

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Fall 2026

Psychology 3184F Section 001

Research in the Psychology of Language

1 Calendar Description

This course will introduce students to the variety of research methods used in the psychological study of language. Methods used to study reading processes, speech perception and comprehension, and spoken language production will be covered.

Prerequisite(s): Both Psychology 2801F/G (or one of Health Sciences 2801A/B, Psychology 2840F/G, Psychology 2855F/G) and Psychology 2811A/B (or one of Biology 2244A/B, Economics 2122A/B, Economics 2222A/B, Geography and Environment 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2830A/B, Psychology 2850A/B, Sociology 2205A/B, Statistical Sciences 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B, the former Social Work 2207A/B), or both the former Psychology 2800E and the former Psychology 2810, and one of Psychology 2115A/B, Psychology 2134A/B or Psychology 2135A/B, PLUS registration in third or fourth year Honours Specialization in Psychology or Honours Specialization in Developmental Cognitive Neuroscience.

Third or fourth year Psychology Majors and Psychology Special Students who receive 70% or higher in both Psychology 2801F/G (or 70% or higher in one of Health Sciences 2801A/B, Psychology 2840F/G, Psychology 2855F/G) and Psychology 2811A/B (or 70% or higher in one of Biology 2244A/B, Economics 2122A/B, Economics 2222A/B, Geography and Environment 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2830A/B, Psychology 2850A/B, Sociology 2205A/B, Statistical Sciences 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B, the former Social Work 2207A/B), or 70% or higher in the former Psychology 2820E (or 60% or higher in the former Psychology 2800E and the former Psychology 2810), plus 60% or higher in one of Psychology 2115A/B, Psychology 2134A/B or Psychology 2135A/B also may enrol in this course.

Extra Information: 2 lecture hours, 2 laboratory hours.

Course Weight: 0.5

Unless otherwise stated, students are responsible for ensuring that they have successfully completed all prerequisites prior to enrolling. Where prerequisites have not been met, the

instructor may require the student to withdraw from the course. In accordance with Western policy, this decision is not subject to appeal.

In the event of a discrepancy between this outline and Senate or University policies, the latter shall prevail. The instructor reserves the right to modify elements of this course outline for pedagogical or operational reasons. Any such changes will be communicated to students in a timely manner.

2 Course Information

Instructor: Dr. Laura Batterink
Office & Phone: Western Interdisciplinary Science Building 6124, x85409
Office Hours: Friday, 11-12 PM (held on Zoom) or by appointment
Email: lbatter@uwo.ca

Teaching Assistant: TBA
Office: TBA
Office Hours: TBA
Email: TBA

Time and Location of Classes: Monday & Wednesday 10:30-12:30, SSC 3133

3 Course Materials

No textbook is required for this course. Required articles will be posted on OWL.

4 Course Objectives and Learning Outcomes

The following table outlines the course learning outcomes and how they are assessed.

Learning Outcome	Learning Activity	Assessment
<i>Knowledge of Methodologies</i> Access, interpret and critically evaluate appropriate research in psychology.	In-class instruction on behavioural methods used for studying language Read 3 assigned journal articles and answer accompanying thought questions in class Participate in 3 in-class experiments	Final exam (2 new articles and questions) Annotated bibliography Intro outline Intro rough draft Final research project report (esp. Introduction)

	Writing workshops (Annotated Bibliography; Intro Outline; Intro Rough Draft) Search for and read relevant literature for group research project.	
<i>Application of Knowledge.</i> Evaluate the appropriateness of different methodological approaches to address a specific psychological question	Group research project	Research project report
<i>Application of Knowledge.</i> Formulate a research hypothesis to address a psychological question and design a research project to test that hypothesis.	Group research project	Research project report
<i>Application of Knowledge.</i> Apply relevant quantitative skills to the analysis and interpretation of psychological phenomena	Excel & SPSS instruction in class. Analyze data from 3 in-class experiments. Analyze data from group project.	Results sections: 3 in-class experiments and group research project report Data Analysis test
<i>Awareness of Limits of Knowledge</i> Use evidence to support claims	Writing Workshops Introduction & Discussion sections	Annotated bibliography Intro outline Intro rough draft Research project report
<i>Communication Skills.</i> Communicate in writing accurately, clearly and logically, using the discourse of the discipline of	Instruction in writing research reports Writing workshops	Method and Results section for 3 in-class experiments Annotated bibliography Intro outline

psychology		Intro rough draft Research project report
<i>Communication Skills.</i> Communicate orally accurately, clearly and logically, using the discourse of the discipline of psychology	Instruction in oral presentations of an experiment	Group presentations of proposal and final project
<i>Autonomy and Professional Capacity.</i> Apply ethical standards to the practice of their own research	Ethics instruction in class	Ethics forms for group project
<i>Autonomy and Professional Capacity.</i> Incorporate feedback to change performance	Written feedback given on in-class lab reports Written feedback on annotated bibliography, intro outline and rough drafts	Method and Results section for in-class experiments Research project report
<i>Autonomy and Professional Capacity.</i> Work collaboratively with others to achieve a project goal	Group research project	Research project report

