PSYC 3012 Cognition, Language & Thought

Unit of Study Code: PSYC3012

Coordinator: Dr Karen Croot
Office: Room 443 Brennan MacCallum
Phone: 9351 2647; karenc@psych.usyd.edu.au

Other lecturing staff:
Professor Sally Andrews
Office: Room 447 Brennan MacCallum
Phone: 9351 8297; sallya@psych.usyd.edu.au

Dr Bruce Burns
Office: Room 512 Griffith Taylor Building
Phone: 9351 8286; bburns@psych.usyd.edu.au

Tutors:
Dr Karen Croot
Contact details as above
Dr Bruce Burns
Contact details as above
Rhianna Shi
Room 310 Griffith Taylor Building
x 16807 rhianna@psych.usyd.edu.au
Sarah McIntyre
Room 445 Brennan MacCallum
x 16807 sarahmc@psych.usyd.edu.au
Amanda Parker
Room 310 Griffith Taylor Building
x 16807 amandap@psych.usyd.edu.au

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: **Monday 28 April** (Week 8)

- **Written prac exercise** 1000 words (15% of total mark).
  Due Date: **Monday 26 May** (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
  pracs. **IT IS YOUR RESPONSIBILITY TO ATTEND THE PRAC YOU ARE
  ENROLLED IN TO BE MARKED AS PRESENT**, i.e. Tutors can not be
  expected to notify other tutors to confirm your attendance if you do not attend your
  enrolled prac.

  **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](http://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.

Graduate Attributes and Student Learning Outcomes for Cognition Language and Thought (PSYC3012)
This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, practical classes and assessment activities. They will be assessed in the two written assessments, participation in practical classes and in the final examination.

1: Knowledge and Understanding of cognitive psychology and psycholinguistics
Display basic knowledge and understanding major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology and psycholinguistics.

Student learning outcomes:
(i) To stimulate an interest in the contribution of cognitive psychologists to understanding the cognitive processes involved in adult language abilities, childhood language development, skilled behaviour and reasoning.
(ii) Ability to describe, explain and evaluate research studies examining the influence of basic word recognition skills on skilled reading.
(iii) Ability to describe the course of language development from the womb to school-age literacy, to describe a number of developmental language disorders, and to understand the principles of skilled behaviour that differentiate experts from novices in a range of areas from motor skills to reading to reasoning.

2: Research Methods in cognitive psychology and psycholinguistics
Understand, apply and evaluate basic research methods in cognitive psychology and psycholinguistics, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:
(i) To develop a critical understanding of the major methods of research in these areas.
(ii) To critically assess major theories and research findings in these areas.
(iii) To interpret statistical analyses.
(iv) Use basic web-search, word-processing, database, spreadsheet, and data analysis programs.
(v) Understand issues in the design and conduct of basic studies to address psychological questions: formulating research questions; undertaking literature searches; critically analyse theoretical arguments and empirical studies; form testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3: Critical Thinking Skills in cognitive psychology and psycholinguistics
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:
(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Values in cognitive psychology and psycholinguistics
Value empirical evidence; act ethically and professionally; understand the complexity of sociocultural, linguistic and international diversity and of research with cognitively/linguistically impaired populations

Student learning outcomes:
(i) Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
(iii) Be able to recognise and promote ethical practice in research, including research populations with cognitive impairment.
(iv) Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in cognitive psychology and psycholinguistics
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:
(i) Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
(ii) Write effectively in a variety of other formats (e.g., essays, experimental designs and hypotheses) and for a variety of purposes (e.g., informing, analysing, arguing).
(iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, class presentation) and for various purposes.
(iv) Collaborate effectively, demonstrating ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6: Learning and the Application of cognitive psychology and psycholinguistics
Understand and apply psychological principles to personal and social issues.

Student learning outcomes:
(i) To develop an awareness of the applications of the theories and research findings in cognitive psychology and psycholinguistics.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied cognitive psychology and psycholinguistics

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?


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**DRAFT TIMETABLE**

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<thead>
<tr>
<th>WEEK (beginning)</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td><strong>1 (03/3)</strong></td>
<td>1. Introduction to psycholinguistics (KC)  &lt;br&gt;2. Language acquisition: The learnability problem (KC)</td>
<td>NO TUTORIALS</td>
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<tr>
<td><strong>2 (10/3)</strong></td>
<td>3. Acquiring phonology: &quot;Universal phoneticians&quot; turn into their parents (KC)  &lt;br&gt;4. First words (KC)</td>
<td>PRAC REPORT DATA COLLECTION, &amp; assessing reading and spelling</td>
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<tr>
<td><strong>3 (17/3)</strong></td>
<td>5 &amp; 6 Acquiring syntax: &quot;Do you are happy?&quot; (KC)</td>
<td>Bilingualism</td>
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<td><strong>(24/3)</strong></td>
<td>NON-TEACHING WEEK</td>
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<td><strong>4 (31/3)</strong></td>
<td>7. Acquiring word meanings: Solving the problem of crazy hypotheses (KC)  &lt;br&gt;8. Developmental language dysfunctions (SA)</td>
<td>DATA RETURN &amp; INSTRUCTIONS FOR REPORT Language acquisition</td>
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<tr>
<td><strong>5 (7/4)</strong></td>
<td>9. Specific reading disability (SA)  &lt;br&gt;10. Theories of skilled reading (SA)</td>
<td>Developmental language dysfunction &amp;/or language demos</td>
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<tr>
<td><strong>6 (14/4)</strong></td>
<td>11. &amp; 12 Theories of skilled reading &amp; reading development (SA)</td>
<td>Cognitive neuropsychology</td>
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<td><strong>7 (21/4)</strong></td>
<td>13. &amp; 14. Reading development &amp; implications for teaching reading (SA)</td>
<td>NO TUTORIALS</td>
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<td><strong>8 (28/4)</strong></td>
<td>2000 word PRAC REPORT DUE Monday 28 April  &lt;br&gt;15 &amp; 16 Adult language processing (KC)</td>
<td>Skilled reading INSTRUCTIONS FOR PRAC EXERCISE</td>
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<td><strong>9 (5/5)</strong></td>
<td>17. &amp; 18. Basic concepts in skilled behaviour (BB)</td>
<td>Implicit learning</td>
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<tr>
<td><strong>10 (12/5)</strong></td>
<td>19. &amp; 20. How do experts and novices differ? (BB)</td>
<td>Skill &amp; Expertise:, including SPOKEN EXERCISE RELATED TO PRAC EXERCISE</td>
</tr>
<tr>
<td><strong>11 (19/5)</strong></td>
<td>21. Theories of skill acquisition and expertise (BB)  &lt;br&gt;22. Basic concepts in reasoning (BB)</td>
<td>NO TUTORIALS</td>
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</table>
12 (26/5)  1000 word PRAC EXERCISE DUE Monday 26 May
23. & 24. Reasoning phenomena (BB)

13 (02/6)  25. Theories of reasoning (BB)
26. Integrating reasoning and skill (BB)

Reasoning illusions

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

REFERENCES FOR LECTURE MATERIAL

Textbook:
NB: We will be changing the textbook for PSYC2013 & PSYC3012 in Semester 2 2008. This is the final time we will be setting Galotti as the cognitive text for these two courses.


Other references (lecturers will indicate which sections are relevant to their lectures)

If you want to check definitions of linguistic terms:

[References for BB to be announced]

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