

Spring, 2012
Cognitive Science 101C: Language
Section IDs: 744710 and 752820

Course webpage: <https://thiscourse.com/ucsd/cogs101c/sp12/>

Instructor

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Teaching Assistants

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Office hours: F 3:30p-4:30p and by appointment in SSRB 207

Lecture

TuTh 6:30p-7:50p, PCYNH 109

Discussion sections

Not compulsory but should be very useful!

A01	W	1p-1:50p	CSB 004	(Tyler)
A02	W	2p-2:50p	CSB 005	(Tyler)
A03	F	12p-12:50p	CSB 002	(Daniel)
A04	M	10a-10:50p	CSB 004	(Kristen)
B01	F	11a-11:50a	WLH 2204	(Daniel)

Course description

This course is an introduction to language and cognition. We will be looking at how language works as a cognitive function and how linguistic cognition relates to other aspects of cognition. Due to time constraints, the course will focus predominantly on higher-level, individual aspects of language, like meaning and grammar, spending less time on speech sounds, social aspects of language use, and language change. The main topics to be covered are: (1) meaning, (2) grammar, (3) figurative language, (4) linguistic relativism, and (5) language learning. The research on language and cognition is multi-disciplinary; evidence is drawn from text analysis, patterns of language acquisition, behavioral experiments, and brain imaging, among other sources. The purpose of this course is to provide a general orientation in language and cognition, an understanding of its central themes and assumptions, and exposure to its empirical methods.

Prerequisites

There are no obligatory prerequisites, but upper division status and exposure to coursework lower division courses in COGS, LIGN, and/or PSYC will be useful. It's recommended that students have completed COGS 101A.

Requirements and evaluation

Students enrolled for full credit will be expected to complete two homework assignments, submit 15 scaffolded reading summaries, take two in-class midterms and a final, and participate in experimental research (or complete an alternate assignment).

Grades are assigned as follows:

Homework assignments (2)	20%
Scaffolded reading summaries	15%
Midterms (2)	35%
Final exam	25%
Experiment participation	5%

- *Homework assignments:* Assess student understanding of course concepts and processes through novel work related to course topics. Homework assignments are due electronically at 6:30pm, the beginning of class on the day due. Once lecture starts, assignments will be considered submitted late and will be docked 10% of the total possible score. For each additional school day late, an additional 10% will be docked. Exceptions only in the documented case of illness, death in the immediate family, or natural disaster.
- *Scaffolded reading summaries (SRSs):* For all 15 assigned readings, you'll be asked to summarize key elements in a few sentences and submit your summaries electronically (links available from the course webpage). There will be different prompts according to the particular reading, which are meant to help you focus on specific aspects of the reading. More generally, the SRSs are meant to both help you develop your critical reading skills and also encourage you to read the readings deeply and punctually, so you have the appropriate background for the lectures they're relevant to.
- *Midterms:* assess student mastery of concepts and procedures from the readings and lectures. Multiple choice, non-cumulative.
- *Final exam:* assess student mastery of concepts and procedures from the readings and lectures. Multiple choice, cumulative.
- *Experiment participation or alternative:* participate in 3 hours of research through Experimentrix (<https://experimentrix2.com/ucsd/>), or read and write critical reviews of 3 designated research articles, available from TAs. First two hours (or reviews) are each worth 1% of course grade; third hour (or review) is worth 3%.

Course grades will be assigned according to the following scale:

- ≥ 97%: A+
- ≥ 93%: A
- ≥ 90%: A-
- ≥ 87%: B+
- etc.

If this produces a distribution of grades with a median or mean lower than 80%, a curve will be applied to bring grades up. There is no extra credit.

Common questions

Will the lectures be podcast?

Yes, technology permitting: <http://podcast.ucsd.edu/>.

Where can I find x?

Probably on the course website. Note that it's not on TED. Instead, go to <https://thiscourse.com/ucsd/cogs101c/sp12/>. The website houses lecture slides, links to electronic versions of readings, your updated grades, and discussion boards.

What do I need to know from the readings/lectures?

The readings are there to help you understand concepts and methods discussed in class. There are two types of readings, assigned readings and supplementary readings. For the assigned readings as well as the lectures, you should be able to articulate: the general topic, the main points, hypotheses or research questions, the methodology (or methodologies) employed, the results described, and a critical assessment of any of these parts. Supplementary readings will not be covered in exams beyond what's discussed in lecture.

