

## LIN 4701-3760 SYLLABUS PSYCHOLINGUISTICS

### Spring Semester 2019

Classroom: AND 0013

Time: MWF 4th period, (10:40-11:30 am)

Instructor: Dr. Eleonora Rossi

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Office Hours (in TUR 4107): F 11:45-12:45 am; and 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, 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:**

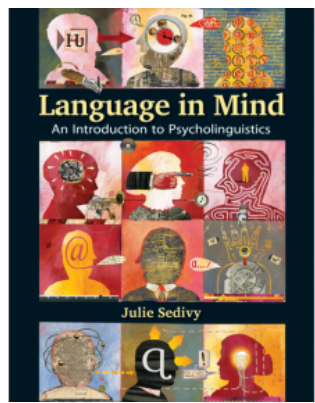
Sedivy, Julie (2014). Language in Mind: An Introduction to Psycholinguistics 1st Edition. Sinauer Associates Ed.

**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>



Textbook advised:

Altmann, G. T.M. "The ascent of babel: An exploration of language, mind and understanding".

<https://global.oup.com/academic/product/the-ascent-of-babel-9780198523772?cc=ca&lang=en&>

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:**

-Homework assignments	25% (5% each)
-Exams (3)	60% (20% each)
-Final paper research project	10%
-Class participation	3%
-Participation to a psycholinguistic study	2%

**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 10:40 am on the day they are due, unless indicated otherwise.

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

**In-class Activities:** Some in-class activities will require a little bit of 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 research Project 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. More details on this assignment will be provided in class.

**Participation to a psycholing study:** For this assignment you will enroll in one of the many offered psycholing studies through 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. Please retain the IRB form with the original signature from the experimenter (no photocopies) 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:** 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/](http://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](mailto: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.

WEEK	Date	Class Topic and activities	Readings and Assignments Due
<b>Week 1</b>			
WEEK 1	Monday 7 Jan	-INTRO TO PSYCHOLINGUISTICS	-Chapter 1 and 2 Sedivy - Altmann, Chapter 1
	Wednesday 9 Jan	-ORIGINS OF HUMAN LANGUAGE	
	Friday 11 Jan	-DOCUMENTARY BY PINKER: <a href="#">"LINGUISTICS AS A WINDOW TO UNDERSTANDING THE BRAIN"</a>	
<b>Week 2</b>			
WEEK 2	Monday 14 Jan	-ANIMAL COMMUNICATION	*Sedivy: pp 121-135 Altmann: Ch. 3  Altmann: Ch. 4 *Sedivy: pp. 105-121, 152-168.
	Wednesday 16 Jan	-PROCESSING SOUNDS (WHAT WE'RE BORN WITH: CATEGORICAL PERCEPTION, PHONEMES)	
	Friday 18 Jan	-DEVELOPING LANGUAGE: STATISTICS FOR SOUNDS AND MEANING (IN CLASS SHORT TED TALK)	
<b>Week 3</b>			
	Monday 21 Jan	NO CLASS MLK DAY	
WEEK 3	Wednesday 23 Jan	- <a href="#">BBC Documentary: "Why do we talk"</a>	-Chapter 4 Sedivy -Altmann, Chapter 3
	Friday 25 Jan	-FIRST LANGUAGE ACQUISITION I	
<b>Week 4</b>			
WEEK 4	Monday 28 Jan	-FIRST LANGUAGE ACQUISITION II	-Chapter 5 Sedivy -Altmann, Chapter 5
	Wednesday 30 Jan	-LEARNING WORDS	
	Friday		

	<i>1 Feb</i>	-LEXICAL (WORD) PROCESSING  -WORD RECOGNITION	
<b>Week 5</b>			
WEEK 5	<i>Monday 4 Feb</i>	The lexicon: producing words	-Chapter 6 Sedivy (if you have it)
	<i>Wednesday 6 Feb</i>	Lexical processing II	
	<i>Friday 8 Feb</i>	<b>FIRST EXAM</b>	
<b>Week 6</b>			
WEEK 6	<i>Monday 11 Feb</i>	-SENTENCE PROCESSING: THE BASES	-Chapter 6 Sedivy -Chapter 8 Sedivy -Chapter 9 Sedivy
	<i>Wednesday 13 Feb</i>	-SENTENCE AMBIGUITY; AMBIGUITY RESOLUTION AND INCREMENTAL INTERPRETATION	
	<i>Friday 15 Feb</i>	-MODELS OF SENTENCE COMPREHENSION	
<b>Week 7</b>			
WEEK 7	<i>Monday 18 Feb</i>	-SENTENCE PRODUCTION	-Chapter 8 Sedivy -Chapter 9 Sedivy  Altmann: Ch. 9 Sedivy, pp. 373-387; 404-415  Sedivy: pp. 428-435; 450-452; 458
	<i>Wednesday 20 Feb</i>	-UNDERSTANDING DISCOURSE	
	<i>Friday 22 Feb</i>	-DIALOGUE	
<b>Week 8</b>			
WEEK 8	<i>Monday 25 Feb</i>	TBA	
	<i>Wednesday 27 Feb</i>	TBA	
	<i>Friday 1 March</i>	TBA	
<b>Week 9</b>			
WEEK 9	<i>Monday 4 March</i>	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
	<i>Wednesday 6 March</i>		
	<i>Friday 8 March</i>		

Week 10			
WEEK 10	Monday 11 March	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH	-Chapter 3 Sedivy
	Wednesday 13 March	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH	
	Friday 15 March	-BEHAVIORAL METHODS IN PSYCHOLINGUISTIC RESEARCH	
Week 11			
WEEK 11	Monday 18 March	<b>EXTRA CLASS (TBA)</b>	
	Wednesday 20 March	<b>SECOND EXAM</b>	
	Friday 22 March	BILINGUALISM: INTRO	
Week 12			
WEEK 12	Monday 25 March	BILINGUALISM: MODELS OF LANGUAGE PRODUCTION AND COMPREHENSION	
	Wednesday 27 March	BILINGUALISM AND COGNITION	
	Friday 29 March	Special topic: Bilingualism and code-switching? Invited speaker Dr. Valdes-Kroff (NB. Date might change)	
Week 13			
WEEK 13	Monday 1 April	-LANGUAGE AND THE BRAIN	-Chapter 3 Sedivy *Sedivy: pp. 67-72
	Wednesday 3 April	-LANGUAGE IN THE HEALTHY BRAIN	
	Friday 5 April	-WHEN ALL GOES WRONG: ACQUIRED LANGUAGE DISORDERS: APHASIAS.	
Week 14			
WEEK 14	Monday 8 April	-Special topic: ON BILINGUAL APHASIA	
	Wednesday 10 April	-LANGUAGE IN THE BRAIN: NEUROIMAGING METHODS	
	Friday 12 April	-LANGUAGE IN THE BRAIN: NEUROIMAGING METHODS	



Week 15			
WEEK 15	<i>Monday 15 April</i>	LAB DEMO (EEG) Details TBA	
	<i>Wednesday 17 April</i>	LAB DEMO (Eye-tracking) Details TBA	
	<i>Friday 19 April</i>		
Week 16			
WEEK 16	<i>Monday 22 April</i>	SUMMARY: EXTRA CLASS IF NEEDED	
	<i>Wednesday 24 April</i>	<b>THIRD EXAM</b>	