

**ADVANCED PSYCHOLINGUISTICS**  
**LIN 6707-14C2**  
**SYLLABUS - FALL Semester 2016**

**Classroom & time:** T 7 (1:55-2:45pm); R 7+8 (1:55-3:50pm), CBD 216  
Course website: [elearning.ufl.edu](http://elearning.ufl.edu)

**Instructor:** Dr. Edith Kaan  
Office: 4127 Turlington Hall;  
Office Hours: Tuesday 11:45am-1:40pm, and by appointment  
E-mail: [kaan@ufl.edu](mailto:kaan@ufl.edu); Phone: 352 294 7453 (leave a message).

**Course description:**

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 spoken and written language? 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

**Assignments:**

Your grades will be based on: on paper presentations (20 %), active participation in class and timely postings of discussion questions (5 %), debate (5 %); three critical summaries (30 %), and a final written assignment (40 %).

**Paper presentations:**

- Approximately 15 minutes; depending on enrollment, you may be asked to present a paper together with somebody or present more than one paper over the entire course.
- Powerpoint or pdf, email this to yourself, or put it on dropbox or a memory key
- Last slide has points for discussion, including questions from classmates (see below)
- Will be followed by a 10-15 minute group discussion
- Mail a copy of your slides to [kaan@ufl.edu](mailto:kaan@ufl.edu) before or right after class.
- Please do not hesitate to contact Dr. Kaan if you have questions when preparing your presentation

**Active participation:**

- Contributing to discussion in class, having read the background chapters in the textbook, and discussion papers
- For each paper indicated on the Canvas “Discussion” website (these can be discussion as well as background papers), posting at least one critical question/discussion point by 8pm the night before the discussion in class (preferably sooner).

**Debate (team assignment):**

Students will be divided into groups in advance and are expected to meet outside of class to prepare this debate. Each student will need to present at least one part of the debate (opening statement, arguments, rebuttal, closing statement). Detailed instructions will be provided in class. Students will be graded on team work, as well as the solidity of their argumentation.

**Summaries:**

- Summaries are due on these three topics:  
Summary 1: speech production, TOT, motor theory, or speech perception  
Summary 2: lexical processing, syntactic processing, or morphology  
Summary 3: reading, visual word form area, reference, dialogue, hemispheric differences, or non-literal language
- For each of these topics: write a summary of a peer-reviewed journal article that reports an original study related to the topic, and that elaborates upon what has been addressed in class or in the relevant chapters in the textbook. Please do **not** select overview papers, unpublished materials, or theses, and do **not** select any of the discussion papers listed on the reading list.
- Summaries should contain: (1) an introduction to the theoretical background, summarizing the relevant parts of the Traxler book or other papers or issues addressed in class; clearly indicate how the present study fits in and contributes to the issue; (2) a brief description of the goals, methods, results, and authors' interpretation of the data; (3) a critical assessment of the methods and of the academic and wider impacts of the study.
- Summaries should be about 2 double-spaced pages long, excluding references
- To be handed in through Canvas, deadlines: see Canvas and schedule below

**Final written assignment:**

- About 15 pages long, double spaced, including references
- APA formatting
- Structured like a grant proposal
- Contains an overview of the literature on a selected psycho/neurolinguistic topic
- Contains a proposal for a new, original experiment using the psycholinguistic or brain imaging methods discussed in class to investigate language processing.
- Topic should be chosen before October 20 (each will meet with Dr. Kaan around that time)
- Draft handed in before November 22 (course website).
- Final version due: (course website) Dec 12
- Students will give a brief presentation of their proposals in the last class

**Grading:**

A = 90-100    B = 80-83.9    C = 70-73.9    D = 60-63.9  
A- = 87-89.9    B- = 77-79.9    C- = 67-69.9    D- = 57-59.9  
B+ = 84-86.9    C+ = 74-76.9    D+ = 64-66.9    E = < 56

For UF grading policies for assigning grade points, see:  
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020>.

**Policies:**

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

- 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.
- 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: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>
- 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. Please also make sure you have at least one external backup of the assignments you make for this class. Computer problems will not be considered a valid excuse for missing assignments and other deadlines.
- There will be no make-up exams, make-up assignments or extensions of deadlines without a documented medical or academic excuse.
- If you are *miss more than 15 minutes of more than three 50-minute 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. There will be no make-up exams or assignments without a documented medical excuse. See: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- **Academic honesty and integrity:** See the University of Florida Honor Code and the academic honesty guidelines at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. This website specifies a number of behaviors that are in violation of this code and the possible sanctions.

**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.

**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/>.

**Counseling and Wellness Center & UPD:**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Readings**

- Matt Traxler (2011) Introduction to Psycholinguistics: Understanding Language Science. Wiley. ISBN 978-1-4051-9862-2
- Journal articles (see below). These readings can be obtained through uflib or through the Canvas course page on UF's e-Learning system: [elearning.ufl.edu](http://elearning.ufl.edu). All readings are required and need to be read before the beginning of the class period in which they will be discussed.

NOTE: READINGS AND SCHEDULE BELOW ARE SUBJECT TO CHANGE!