Can I study with other people?

Yes, you're encouraged to study in groups, with two caveats. First, make sure to write down the names of the people you consulted with on each homework assignment you turn in. Second, studying together is not the same as copying. Studying together involves discussing the lectures, readings, and homework questions, and even discussing possible answers (especially for exams). But you've crossed the line into copying when you take someone else's answers (written or otherwise) and use them as your own, even if you modify them slightly. Copying homework or exam questions, submitting other people's work as your own, copying on exams or getting unauthorized help on exams are all types of academic misconduct, according to the UCSD policy on integrity of scholarship (<http://www.ucsd.edu/current-students/academics/academic-integrity/policy.html>). Academic misconduct will be reported to the Academic Integrity Office.

Lecture, reading, and assignment schedule (provisional)

Date	Topic	Reading	Work
4.3	Introduction and overview		
4.5	Meaning I	[1]	<u>Hw#1 Distributed</u>
4.10	Meaning II	[2]	
4.12	Grammar I	[3]	<u>Hw #1 Due</u>
4.17	Grammar II	[4]	

4.19	Grammar III	[5]	
4.24	MIDTERM 1		
4.26	Figurative language I	[6]	
5.1	Figurative language II	[7]	
5.3	Figurative language III	[8]	
5.8	Figurative language IV	[9]	<u>Hw#2 Distributed</u>
5.10	Linguistic relativism I	[10]	
5.15	Linguistic relativism II	[11]	<u>Hw #2 Due</u>
5.17	Linguistic relativism III	[12]	
5.22	Linguistic relativism IV	[13]	
5.24	MIDTERM 2		
5.29	Language learning I	[14], pp.1-20	
5.31	Language learning II	[14], pp. 21-53	
6.5	Language learning III	[15]	
6.7	Wrap-up		
6.12	FINAL EXAM (7p-10p)		

Readings

Some papers require a login and password, available from the instructor; others will require you to access them from campus or using VPN (vpn.ucsd.edu).

- [1] Bergen, Benjamin. 2012. Louder than words: The new science of how the mind makes meaning. Ch. 1. http://www.cogsci.ucsd.edu/~bkbergen/cogs101c/Bergen_Chapter1.pdf
(supplementary: Bergen, Benjamin. 2007. Experimental methods for simulation semantics. In M. Gonzalez-Marquez, I. Mittelberg, S. Coulson, and M. J. Spivey (eds.) *Methods in Cognitive Linguistics*. <http://www2.hawaii.edu/~bergen/papers/BergenEMCLchapter.pdf>)
- [2] Rosch, E., "Principles of Categorization", pp. 27–48 in Rosch, E. & Lloyd, B.B. (eds), *Cognition and Categorization*, Lawrence Erlbaum Associates, Publishers, (Hillsdale), 1978. http://subversion.assembla.com/svn/finafe/artikelen/rosch1978principles_chap10.pdf
- [3] Pullum, G. *Generative Grammar*. The MIT CogNet Library. <http://cognet.mit.edu/library/erefs/mitecs/pullum.html>
Pesetsky, D. *Universal Grammar*. The MIT CogNet Library. http://web.mit.edu/linguistics/people/faculty/pesetsky/Pesetsky_MITECS_Universals_UG.pdf
Marcus, G. *Poverty of the Stimulus Arguments*. The MIT CogNet Library. <http://cognet.mit.edu/library/erefs/mitecs/marcus.html>
- [4] Goldberg, Adele. 2003. *Constructions: A new theoretical approach to language*. *Trends in Cognitive Science*. http://www.ling.hawaii.edu/cogreading/goldbergtrends_constructions_11_21_03.pdf
(Supplementary: Kaschak, Michael P. and Arthur M. Glenberg 2000, *Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension*, *Journal of Memory and Language* 43: 508-529. <http://www.psy.fsu.edu/~kaschaklab/ConstructingMeaning.pdf>)
- [5] Bates, E., Elman, J., Johnson, M., Karmiloff-Smith, A., Parisi, D., & Plunkett, K. (1998). Innateness and emergentism. In W. Bechtel & G. Graham (Eds.), *A companion to cognitive science* (pp. 590-601). Oxford: Basil Blackwell. <http://crl.ucsd.edu/bates/papers/pdf/bates-elman-johnson-karmiloff-smith-1998.pdf>