5 Evaluation

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4 and are necessary for meeting these learning objectives. All evaluations listed in this course outline are required components of the course and together account for 100% of the final grade. Weightings and assessment formats may be adjusted where required to support course learning objectives, with appropriate notice to students.

Course performance will be evaluated based on the following sources:

1. Lab Reports (Methods and Results section for three pre-programmed experiments) – combined 15% (5% each)
2. Group research project presentations:
 - Oral presentation research proposal – 5%
 - Oral presentation completed project – 5%

3. Midterm data analysis test – 10%
4. Final exam – 20%
5. Scaffolded in-class writing workshop assignments (in-class):
 - Annotated Bibliography (5%)
 - Intro Outline (5%)
 - Intro Rough Draft (5%)
 - Discussion Outline (5%)
6. Final Paper (20%)
7. Project execution, group participation, and class participation (5%)
 - completion of successful group project, including experiment programming, data collection, self and peer ratings of group contribution, and overall class participation

Policy on Missing Coursework

Midterm Exam. The midterm exam will be held in class. If you need to miss the midterm exam due to illness, class schedule conflict, or other issue, you **MUST** request relief from academic counselling. Without an approved consideration from academic counselling, you will receive a score of 0 on the exam. ***The Midterm Exam is the designated course component that requires formal supporting documentation for absences.*** If you have an approved absence with formal supporting documentation, you will be given the opportunity to take an alternative make-up midterm exam at a later date.

Lab Reports. There will be a 48-hour grace period for submitting each of the three lab reports. It is still highly recommended that you turn in each lab report by its designated deadline to avoid falling behind on the other ongoing components of the course. There is no need to email me about late submissions within this grace period, as the submission portal will remain available until the grace period expires. After the 48-grace period has ended, 10% per day late will be deducted from the final grade. Because this assessment has flexible deadlines, it is exempt from the academic considerations policy.

Scaffolded in-class writing assignments. These assignments are completed during class time, and in-class attendance is strictly required for receiving credit for these assignments. If circumstances outside your control require you to miss class on this day, the remaining in-class writing assignments will be reweighted accordingly. Because this assessment has built-in flexibility, it is exempt from the academic considerations policy.

Group Research Project Presentations. Group presentations are held during class time on the designated days shown in the course schedule, and will be rescheduled only with documented academic consideration. If you are unable to attend class on the day your group is scheduled to present, your group will be required to present at an alternative time, as scheduled in advance with the course instructor and all group members.

Final Paper. There will be a 48-hour grace period for submitting the final paper. There is no need to email me about late submissions within this grace period, as the submission portal will remain

available until the grace period expires. After the 48-grace period has ended, 10% per day late will be deducted from the final grade. Because this assessment has flexible deadlines, it is exempt from the academic considerations policy.

Students who encounter extenuating circumstances affecting their academic responsibilities may submit a request for academic consideration in accordance with Western University's Academic Consideration policies. . Requests must be submitted through the [Student Absence Portal](#) and may require supporting documentation.

Because this is an essay course, as per Senate Regulations, you must pass the essay component to pass the course. That is, the average mark for your written assignments must be at least 50%.

This course is exempt from the Senate requirement that students receive assessment of their work accounting for at least 15% of their final grade at least three full days before the date of the deadline for withdrawal from a course without academic penalty.

Course grades within the Psychology Department are expected to be distributed around the following averages:

70%	1000-level to 2099-level courses
72%	2100-2999-level courses
75%	3000-level courses
80%	4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Course grades are rounded to the nearest whole number. No additional assignments will be offered to enhance a final grade. Requests to change a grade because it is needed for a future program will not be considered.

