

# LIN 4701: Psycholinguistics

Spring 2013, Section 3760

## Class Meeting Times and Places

Tuesday - Periods 2 & 3 (8:30 – 10:25) in Anderson Hall 13

Thursday – Period 3 (9:35- 10:25) in Anderson Hall 13

## Instructor

Shuang Lu

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Email: [shuanglu@ufl.edu](mailto:shuanglu@ufl.edu)

Office hours: Tuesdays and Thursdays Period 4 (10:40-11:30) or by appointment

**Website:** <http://lss.at.ufl.edu> (Sakai)

## Required Textbook

Carroll, David (2007). *Psychology of Language, Fifth Edition*. Wadsworth Publishing

Any additional readings will be made available online on Sakai.

## 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)*

*Sentence and discourse comprehension (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*

## Course Requirements and Policies

On average, you should plan to spend 2-3 hours of outside time per hour spent in class. Except for exceptional and documented circumstances, every student is responsible for attending all classes, taking all examinations at the scheduled times, and turning in all assignments on time.

### Exams

There will be three in-class, closed-book exams that will cover material from the lectures and assigned readings. Each exam will concentrate on material recently covered, however questions on previously-covered material may be added, particularly on Exam 3. Exams will consist of short-answer questions and short essays.

### Homework Assignments

Homework assignments will be made available on Sakai a week before they are due, and need to be turned in via Sakai. They are due by 5pm on the day that they are listed in the schedule below.

### In-class Activities

There will be occasional in-class activities that require a little bit of prior preparation. In these cases, students will be asked to submit a paper copy of this preparation. These will be scored on a check system, not graded. Most will receive a ✓ to acknowledge a completed assignment, however we reserve the right to give a ✓+ or ✓- in cases where a student has either done an exceptional job or is lacking in some effort.

### Research Requirement

To encourage awareness of different aspects of experimental research in language related fields, each student must fulfill a research requirement by either:

(A) Completing **two** research projects by the appropriate due dates,

*OR*

(B) Completing one research project by the appropriate due date and participating in 2 hours or 2 separate psycholinguistic experiments through the LIN-SLHS participant pool. A list of experiments can be found at:

<http://users.php.ufl.edu/jjreilly/pool/pool.html>

This site will be updated throughout the semester. Experiments that you have previously participated in, or were paid to participate in *cannot* count toward this requirement. After participating in the experiment(s), you will need to write a 2-3 page description of the methods and goals of one of the studies, as well as any comments you have about these. (You may have to discuss the experiment with the experimenter in order to complete this!) **This is due on the same day that the research project is due.** Include a copy of the consent form with your write-up when you turn it in.

(C) You are required to present one of the research projects to your classmates in small groups. This group work involves several steps: you will (a) turn in your research projects individually by the appropriate due dates on Sakai; (b) form a group of 4 people; (c) combine all your individual data to a large data set; (d) analyze the large data set; (e) report your findings, including the background of the research topic, your methods and the results.

## Grades

Here is a breakdown of each of the requirements and their contribution to the final grade:

Exam 1:	20%	Homework Assignments:	15%
Exam 2:	20%	Research Requirement:	15%
Exam 3:	20%	Class Participation/Activities:	10%

Grades will be assigned based on the following distribution:

	92-100	A	89-91.9	A-	
85-88.9	B+	81-84.9	B	78-80.9	B-
75-77.9	C+	71-74.9	C	68-70.9	C-
65-67.9	D+	61-64.9	D	58-60.9	D- (Below 58 =E)

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for how these grades are translated to grade 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. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. 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. The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." 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. For more information, refer to: [http://www.dso.ufl.edu/Academic\\_Honesty.html](http://www.dso.ufl.edu/Academic_Honesty.html).

## Course Outline (subject to change)

Week	Date	Topic	Assignment(s)
1	Jan. 8 (Tu)	Introduction	Reading: Chapters 1&2
	Jan. 10 (Th)	Background	
2	Jan. 15	Methods in Psycholinguistics	Reading: Chapters 3
	Jan. 17	Speech Perception	Reading: Chapter 4
3	Jan. 22	Speech Perception	<b>Homework 1 due</b>
	Jan. 24	The lexicon	Reading: Chapter 5

Week	Date	Topic	Assignment(s)
4	Jan. 29	The lexicon	
	Jan. 31	Review for exam	<i>Homework 2 due</i>
5	Feb. 5	<b>EXAM 1</b>	
	Feb. 7	Sentence Comprehension	Reading: Chapter 6
6	Feb. 12	Sentence Comprehension	
	Feb. 14	Sentence Comprehension	<i>Homework 3 due</i>
7	Feb. 19	Discourse Comprehension	Reading: Chapter 7
	Feb. 21	Discourse Comprehension	
8	Feb. 26	Language Production	<i>Research Project 1 due</i> Reading: Chapter 8
	Feb. 28	Language Production	<i>Homework 4 due</i>
9		<i>Spring Break</i>	
10	Mar. 12	<i>Group Presentation 1</i>	
	Mar. 14	Dialogue and conversation	Reading: Chapter 9
11	Mar. 19	<b>EXAM 2</b>	
	Mar. 21	Child Language Acquisition	Reading: Chapter 10 & 12
12	Mar. 26	Child Language Acquisition	Reading: Chapter 11 (pp. 283-310)
	Mar. 28	Brain and Language	Reading: Chapter 13
13	Apr. 2	Brain and Language	
	Apr. 4	Bilingual representations	<i>Homework 5 due</i> Reading: Chapter 11 (pp. 310-322)
14	Apr. 9	Bilingual representations	<i>Research Project 2 due</i>
	Apr. 11	Language, Culture and Cognition	Reading: Chapter 14
15	Apr. 16	<i>Group Presentation 2</i>	
	Apr. 18	Course wrap up & Review for exam	
16	Apr. 23	<b>EXAM 3</b>	