.edu.au).

Evaluation of teaching and learning: Date: Week 12; Type: Questionnaire
Unit of study general description:
This unit extends the theories and methods of investigating memory and attentional processes discussed in PSYC2013 to consider a number of domains of higher cognitive processing. One strand of the course will focus on language processing and consider how children learn language, the processes involved in speech perception and production, language comprehension and reading. The remainder of the course will deal with the cognitive processes involved in reasoning and decision-making. The practical program will expose students to a variety of the research methods used to investigate higher cognitive processes, develop their understanding of how these methods can be used to investigate hypotheses about mental processes and consider applications of cognitive research to real-world problems and issues.

Teaching outcomes:

(1) Understanding of the major historical and conceptual issues that have influenced theories and approaches to investigating language, skilled behaviour and reasoning
(2) Knowledge of the major theories and critical research evidence about the cognitive processes involved in language processing, skilled behaviour and reasoning
(3) Experience with and critical evaluation of some of the major methods used to investigate language, skilled behaviour and reasoning
(4) Capacity to critically evaluate theories about cognitive processes and the evidence offered to support them
(5) Ability to appropriately interpret outcomes of empirical research on cognitive processes

Evidence of learning:
Assessment will include a 2000 word prac report based on an experiment done in tutorials; a written prac exercise of 1000 words and active participation in tutorials. At the end of semester, a multiple-choice and short-answer examination will assess knowledge of the entire course focusing particularly on lecture material and assessable readings, but which will include some material exclusively covered in tutorials.

SYLLABUS

Psycholinguistics

Introduction: Linguistics vs psycholinguistics; Units and levels of language

Issues in speech perception; theories of lexical organization and retrieval.

Language comprehension and production: syntax and morphology; processing of sentences, text and discourse; theories of word production and speech processing; Aphasia: implications for understanding normal and impaired language processing

Language acquisition: nativist and non-nativist theories of language acquisition; methods of investigating infant behaviour; stages of language development; preverbal speech perception; acquisition of lexical/semantic and grammatical knowledge

Developmental language dysfunctions: autism and the role of “theory of mind”; specific reading disability.

Theories of visual word recognition and reading: implications for understanding success and failure in learning to read and for methods of reading instruction

Skilled behaviour, expertise and reasoning

Cognitive determinants of skilled behaviour: attention, automaticity and control; declarative and procedural memory; stages of skill acquisition; implicit learning

Expertise: How do experts and novices differ? the role of representation and working memory in expertise; talent vs practice as the basis of expertise; theories of skill acquisition; how do you become an expert?

**DRAFT TIMETABLE**

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<tr>
<th>WEEK (beginning)</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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| 1 (05/3)         | 1. Introduction to psycholinguistics (KC)  
|                  | 2. Speech perception and spoken word recognition: "How we wreck a nice beach." (KC) | NO TUTORIALS |
| 2 (12/3)         | 3. Language comprehension: My little brother has grown another foot (KC)  
|                  | 4. Language production: Conceptualising, formulating and articulating (KC) | PRAC REPORT DATA COLLECTION, & assessing reading and spelling |
| 3 (19/3)         | 5. Aphasia and cognitive models of normal language processing: From neuropsychology to mental structure (KC)  
| 4 (26/3)         | 7. Acquiring phonology: "Universal phoneticians” turn into their parents (KC)  
|                  | 8. Acquiring syntax: "Do you are happy?" (KC) | DATA RETURN & INSTRUCTIONS FOR REPORT Language acquisition |
| 5 (2/4)          | 9. Acquiring word meanings: Constraining crazy hypotheses (KC)  
|                  | 10. Developmental language dysfunctions (SA) | Language processing demos |
| (9/4)            | NON-TEACHING WEEK | |
| 6 (16/4)         | 11. Specific reading disability (SA)  
|                  | 12. Theories of skilled reading (SA) | Cognitive neuropsychology |
| 7 (23/4)         | 13. & 14. Theories of skilled reading & reading development (SA) | NO TUTORIALS |
|                  | **2000 word PRAC REPORT DUE Friday 27 April 2007** | |
| 8 (30/4)         | 15 & 16. Reading development & implications for teaching reading (SA) | Skilled reading &/or developmental language dysfunction INSTRUCTIONS FOR PRAC EXERCISE |
| 9 (7/5)          | 17. & 18. Basic concepts in skilled behaviour (BB) | Implicit learning |
| 10 (14/5)        | 19. & 20. How do experts and novice differ? (BB) | Skill & Expertise, including SPOKEN EXERCISE RELATED TO PRAC EXERCISE |
| 11 (21/5)        | 21. Theories of skill acquisition and expertise (BB)  
|                  | 22. Basic concepts in reasoning (BB) | NO TUTORIALS |
| 12 (28/5)        | **1000 word PRAC EXERCISE DUE Monday 28 May 2007**  
| 13 (04/6)        | 25. Theories of reasoning (BB)  
|                  | 26. Integrating reasoning and skill (BB) | Reasoning illusions |

KC=Karen Croot; SA=Sally Andrews; BB=Bruce Burns
REFERENCES

REFERENCES FOR LECTURE MATERIAL

Textbook:

Other references (lecturers will indicate which sections are relevant to their lectures)
[References for BB to be announced]

Additional references related to practical classwork will be provided in practical classes