6 Assessment/Evaluation Schedule

Lab 1	Sept 25
Lab 2	Oct 9
Lab 3	Oct 25
Data Analysis Test	Nov 2
Proposal Presentation	Nov 16
Complete Project Presentation	Dec 7 or Dec 9 (depending on group)
Written Report	Dec 9

7 Class Schedule

Week	Monday	Wednesday
Sept 9		First Day of Class: Welcome, Course Intro, Software Logistics
Sept 14, 16	Overview of Experimental Methods and “Big Pictures” Themes in Psychology of Language	Tutorial: Excel spreadsheet Instruction
Sept 21, 23	Lexical Decision Task (Lab 1)	Tutorial: Lexical decision task data analysis (Lab 1)
Sept 28, 30	Group project: initial research, select topic & research question	<i>Non-Instructional Day – National Day for Truth and Reconciliation</i>
Oct 5, 7	Priming (Lab 2)	Tutorial: Priming data analysis (Lab 2)
Oct 12, 14	Fall Reading Week	
Oct 19, 21	Self-paced reading (Lab 3)	Tutorial: Self-paced reading analysis (Lab 3)
Oct 26, 28	Group project: Consultation on research question; gather and review primary research articles	Writing Workshop: Creating a mini annotated bibliography
Nov 2, 4	Data Analysis Test	Writing Workshop: Writing Intros; Creating an Intro Outline
Nov 9, 11	Group project: Consultation on methodology; complete human ethics forms	Tutorial: Experiment Programming in Psychopy (Session I)
Nov 16, 18	Group project proposal presentations	Tutorial: Experiment Programming in Psychopy (Session II)
Nov 23, 25	Participant Testing Session (Computer Lab will be open for testing)	Writing Workshop: Rough draft of Intro
Nov 30, Dec 2	Group project: Consultation on data analysis	Writing Workshop: creating a Discussion Outline
Dec 7, Dec 9	Final Group Presentations with Q & A	Final Group Presentations with Q & A; Final review and end of term wrap-up

8 Academic Integrity

Scholastic offences are treated seriously at Western University. Students are expected to understand and comply with the University’s standards of academic integrity. Scholastic offences

may result in penalties up to and including expulsion from the University. Please read [Western's Scholastic Offences](#) policy for definitions and examples of Scholastic offences.

Statement on Use of Electronic Devices

Computers will be used in this class. Students can use the laboratory computers or their own laptops. For some sections of tests, assignments, and exams, computers will not be permitted, as indicated in the instructions.

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com.

Use of AI

This course is designed to develop your own critical thinking, writing, and analytical skills. Accordingly, the use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Copilot) to generate course content is **not permitted**, unless explicitly authorized by the instructor for a specific assignment. All use of artificial intelligence tools must comply with Western University's academic integrity standards.

Students may not use AI tools to:

- Generate written text, arguments, analyses, or interpretations
- Draft or rewrite assignment responses
- Paraphrase substantial portions of source material
- Create references or cite sources not independently verified

Limited, non-substantive uses of AI (e.g., spelling or grammar checks) may be permitted only if they do not alter the intellectual content of the work. Any permitted use must be explicitly disclosed. All submitted work must represent the student's own thinking and independent effort. Students are fully responsible for verifying the accuracy, originality, and integrity of any material they submit. Unauthorized or undisclosed use of AI constitutes a potential scholastic offence and will be handled in accordance with Western University's policies on academic integrity. Students are responsible for ensuring that all work complies with Western's scholastic integrity standards.

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“Clickers”)

In classes that involve the use of a personal response system, data collected will only be used in a manner consistent to that described in this outline. It is the instructor’s responsibility to make every effort to ensure that data remain confidential. However, students should be aware that as with all forms of electronic communication, privacy is not guaranteed.

9 Academic Accommodations and Accessible Education

Western University is committed to providing an accessible learning environment. Students with disabilities or medical conditions requiring accommodation are encouraged to contact Accessible Education as early as possible. Accommodations will be implemented in accordance with University policy. Please review [Western’s policy on academic accommodations](#) for student with disabilities. Accessible Education provides supports and services to students with disabilities at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aew@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Please review Western’s policy on [Academic Considerations](#):

11 Other Information

Helpful Websites

- Western’s academic policies are available at the [Office of the Registrar](#).
- Departmental policies are available at the [Psychology Department website](#).
- Learning supports available at [Learning Development & Success](#).

Well-being

Western University provides a range of supports to promote student well-being. Students are encouraged to seek assistance when needed. Students who are in emotional/mental distress should refer to [Health and Wellness at Western](#) for a complete list of options about how to obtain help. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Grade Appeals

If you wish to appeal a grade, please read the [policy documentation](#) on requests for relief. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

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