

LIN 4701-3760 SYLLABUS PSYCHOLINGUISTICS

Instructor: Dr. Eleonora Rossi

Spring Semester 2025

Classroom: MAT 0102

TUESDAY: 11:45-1:40PM

THURSDAY: 12:50-1:40PM

ON ZOOM for some activities

<https://ufl.zoom.us/j/6475828738>

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Office Hours (on Zoom): by email appointment.

Course rationale and objectives

The ability to use language is considered unique to humans. In many ways, our ability for language is surprisingly robust – it can survive even when other cognitive abilities fail, and develop in children even with poor language input. However, it can also be quite fragile – even a small stroke (in the wrong place) can severely impair language function, and several developmental disorders negatively affect language ability. Language is a very important aspect of our daily lives. It is the primary way in which we are able to communicate very complex, multi-dimensional ideas and make them fit into a string of sounds that unfold over time. How do we accomplish this feat? How do we convey our thoughts in this way? How are we able to take a string of sounds and getting meaning from them? How did we develop this ability? What happens in people who fail to acquire this ability, or lose it due to injury? Psycholinguistics concerns itself with all of these questions and more. At the end of this course you should be able to critically read popular media reporting of language research as well as feel confident reading about and discussing many issues that are relevant in child development, second language learning, linguistics, and psychology.

This course is intended as an introduction to the field of psycholinguistics, as such it will cover the following topics:

- Introduction to basic linguistic principles and psychological mechanisms
- Speech perception (processing language sounds)
- The lexicon (processing words)
- Basics of sentence and discourse processing (putting words together)
- Language production, dialogue and conversation

- Child language acquisition, Bilingualism and second language acquisition
- Biological foundation of language (language and the brain)
- Language, culture and cognition

Prerequisite: LIN3010

Course website:

- elearning.ufl.edu
- Course materials (lecture notes, lecture recordings, syllabus, etc.) and exercises will be made available on the course website on E-learning (elearning.ufl.edu). Deadlines and grades will also be posted on the website. You are responsible for checking the site regularly and for letting the instructor know promptly if anything is unclear, or if your grade has been entered incorrectly.

Textbooks required:

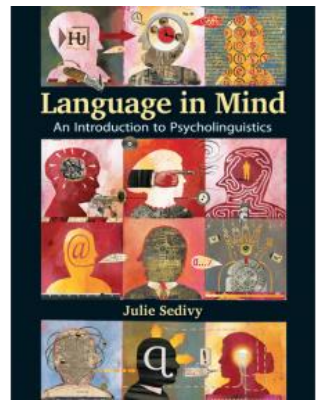
Sedivy, Julie (2014). Language in Mind: An Introduction to Psycholinguistics 1st Edition. Sinauer Associates Ed.

ISBN-13: 978-0878935987

ISBN-10: 0878935983

Also available as an online version at: <http://www.sinauer.com/help/>

The book comes with a free companion website in which there are interesting activities which we will use extensively: <http://sites.sinauer.com/languageinmind/index.html>



Readings:

In addition to the required text there will be additional reading assignments in primary sources (book chapters and journal articles). The readings have been chosen to supplement the text, to give you a sense of how research in psycholinguistics is conducted, and to expose you to topics and new methods that are currently the focus of lively debate. The readings will vary quite a bit in level of difficulty; some will seem relatively straightforward and others will require that you

work through technical information that may be unfamiliar. I will give you guidelines as we go along as to what I expect you to be getting out of particular reading assignments. The readings are all available electronically on Blackboard, and I will announce when I will post them.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.”

Assessment:

-Exams (3)	60% (20% each)
-Final paper	10%
-Homework assignments (5)	25% (5% each)
-Participation to a psycholinguistic study	5%

Course grading scale:

92-100 = A
89-91.9 = A-
86-88.9 = B+
82-85.9 = B
79-81.9 = B-
76-78.9 = C+
72-75.9 = C
69-71.9 = C-
66-68.9 = D+
62-65.9 = D
58-61.9 = D-
Below 58 = E

For UF grading policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Details of assessments

Homework Assignments: Homework assignments will be made available on the course website a week before they are due and need to be turned in on the website by the assigned time on the day they are due, unless indicated otherwise. Late homework will not be accepted. All homework will be due on Canvas.

Exams: There will be three, closed-book exams that will cover material from the lectures and assigned readings. Exams will consist of a mix of different question types.

Class Activities: Some web activities will require some prior preparation. In these cases, students will be asked to submit a paper copy of this preparation. Activity participation will be scored on

a check system, not graded. Most will receive a ✓ to acknowledge completed work, however a ✓+ or ✓- may be given when a student has either done an exceptional job or is lacking in some effort.

Final paper Assignment: for this final assignment you will complete a small-scale research project by the end of the course. The research project will be a final paper discussion that will summarize three peer-reviewed articles on a topic of psycholinguistics of your choice. Details are provided in Canvas under Assignments.

Participation to a psycholinguistic study: For this assignment you will enroll in one of the many offered psycholinguistic studies through advertisement that I will provide through CANVAS, or advertised through the website <https://blab.lin.ufl.edu/participate-in-a-study-2/>, or the LIN-SLHS participant pool. A list of experiments can be found at: <http://slhs.php.ufl.edu/student-info/participant-pool-2>. This site will be updated throughout the semester. If the study will be online, please ask the experimenter to send you a conformational email as proof that you participated. Experiments that you have previously participated in, experiments that you count towards other classes, or experiments you were paid to participate in cannot count toward this. If you choose not to participate or do not qualify for any of the studies, you can receive the same course credit by means of an alternative assignment. This involves writing a synopsis of a short research article, video, or a podcast. Contact me if that were the case and I can give you more information.

