Language and Cognition  
01:185:410 and 01:615:445  
Caveat: some required readings and topics may change

Professor  
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Email  
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Day, Time  
TBA
Location  
TBA
Office Hours  
TBA (sign up through Sakai) and by appointment

TA  
xxx
Email  
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Office Hours  
xxx

Prerequisites:  
Introduction to Cognitive Science (01:185:201), Introduction to Linguistic Theory (01:615:201)

Course Overview
In this course, we will explore the relationship between language and cognition. The questions that will guide our exploration are

• How do linguistic and cognitive processes interact during the course of human development?
• What role does language play in shaping the way we think and the way we see the world around us (does it determine the way in which we conceptually organize the world, or does it serve more as a guide that with universal constraints)?
• How does acquiring language alter the way we form categories?

We will begin the course by building a foundation in your understanding of language and cognition, drawing on your knowledge of language structure, linguistic and conceptual representations, and cognitive processes. We will then use this knowledge to review key findings from a number of new and groundbreaking studies in this area, in order to better grasp the relationship between language and cognition. Topics covered may include speech perception, language acquisition, priming, disorders, speech errors, sentence processing, memory, color, numerosity, grammatical gender, time and space.

Core Curriculum Learning Goals
This course helps meet the requirement of the “Quantitative and Formal Reasoning” goals of the Core Curriculum (w, QQ). In this course, you will Formulate, evaluate, and communicate conclusions and inferences from quantitative information.

Course Learning Goals
The goals of the course are to introduce you to ways in which linguistic and cognitive processes interact, to demonstrate cross-linguistic differences in the way that information is encoded in language, and to help you understand the ways in which linguistic and cognitive resources are recruited as we comprehend language in real time.
Course Format
This course is primarily lecture-based, with components built into the course for student participation. Each week will be devoted to a topic addressing the relation between language and cognition. During the first class, we will get our feet wet with an introduction to the topic of the week and cover foundational concepts that will guide our exploration of the week’s topic. During the second class, we will plunge into more in-depth coverage of the week’s topic, paying special attention to the assigned reading(s) and going beyond them to related research.

Grading
Your grade will be based on the following components:

- Attendance and Participation: 15%
- Response questions & comments on Sakai: 15%
- Midterm Exam: 30%
- Final Exam (cumulative): 40%

A note on the reaction comments: You must post at least one comment each week. These contributions must be substantive! They must be at least a paragraph in length and include a reaction to the reading or in-class content or discussion.

Extra credit
- A number of researchers in Psychology and Linguistics conduct experiments that are relevant to the material covered in this class.
- You have the opportunity to participate in up to 3 experiments from either the Linguistics or the Psychology participant pool to each up to 3 points added onto your final grade.
- Links to each online experiment system and instructions for participation can be found on Sakai.
- All of you are ineligible to participate in these experiments, regardless of your gender, race, ethnicity, language status, or impairments, disorders, or disabilities. You cannot be denied participation for any of these reasons.
- You have the right to not participate in experiments to earn extra credit. You may speak with me about possible research alternatives, such as reading a pre-approved scholarly article in linguistics and writing a 2-page paper summarizing it.
- If you are taking multiple courses that allow for experimental participation to count towards extra credit, you are responsible for making sure you have assigned the credit correctly through the experiment system online. This is not your instructor’s, the experimenter’s or the experiment system administrator’s job!
- If you sign up for, but fail to show up for, two or more experiments, you may be barred from further participation, so please note the time and location of your experiments, and take your schedule and transportation time into account. Most labs are on Busch in RuCCS.
Policies

University Policies

• You must adhere to the Rutgers University Academic Integrity Policies (http://academicintegrity.rutgers.edu/integrity.shtml).
• Any disabilities or extenuating circumstances must be discussed with me in advance and handled formally according to University policy (http://disabilityservices.rutgers.edu/request.html).
• Absences should be reported through the online system (https://sims.rutgers.edu/ssra/).

Classroom Policies

• When you enter the classroom, please turn off your cell phone (or any other handheld device) and put it away. Your final grade may go down 1 point every time your cell phone goes off, or you are seen texting, online chatting, talking on the phone, or emailing in class.
• Slides for each class will not be posted before the class. A version of the slides will be posted after each class or at the end of the week for studying purposes.

Communication

• Pay attention to the way in which you address people. Your Professor should be addressed as Dr. or Prof. Your TA (who is a graduate student) and other administrative staff should not be, but should still be addressed politely. The same goes for your undergraduate peers.
• Keep register in mind. Emails to your instructors should never take the form of a casual message that resembles texting. Always include a salutation (e.g., Dear Dr. X), and always sign your message along with your name (e.g., Best regards, Sincerely, Thank you, etc.). Do not include texting abbreviations in your messages.
• Be respectful. Frame your questions or requests in the most polite way possible. Do not make demands of your addressee, even if they are preceded by please. For example, Please tell me why I did not get an A on my midterm exam may still come across as abrupt and offensive. Remember the purpose of your communication: you are probably writing to resolve some issue or receive an answer to a question (quickly). If so, the best way to accomplish this is to be polite and show respect.
• Keep timing in mind. Instructors field a lot of emails each day. They may not be able to respond to your email right away, or respond to a string of emails with little questions. Send your email well in advance. If you do not receive a response within 24 hours time, then politely follow up, referencing your previous message. Do not wait until the last minute, and never send an email the morning of class, expecting a response before the start of class!
• Office hours are there for you! Face-to-face communication is the most efficient and clearest way to address any concerns or questions you have. This is also a good time for us to get to know each other, and for me to learn more about your style of communication (which may benefit you when I am reading your writing).
Readings

• There is no textbook for this class. Instead, the assigned readings are articles from the fields of Linguistics, Cognitive Psychology, and Cognitive Science.
• These readings are available in the Resources folder on Sakai. In some cases, you may only be asked to read certain sections of the assigned reading. The schedule in this syllabus will indicate whether a given reading is assigned or optional.
• Do not be fooled by page length; even shorter papers can be tricky! Do not wait until the last minute to do these readings!
• You are not expected to understand everything, but do your best to make it through them, and generate thoughts and questions for me and your peers.

Schedule

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<td>Language: Structure &amp; Meaning</td>
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<td>Number, Language Universals</td>
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FINAL EXAM
Readings