Overview of the course, Fall 2016 (subject to change!)

Week/date	Topic	Assignments	Readings
1 –Aug 23/25	Intro, concepts, methods; Production	“Getting to know you”	Syllabus, Traxler Ch. 1, Ch 2 p. 38-54
2– Aug 30/Sept 1	Production and perception R: Dr. Lise Abrams on TOT	Make presentation schedule (T)	Traxler Ch. 2, p 45-6; D’Angelo, M. C., & Humphreys, K. R. (2012). Emotional cues do not increase the likelihood of tip-of-the-tongue states. <i>Memory &amp; Cognition</i> , 40, 1331-1338.
3– Sept 6/8	T+R: Dr. Andrew Lotto on Motor Theory		Traxler Ch.2 p. 54-71 Background: Lotto, A. J., Hickok, G. S., & Holt, L. L. (2009). Reflections on mirror neurons and speech perception <i>Trends in Cognitive Sciences</i> , 13, 110-114. Meister, I. G., Wilson, S. M., Deblieck, C., Wu, A. D., & Iacoboni, M. (2007). The Essential Role of Premotor Cortex in Speech Perception. <i>Current Biology</i> , 17, 1692-1696. Pulvermüller, F., Huss, M., Kherif, F., Moscoso del Prado Martin, F., Hauk, O., & Shtyrov, Y. (2006). Motor cortex maps articulatory features of speech sounds. <i>Proceedings of the National Academy of Sciences</i> , 103, 7865-7870.
4– Sept 13/15	Speech perception		Traxler Ch. 2, Ch 9. p 325-344
5– Sept 20/22	Lexical processing	Summary 1 due	Traxler Ch. 3, 11
6 – Sept 27/29	Focus: bilingual lexicon		1. Sereno, S. C., Brewer, C. C., & O'Donnell, P. J. (2003). Context Effects in Word Recognition: Evidence for Early Interactive Processing. <i>Psychological Science</i> , 14(4), 328-333. doi: 10.1111/1467- 9280.14471 2. Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: Partial activation of an irrelevant lexicon. <i>Psychological Science</i> , 10(3), 281-284. doi: 10.2307/40063426
7– Oct 4/6	Syntactic processing		Traxler Ch. 4, 13, 9 p. 351-360

8– Oct 11/13	Focus: Syntactic complexity		3. Hsiao, F., & Gibson, E. (2003). Processing relative clauses in Chinese. <i>Cognition</i> , 90(1), 3-27. doi: <a href="http://dx.doi.org/10.1016/S0010-0277(03)00124-0">http://dx.doi.org/10.1016/S0010-0277(03)00124-0</a> 4. Santi, A., & Grodzinsky, Y. (2010). fMRI adaptation dissociates syntactic complexity dimensions. <i>Neuroimage</i> , 51, 1285-1293
9– Oct 18/20	Morphology	Prep debate	Traxler Ch. 3 p 99-105; Ch. 9 p35-356; other readings you can find on morphology
10– Oct25/27	Reading	Debate on morphology Topic final paper due	Traxler Ch. 10
11– Nov1/3	Focus: Visual word form area	Final paper references due Summary 2 due	5. Cohen, L. et al. (2002) Language-specific tuning of visual cortex? Functional properties of the visual word form area. <i>Brain</i> , 125, 1054–1069. 6. Twomey, T. et al. (2011) Top-down modulation of ventral occipitotemporal responses during visual word recognition. <i>Neuroimage</i> , 55, 1242–1251.
12– Nov 8/10	Reference and dialogue		Traxler Ch. 6, 8
13– Nov 15/17	Focus: turn taking		7. Bögels, S., Kendrick, K. H., & Levinson, S. C. (2015). Never say no... How the brain interprets the pregnant pause in conversation. <i>PLoS One</i> , 10(12): e0145474. doi:10.1371/journal.pone.0145474. 8. Baus, C., Sebanz, N., Fuente, V. d. l., Branzi, F. M., Martin, C., & Costa, A. (2014). On predicting others' words: Electrophysiological evidence of prediction in speech production. <i>Cognition</i> , 133, 395-407.
14– Nov22	Right Hemisphere language functions (No class on R)	Draft of paper due (Nov 22)	Traxler Ch. 14, 7, Ch. 5 esp p. 223-230
15– Nov 29/Dec 1	Focus: Non-literal language	<b>Presentations</b>	9. Pobric, G., Mashal, N., Faust, M., & Lavidor, M. (2008). The role of the right cerebral hemisphere in processing novel metaphoric

			<p>expressions: a transcranial magnetic stimulation study. <i>Journal of Cognitive Neuroscience</i>, 20, 170-181.</p> <p>10. Siyanova-Chanturia, A., Conklin, K., &amp; van Heuven, W. J. B. (2011). Seeing a phrase “time and again” matters: The role of phrasal frequency in the processing of multiword sequences. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>, 37, 776-784.</p>
16– Dec 6	Wrap-up	<p><b><i>Presentations</i></b>  Summary 3 due  Instructor evaluations  Final paper due Dec 12</p>	