IMPORTANT: In case you participate in in-person studies, original IRB with signatures for a study participation, or alternative assignment will need to be handed in no later than the last week of instruction.

Miscellaneous

Policy on working together: You are welcome to work together on homework assignments and the fieldwork project, but you should write up your answers independently from each other. No collaboration of any kind is allowed on any test. Remember you are bound by the UF honor pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

Late Policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

-Students are required to hand in all assignments before the beginning of the class period they are due. Please contact the instructor in advance if you need to skip a class, or cannot make a deadline, and provide a documented excuse.

-There will be no make-up exams, make-up assignments or extensions of deadlines without a documented medical or academic excuse.

-If you miss more than 15 minutes of more than three class periods without a documented medical or academic excuse, one point will be deducted from your final score for each additional time you are absent, leave early, or come late.

Cell phone and computer policy: Texting and other cell phone or computer activity is not allowed during class unless this is course-related (note-taking, assignments).

Respect for others: Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Accommodations for students with disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. *See the "Get Started With the DRC" webpage on the Disability Resource Center site.* It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Use this link <https://disability.ufl.edu/get-started/>

Health and Wellness and campus resources: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a U Matter We Care team member can reach out to the student in distress. In case of emergency, call 9-1-1.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Schedule

The following schedule is an estimate of the course's progress, with readings for the given week and approximate dates of the tests. The instructor will let you know when the tests and assignment deadlines are exactly as they approach, and will keep you updated if we go off track. Please regularly consult the schedule on the course website for updates.

Date	Class Topic and activities	Readings and Assignments Due
Week 1		
January 14	-INTRO TO PSYCHOLINGUISTICS	-
January 16	-ORIGINS OF HUMAN LANGUAGE -DOCUMENTARY BY PINKER: " LINGUISTICS AS A WINDOW TO UNDERSTANDING THE BRAIN -ACTIVITY ON PINKER'S LECTURE	Chapters 1 and 2 Sedivy
Week 2		
January 21	-Origins of human language	-Chapters 1 and 2 Sedivy
January 23	ANIMAL COMMUNICATION -BBC Documentary: "Why do we talk"	*Sedivy: pp 121-135 *Sedivy: pp. 105-121, 152-168.
Week 3		
Processing sounds		
January 28	-PROCESSING SOUNDS (WHAT WE'RE BORN WITH: CATEGORICAL PERCEPTION, PHONEMES)	-Chapter 4 Sedivy
January 30	-DEVELOPING LANGUAGE: STATISTICS FOR SOUNDS AND MEANING (TED TALK ACTIVITY) -DISCUSSION ON FIRST LANGUAGE ACQUISITION	DISCUSSION SECTION: Read Janet Werker "Perceptual beginnings of language acquisition" paper and get ready for discussion section. Paper is already posted on Canvas.
Week 4		
February 4	-FIRST LANGUAGE ACQUISITION II	5.1) pg. 145 - 151 read by Tuesday
February 6	-LEARNING WORDS -LEXICAL (WORD) PROCESSING -WORD RECOGNITION	(5.2) pg. 152 - 261 read by Thursday (5.4 thru 5.6) pg. 168-176 read by Wednesday Chapter 7 (Intro) and (7.1) pg. 233-244 read by Thursday
Week 5		
February 11	The lexicon: producing words	-Chapter 6 Sedivy
February 13	Lexical processing II	
Week 6		
February 18	-HOW WE ACCESS WORDS CONT.	-Chapter 9 Sedivy

February 20	- Review material exam in class with Shengyu -WORD PROCESSING	RADIOLAB PART 1 DUE (11:59PM VIA CANVAS)
Week 7		
February 25	FIRST EXAM	
February 27	- SPEECH PRODUCTION I	-Chapter 6 Sedivy
Week 8		
March 4	- SPEECH PRODUCTION II	-Chapter 8 Sedivy
March 6	-SENTENCE PROCESSING: THE BASES	-Chapter 9 Sedivy
Week 9		
March 11 March 13	-SENTENCE AMBIGUITY; AMBIGUITY RESOLUTION AND INCREMENTAL INTERPRETATION -MODELS OF SENTENCE COMPREHENSION -SENTENCE PRODUCTION I -SENTENCE PRODUCTION II -Finish sentence production II -In class Activity on sentence processing -DISCOURSE PROCESSING	Activity is posted on Canvas. <u>Submit on Canvas the worksheet for activity on sentence processing DISCOURSE</u> Sedivy, pp. 373-387; 404-415
Week 10		
	SPRING BREAK	SPRING BREAK
18 March 20 March	SPRING BREAK	SPRING BREAK
Week 11		
25 March	-DIALOGUE	-Chapter 8 Sedivy -Chapter 9 Sedivy
27 March	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH	-Chapter 3 Sedivy Sedivy; pp. 428-435; 450-452; 458 - DIALOGUE
Week 12		
1 April	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH	

3 April	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH -LANGUAGE IN THE BRAIN: NEUROIMAGING METHODS (NO CLASS WATCH VIDEO RECORDING)	
Week 13		
8 April	-LANGUAGE IN THE HEALTHY BRAIN	
10 April	-WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS.	
Week 14		
15 April	-WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS.	-Chapter 3 Sedivy *Sedivy: pp. 67-72
17 April	SECOND EXAM	
Week 15		
22 April	- ON BILINGUAL APHASIA - ON BILINGUAL APHASIA THIRD EXAM	- RADIOLAB PART 2 DUE (11:59PM VIA CANVAS)
FINAL WEEK	FINAL PAPER	See instructions See instructions