INTRODUCTION: PURPOSE OF THE COURSE
The goal of this course is to develop skill in thinking about, discussing, developing, and presenting current findings and theoretical issues in language and cognition. Issues associated with five main topics will be discussed: language production, language perception, language acquisition (at any age), relations between language and other aspects of cognition, and relations between language and brain. In general, each week will consist of two parts: presentation(s), and class discussion.

COURSE REQUIREMENTS
IN BROAD OUTLINE: Students will read, present and discuss findings and theoretical issues related to language and cognition. Goals: to help develop thought processes and other intellectual skills, as well as written and oral communication skills. Students are expected to attend regularly, give at least one presentation, do the reading and hand in written assignments on time, participate in discussion each week, and take the quizzes.

A. Weekly Formal Questions: Students are required to formulate at least two formal questions per week. The questions are to be based on the assigned reading, either issues that you would like to hear discussed further, or aspects that you had difficulty understanding. The questions are to be typed and printed out, along with the appropriate source and page numbers. Questions for each reading assignment are to be handed in at the end of first class on the week that the reading assignment is due. LATE QUESTIONS CANNOT BE ACCEPTED FOR THE PURPOSE OF GRADING.

The purposes of the questions are (1). to encourage active rather than passive reading and thinking about the assigned reading, (2). to ensure that everyone has examined the reading prior to class, (3). to provide feedback as to where students are experiencing difficulty, so that these sources of difficulty can be directly addressed. (4) to introduce an interactive dimension to the class.

B. Presentations: Students will do a presentation as part of a team, with max time per student to be determined based on class and team size. Each team will have regular presenters, plus an organizer who will be rewarded for class participation. Regular presenters will provide a selective summary of the required reading in the text, together with thoughts on that information. Presentation topics are listed in the class schedule. If you do not sign up for a presentation date by the second class of week 2, you will be assigned one. If your team does not have an organizer by the second class of week 2, your team will be assigned one. Week 4 presentations will provide a model for the student presentations in the remaining weeks and so deserve more lenient grading.
C. Written assignments:
1). Just prior to your presentation, please hand in a slide sorter printout of the overheads you will be presenting.
2). By the last day of class AT LATEST, email Dr. MacKay a summary of how you participated in the class, including your contributions to your presentation team.
3). Formal questions each week.

D. Quizzes
The quizzes will consist of multiple choice questions based on the reading up to the day of the quiz (see the class schedule).

**GRADING:**
The course grade will be broken down according to the following percentages:

- Class participation: 25% (including formal questions)
- Seminar presentation: 25%
- Slide sorter printout: 5%
- Quiz 1: 15%
- Quiz 2: 15%
- Quiz 3: 15%

100% Total

**STRUCTURE OF THE SESSIONS**
In general, class time each week will consist of a presentation day and a research presentation, question and discussion day. On presentation day a student team will summarize the assigned Carroll Chapter (with 2 minutes for questions following each presentation). The goal is to prepare the class for the quiz on that week’s readings. On presentation day, the team organizer will also have 5 minutes (max.) to introduce the members of his or her team, and give an overview or integrate the team presentations. On the research presentation, question and discussion day, the team organizer will have 30 minutes (max including 2 minutes for questions) to summarize the second (current research) reading and prepare the class for the quiz on that reading. Then Dr. MacKay will either lead the discussion and field questions or distribute a quiz (on the days indicated in the class schedule).

**Students registered with the OSD.** If you are registered with OSD or have a debilitating condition that might interfere with your performance in this class, please contact Dr. MacKay as soon as possible after the beginning of the quarter.

**ASSIGNED READING**
2). Other assigned readings are indicated in the CLASS SCHEDULE and REQUIRED READING section. These required readings are available at /www.mackay.bol.ucla.edu/ (click on the relevant reference under the publications tab).
# Class Schedule and Required Reading

(available at /www.mackay.bol.ucla.edu/ under appropriate category listed by year)

## Week 1: 9/23: Overview, Organization and Introduction

***Note Short Week***

| Organizational Meeting | MACKAY |

## Week 2: 9/28-9/30: Biological Bases of Language I

1. Carroll, Ch 1 Introduction: Themes of Psycholinguistics  

## Week 3: 10/5-10/7: Biological Bases of Language II

1. Carroll, Ch 3 Psychological mechanisms, pp. 45-65  

## Week 4: 10/12-10/14: Biological Bases of Language III

1. Carroll, Ch 13 Biological Foundations of Language  

## Quiz 1

## Week 5: 10/19-10/21: Language Perception and Retrieval

1. Carroll, Ch 4 Perception of Language  

## Week 6: 10/26-10/28: Words: Orthography, Phonology and Meaning

1. Carroll, Ch 5 The Internal Lexicon  

## Week 7: 11/2-11/4: Language Production and Speech Errors

1. Carroll, Ch 8 Production of Speech and Language  

## Quiz 2

## Week 8: 11/9-11/11: Language and Memory I

1. Carroll, Ch 6 Sentence Comprehension and Memory  
**WEEK 9: 11/16-11/23: LANGUAGE AND MEMORY II**  
**NOTE: NO CLASS ON THURS. 18 NOV.**

| 1). Carroll, Ch 7 Discourse Comprehension and Memory | STUDENTS |

**WEEK : 11/30-12/2: LANGUAGE AND THOUGHT**  
**NOTE: NO CLASS ON THURS. 25 NOV.: THANKSGIVING**

| 1). Carroll, Ch 14 Language, culture and cognition | STUDENTS |

**QUIZ 3**