The goal of this course is to provide an up-to-date introduction of the study of psycholinguistics, the discipline that stands at the crossroads of linguistics, psychology and neuroscience. It investigates and describes the mental processes involved in the acquisition, production and comprehension of language. It seeks answers to such questions as: How do we produce, perceive and recognize speech? How do we comprehend words and sentences? How do we acquire language(s)? How is linguistic knowledge represented, structured and stored in our mind and brain, and how is it utilized in the real-time processing of language?

Objectives: On completion of this course, students should:
- be familiar with experimental and analytical techniques that have been used in psycholinguistic research and be able to apply them to their own research interests
- be well-informed on the current state of our understanding of language processing

Readings
Readings are assigned for each week and are available via the Canvas course page on UF’s e-Learning system: http://lss.at.ufl.edu. All readings should be completed before the beginning of the class they are assigned to.

HW Assignments (20%)
Homework assignments consist completing a critical assessment of 4 of the research articles assigned as reading for the course (either as discussion articles or readings). They will be due at the beginning of the class they are assigned to. Because the main purpose of this assignment is to encourage critical reading of the materials and promote class discussion, no late assignments will be accepted.

Discussions (30%)
Nearly every week there will be an open discussion of a particular article. Each student is required to be the discussion leader for at least one of these discussions, possibly two (depending on the size of the class). This means: preparing a handout or slide presentation that provides a complete summary of the key points of the article in 20 minutes and then presenting questions for discussion and coordinating that discussion. Other students will post at least one question about the article to the Canvas discussion board before 8pm on the day before the discussion. This question can be a discussion question, an information question, or a question that is critical of some aspect of the article. Assessment for this requirement will be based on both discussion leading and participation, including timely submission of discussion questions.
Research Proposal (50%)

A 14-16 page (double-spaced) paper is due on 12/15 by 4pm. This paper should be a research proposal similar in style to the main part of a grant proposal for a psycholinguistic project, consisting of a research question, literature review, proposed experiment(s) and prediction(s). While the topic of this proposal may be similar to papers for other courses, the specific proposal must be different than any other paper submitted to another course. More details about the proposal will be given later in the semester.

Additional points

Students with Special Needs

Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to me when requesting accommodation.

Academic Honesty

Academic honesty and integrity are fundamental values of the university community. An academic honesty offence is defined as the act of lying, cheating, or stealing information so that one gains academic advantage. Violations of the Honor Code include, but are not limited to: plagiarism, cheating, bribery, misrepresentation, fabrication, and conspiracy. Such violations may result in the following: lowering of grades, mandatory zero on assignments, redoing assignments, a final failing grade in the course, expulsion from the course, and/or referral to the student-run Honor Court. On all work submitted for credit, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment. For more information, refer to: http://www.dso.ufl.edu/Academic_Honesty.html.

Grading Policy

Assessment in this class will be based on letter grades. UF has a grading policy that includes minus grades. Please see: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html for more information.

Schedule (NB! These dates are subject to change – the Canvas website will have the most up-to-date information about the schedule)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussion Article</th>
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<tbody>
<tr>
<td>1 (8/27)</td>
<td>Introduction, methods, techniques &amp; experimental design</td>
<td>Chapters 1, 2 &amp; 3</td>
<td>No Discussion Article</td>
</tr>
<tr>
<td>4 (9/17)</td>
<td>Chapter 8 Swets, Desmet, Clifton, &amp; Ferreira (2008)</td>
<td>No Discussion Article</td>
<td></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Discussion Article</td>
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| 5 (9/24) | First Language Acquisition | Christophe, Millotte, Bernal, & Lidz (2008)  
| 6 (10/1) | Language Production | Pickering & Ferreira (2008)  
| 7 (10/8) | | Bock & Middleton (2011)  
| 8 (10/15) | Multiple Language Representations, Cognition & Brain | Chapter 5  
| 11 (11/5) | Discourse, Information Structure & Coreference | Chapter 6  
Cowles (2012)  
| 13 (11/19) | Modality & Signed Languages | Chapter 7  
PAPER PLAN DUE |
| 14 (11/26) | | | NO CLASS (Thanksgiving) |
| 16 (12/10) | Language Evolution & Course Wrap up | TBA | No Discussion Article |
Textbook

Main Readings