- [6] Lakoff, George. 1993. The contemporary theory of metaphor. In Andrew Ortony (Ed.) *Metaphor and thought* (2nd edition). Cambridge: Cambridge.
http://www.cogsci.ucsd.edu/~coulson/203/lakoff_ps.pdf
- [7] Gibbs, R., J. Bogdanovich, J. Sykes, and D. Barr. (1997). Metaphor in Idiom Comprehension. *Journal of Memory and Language* 37, 141 – 154 (1997)
<http://www.cogsci.ucsd.edu/~coulson/203/gibbs.pdf>
- [8] Casasanto, D. & Boroditsky, L. (2008). Time in the Mind: Using space to think about time. *Cognition* (106), 579–593. <http://www-psych.stanford.edu/~lera/papers/duration-cognition-2008.pdf>
- [9] Matlock, T. (2004). Fictive motion as cognitive simulation. *Memory & Cognition*, 32, 1389-1400. http://www.coli.uni-saarland.de/~berryc/courses/lang-emb/Matlock_2004.pdf
- [10] Boroditsky, L. (in press). Linguistic Relativity. *Encyclopedia of Cognitive Science*. MacMillan Press. <http://www-psych.stanford.edu/~lera/papers/ECS-proofs.pdf>
(Supplementary: Majid, A., Bowerman, M., Kita, S., Haun, D. & S. Levinson (2004). Can language restructure cognition? The case for space. *Trends in Cognitive Sciences*, 8(3), 108-114. <http://dingo.sbs.arizona.edu/~charleslin/indv101/readings/levinson.pdf>)
- [11] Li, P., Abarbanell, L., Papafragou, A., & Gleitman, L. (2011). Spatial reasoning in Tenejapan Mayans. *Cognition*, 120, 33-5.
<http://papafragou.psych.udel.edu/papers/Spatial%20reasoning%20in%20Mayan.pdf>
(Supplementary: Li, P., & Gleitman, P. (2002). Turning the tables: Language and spatial reasoning. *Cognition*, 83, 265-294.
http://www.ircs.upenn.edu/~truesweb/lila_pdfs/2002_Cognition83-3_265-294.pdf)
- [12] Boroditsky, L., Fuhrman, O., & McCormick, K. (2010). Do English and Mandarin speakers think differently about time? *Cognition*.
<http://psychology.stanford.edu/~lera/papers/mandarin-time-2010.pdf>
(Supplementary: Boroditsky, L., Schmidt, L., & Phillips, W. (in press). Sex, Syntax, and Semantics. To appear in Gentner & Goldin-Meadow (Eds.) *Language in Mind: Advances in the study of Language and Cognition*. <http://www-psych.stanford.edu/~lera/papers/gender.pdf>)
- [13] Maass, A., & Russo, A. (2003). Directional bias in the mental representation of spatial events: Nature or culture? *Psychological Science*, 14, 296 –301
<http://www2.hawaii.edu/~bergen/ling640G/papers/writingdirectionMaasRusso.pdf>
(Supplementary: Ting Ting Chan and Benjamin Bergen. 2005. Writing Direction Influences Spatial Cognition. In *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society*. <http://www2.hawaii.edu/~bergen/papers/f895-chan.pdf>)
- [14] Tomasello, M. (2006). Acquiring linguistic constructions. In D. Kuhn & R. Siegler (Eds.), *Handbook of Child Psychology*. New York: Wiley.
<http://www.princeton.edu/~adele/Tomasello-cliffnotes%20for%2003.pdf>
(Supplementary: Adele E. Goldberg, Devin Casenhiser and Nitya Sethuraman. 2004. Learning Argument Structure Generalizations. *Cognitive Linguistics*, 15, 289-316.
http://www.princeton.edu/~adele/Princeton_Construction_Site/Publications_files/goldberg%20et%20al.%202004%20learning%20argument%20structure%20generalizations.pdf)
- [15] McDonough, L., Choi, S., Mandler, J. (2003) Understanding spatial relations: Flexible infants, lexical adults. *Cognitive Psychology*, 46, 229-259.
<http://www2.hawaii.edu/~bergen/ling640G/papers/koreanenglish.pdf>