<u>**LIN 4701-3760 SYLLABUS     PSYCHOLINGUISTICS**</u>
Instructor: Dr. Eleonora Rossi

<u>**Spring Semester 2022**</u>

Classroom: MAT 0117


TUESDAY: 11:45-1:40PM
THURSDAY: 12:50-1:40PM


ON ZOOM for some activities
**https://ufl.zoom.us/j/6475828738**
**Meeting ID: 647 582 8738**


Office: 4107 Turlington Hall
E-mail: eleonora.rossi@ufl.edu
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
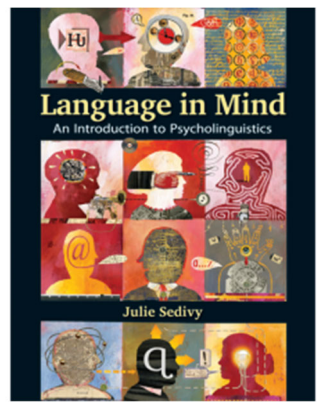


Readings:

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.

**Assessment:**
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|---|---|
| -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.phhp.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**

**COVID POLICY**
**Our class sessions are not recorded, but both audio and video presence is required**
Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

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.

**Health and Wellness**: 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.

**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 6* | -INTRO TO COURSE<br><br>-INTRO TO PSYCHOLINGUISTICS<br><br>-ORIGINS OF HUMAN LANGUAGE | -Chapters 1 and 2 Sedivy |
| **Week 2** | | |
| *January 11*<br><br>*January 13* | -DOCUMENTARY BY PINKER: "LINGUISTICS AS A WINDOW TO UNDERSTANDING THE BRAIN<br><br>-ACTIVITY ON PINKER'S LECTURE | *Sedivy: pp 121-135<br><br><br><br>*Sedivy: pp. 105-121, 152-168. |
| **Week 3** | | |
| *January 18*<br><br>*January 20* | ANIMAL COMMUNICATION<br><br><br>-BBC Documentary: "Why do we talk"<br><br>-PROCESSING SOUNDS (WHAT WE'RE BORN WITH: CATEGORICAL PERCEPTION, PHONEMES) | |
| **Week 4** | | |
| *January 25*<br><br>*January 27* | -DEVELOPING LANGUAGE: STATISTICS FOR SOUNDS AND MEANING (TED TALK ACTIVITY)<br>-DISCUSSION ON FIRST LANGUAGE ACQUISITION<br><br>-FIRST LANGUAGE ACQUISITION I | -Chapter 4 Sedivy<br><br><br>**DISCUSSION SECTION: Read Janet Werker" Perceptual beginnings of language acquisition" paper and get ready for discussion section. Paper is already posted on Canvas.** |
| **Week 5** | | |
| *February 1*<br><br>*February 3* | -FIRST LANGUAGE ACQUISITION II<br><br>-LEARNING WORDS<br><br><br>-LEXICAL (WORD) PROCESSING<br><br><br>-WORD RECOGNITION | 5.1) pg. 145 - 151 *read by Monday*<br>(5.2) pg. 152 - 261 *read by Wednesday*<br>(5.4 thru 5.6) pg. 168-176 *read by Wednesday*<br>Chapter 7 (Intro) and (7.1) pg. 233-244 *read by Friday* |
| **Week 6** | | |
| *February 8* | The lexicon: producing words | -Chapter 6 Sedivy |

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| *February 10* | Lexical processing II | |
| **Week 7** | | |
| *February 15* | **FIRST EXAM**<br><br>-HOW WE ACCESS WORDS | -Chapter 9 Sedivy |
| *February 17* | -WORD PROCESSING | **RADIOLAB PART 1 DUE (11:59PM VIA CANVAS)** |
| **Week 8** | | |
| *February 22* | - SPEECH PRODUCTION I | -Chapter 6 Sedivy |
| *February 24* | - SPEECH PRODUCTION II | -Chapter 6 Sedivy |
| **Week 8** | | |
| *March 1* | - SPEECH PRODUCTION II | -Chapter 8 Sedivy |
| *March 3* | -SENTENCE PROCESSING: THE BASES | -Chapter 9 Sedivy |
| **Week 9** | | |
| *March 8*<br><br>*March 10* | SPRING BREAK | SPRING BREAK |
| **Week 10** | | |
| *15 March*<br><br>*17 March* | -SENTENCE AMBIGUITY**;** AMBIGUITY RESOLUTION AND INCREMENTAL INTERPRETATION<br><br>-MODELS OF SENTENCE COMPREHENSION<br><br>-SENTENCE PRODUCTION I<br><br>-SENTENCE PRODOCTION II<br>-Finish sentence production II<br><br>-In class Activity on sentence processing<br><br>-DISCOURSE PROCESSING<br>**(NO CLASS WATCH VIDEO RECORDING)** | **Activity is posted on Canvas.**<br><br>*For Saturday:Submit on Canvas the worksheet for activity on sentence processing*<br>**DISCOURSE**<br>Sedivy, pp. 373-387; 404-415 |
| **Week 11** | | |
| *22 March*<br><br>*24 March* | -DIALOGUE<br>**(NO CLASS WATCH VIDEO RECORDING)** | -Chapter 8 Sedivy<br>-Chapter 9 Sedivy |

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| | -BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH | -Chapter 3 Sedivy<br>Sedivy: pp. 428-435; 450-452; 458<br>- **DIALOGUE** |
| **Week 12** | | |
| *29 March* | -BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH | |
| *31 March* | -BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH | |
| | -LANGUAGE IN THE BRAIN: NEUROIMAGING METHODS<br>**(NO CLASS WATCH VIDEO RECORDING)** | |
| **Week 13** | | |
| *5 April* | **SECOND EXAM** | |
| | -LANGUAGE IN THE HEALTHY BRAIN | |
| *7 April* | -WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS. | |
| **Week 14** | | |
| *12 April* | -WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS. | -Chapter 3 Sedivy<br>*Sedivy: pp. 67-72 |
| *14 April* | -WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS.<br><br>-WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS. | |
| **Week 15** | | |
| *19 April* | - ON BILINGUAL APHASIA<br><br>- ON BILINGUAL APHASIA | - **RADIOLAB PART 2 DUE (11:59PM VIA CANVAS)** |
| *FINALS WEEK* | **THIRD EXAM ONLINE ON CANVAS**<br><br>**FINAL PAPER** | See instructions<br><br>See instructions |