

ADVANCED PSYCHOLINGUISTICS
LIN 6707-14C2 (17354)
SYLLABUS - FALL Semester 2018

- Classroom & time:** T 7 (1:55-2:45pm);
T 7+6 (1:55-3:50pm);
MAT 102
- Course website:** elearning.ufl.edu
- Instructor:** Dr. Edith Kaan
Office: 4127 Turlington Hall;
E-mail: kaan@ufl.edu; Phone: 352 294 7453 (leave a message)
- Office Hours:** M 3-3:50pm; R 4:05-4:55pm, and by appointment

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, class activities, and timely postings of discussion questions (10 %); 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 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 and exercises 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).

Summaries:

- Summaries are due on these three topics (subject to change):
 - Summary 1: speech production, motor theory, or speech perception
 - Summary 2: word learning, lexical processing, bilingual lexicon, or sentence processing (including working memory, cognitive control and good enough processing)
 - Summary 3: predictive processing, reference, dialogue, priming, adaptation, social effects, or topic of week 15
- 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. More detailed instructions are available on the course website.
- Summaries should be about 2-4 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 psycholinguistic topic
- Contains a proposal for a new, original experiment using the psycholinguistic methods discussed in class to investigate language processing.
- Topic should be chosen before October 4 (each will meet with Dr. Kaan around that time)
- Draft (outline) handed in by October 16 (course website).
- Paper due (course website) Nov 15; revision of paper due (with responses to comments) due Dec 11.
- Students will give a brief presentation of their proposals in the last weeks of classes

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.
- There will be no make-up exams, make-up assignments or extensions of deadlines without a documented medical or academic excuse. Missing homework will be graded as “0”.
- If you *miss more than 15 minutes of more than three 50-minute class periods* without a documented medical or academic excuse, you will receive a warning. If your absences continue, the instructor reserves the right to prohibit further attendance or subtract points from your grade. 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/scct/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/) 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. 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 2018 (subject to change!) Readings marked with * will be presented by students (to be determined)

Week/ date	Topic	Assignments	Readings
1 –Aug 23	Intro, concepts, methods; Production	“Getting to know you”	Syllabus, Traxler Ch. 1, Ch 2 p. 38-54
2– Aug 28/30	Production and speech perception	Determine topic wk 15 Make presentation schedule	Traxler Ch. 2, Ch 9. p 325-344
3– Sept 4/6	Motor Theory Sept 6: Dr. Andrew Lotto		Traxler Ch.2 p. 54-71 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. 10.1016/j.tics.2008.11.008 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. 10.1016/j.cub.2007.08.064 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. 10.1073/pnas.0509989103
4– Sept 11/13	Sept 11: No class Sept 13: Dr. Steffi Wulff on corpus research		Durrant, P., & Siyanova-Chanturia, A. (2015). Learner corpora and psycholinguistics. In F. Meunier, G. Gilquin, & S. Granger (Eds.), <i>The Cambridge Handbook of Learner Corpus Research</i> (pp. 57-78). Cambridge: Cambridge University Press. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/118E0823B8B9F2D05BA4ECB64900F05A/9781139649414c4_p57-78_CBO.pdf/learner_corpora_and_psycholinguistics.pdf
5– Sept 18/20	Learning	Summary 1 due	Traxler Ch 9 *Gómez, R. L. (2002). Variability and Detection of Invariant Structure. <i>Psychological Science</i> (0956-7976), 13(5), 431-436.

			*Trueswell, J. C., Medina, T. N., Hafri, A., & Gleitman, L. R. (2013). Propose but verify: Fast mapping meets cross-situational word learning. <i>Cognitive Psychology</i>, 66(1), 126-156. doi:https://doi.org/10.1016/j.cogpsych.2012.10.001
6– Sept 25/27	Lexicon and bilingual lexicon		Traxler Ch. 3, 11 *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 2/4	Sentence processing	Topic final project due	Traxler Ch. 4, 13 *Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of Visual and Linguistic Information in Spoken Language Comprehension. <i>Science</i>, 268(5217), 1632-1634. doi:10.2307/2888637
8– Oct 9/11	Working memory and Cognitive control		Caplan, D., Waters, G. (2013). Memory mechanisms supporting syntactic comprehension. <i>Psychonomic Bulletin and Review</i> , 20, 243-268 *Hsu, N. S., & Novick, J. M. (2016). Dynamic Engagement of Cognitive Control Modulates Recovery From Misinterpretation During Real-Time Language Processing. <i>Psychological Science</i> (0956-7976), 27(4), 572-582. doi:10.1177/0956797615625223
9– Oct 16/18	Good enough processing	Outline of paper due	*Swets, B., Desmet, T., Clifton, C., & Ferreira, F. (2008). Underspecification of syntactic ambiguities: Evidence from self-paced reading. <i>Memory & Cognition</i>, 36(1), 201-216. doi:10.3758/MC.36.1.201
10– Oct23/ 25	Predictive processing	Summary 2 due	*DeLong, K. A., Urbach, T. P., & Kutas, M. (2005). Probabilistic word pre-activation during language comprehension inferred from electrical brain activity. <i>Nature Neuroscience</i>, 8(8), 1117-1121. doi:10.1038/nn1504
11– Oct 30/Nov 1	Priming and adaptation		*Fine, A. B., Jaeger, T. F., Farmer, T. A., & Qian, T. (2013). Rapid expectation adaptation during syntactic comprehension. <i>PLoS ONE</i>, 8(10), 1-18. doi:10.1371/journal.pone.0077661

12– Nov 6/8	Reference and dialogue		Traxler Ch. 6, 8 * Branigan, H. P., Pickering, M. J., McLean, J. F., & Cleland, A. A. (2007). Syntactic alignment and participant role in dialogue. <i>Cognition</i>, 104(2), 163-197. doi:https://doi.org/10.1016/j.cognition.2006.05.006
13– Nov 13/15	Social, dynamics	Paper due	* Rüschemeyer, S.-A., Gardner, T., & Stoner, C. (2015). The Social N400 effect: how the presence of other listeners affects language comprehension. <i>Psychonomic Bulletin & Review</i>, 22(1), 128-134. doi:10.3758/s13423-014-0654-x
14– Nov 20	The new psycholinguistics No class R		Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. <i>Cognition</i> , 177, 263-277. doi:https://doi.org/10.1016/j.cognition.2018.04.007 Brennan, J. (2016). Naturalistic Sentence Comprehension in the Brain. <i>Language and Linguistics Compass</i> , 10(7), 299-313. doi:10.1111/lnc3.12198
15– Nov 27/29	TBA topic	Presentations	*TBA *TBA
16– Dec 4	Presentations & wrap up	Summary 3 due Instructor evaluations. Revision of paper due Dec 11	