

ADVANCED PSYCHOLINGUISTICS
LIN 6707-14C2
SYLLABUS - FALL Semester 2015

Classroom & time: Wednesdays 6-8th periods, MAT 9 (12:50-3:50pm)

Instructor: Dr. Edith Kaan
Office: 4127 Turlington Hall.
Office Hours: Tuesday 10:40am-12:45pm; Thursday 1:55-2:45pm,
and by appointment
E-mail: 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 %), four critical summaries (30 %), and a final written assignment (45 %).

Paper presentations:

- Approximately 15 minutes; one paper per presenter per session. The number of presentations over the entire course depends on enrollment.
- 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 in class, having read the background 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 on Monday, and at least one response to another student's questions by 8pm the night before class (preferably sooner).

Summaries:

- Students should hand in a 2-3 page critical summaries of FOUR of the discussion articles
- You cannot hand in a summary of the article you are presenting in class
- Summaries should contain: (1) a brief description of the goals, methods, results, and authors' interpretation of the data; (2) a critical assessment of the methods and of the academic and wider impacts of the study.
- Summaries are due on-line at the **beginning of the class** in which the paper is discussed. Because the main purpose of this assignment is to encourage critical reading of the materials and promote class discussion, no late assignments will be accepted.

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 brain imaging methods discussed in class, or patients with brain damage, to investigate language in the brain.
- Topic should be chosen before October 21 (each will meet with Dr. Kaan around that time)
- Draft handed in before November 18 (course website).
- Final version due: (course website) Dec 14
- 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=5&navoid=1054#grades>.

Policies:

- Please turn off all cell phones.
- Students are required to hand in all assignments and tests *before the class period* they are due. Please contact the instructor *in advance* if you need to skip a class, or cannot make a deadline. 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 deadlines.
- If you are *absent for more than one class, or 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: See the University of Florida Honor Code and the academic honesty guidelines at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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 evaluation:

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/>.

Readings

(1) Wind Cowles (2011) *Psycholinguistics 101*. Springer. ISBN 978-082611561-4

(2) Journal articles (see below). These readings can be obtained through uflib or through the Canvas course page on UF's e-Learning system: <http://lss.at.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!

Balota, D., & Yap, M. (2006). Word Recognition, Written. In K. Brown (Ed.), *Encyclopedia of Language & Linguistics (Second Edition)* (pp. 649-654). Oxford: Elsevier.

Branigan, H. (2007). Syntactic Priming. *Language and Linguistics Compass*, 1(1-2), 1-16. doi: 10.1111/j.1749-818X.2006.00001.x

Clahsen, H., Felser, C., Neubauer, K., Sato, M., & Silva, R. (2010). Morphological Structure in Native and Nonnative Language Processing. *Language Learning*, 60(1), 21-43. doi: 10.1111/j.1467-9922.2009.00550.x

DeLong, K. A., Troyer, M., & Kutas, M. (2014). Pre-Processing in Sentence Comprehension: Sensitivity to Likely Upcoming Meaning and Structure. *Language and Linguistics Compass*, 8(12), 631-645. doi: 10.1111/lnc3.12093

Ferreira, F., Christianson, K., & Hollingworth, A. (2001). Misinterpretations of Garden-Path Sentences: Implications for Models of Sentence Processing and Reanalysis. *Journal of Psycholinguistic Research*, 30(1), 3-20.

Ferreira, F., & Clifton Jr, C. (1986). The independence of syntactic processing. *Journal of Memory and Language*, 25(3), 348-368. doi: [http://dx.doi.org/10.1016/0749-596X\(86\)90006-9](http://dx.doi.org/10.1016/0749-596X(86)90006-9)

Ferreira, F., & Patson, N. D. (2007). The 'Good Enough' Approach to Language Comprehension. *Language and Linguistics Compass*, 1(1-2), 71-83. doi: 10.1111/j.1749-818X.2007.00007.x

Gennari, S. P., & MacDonald, M. C. (2009). Linking production and comprehension processes: The case of relative clauses. *Cognition*, 111(1), 1-23. doi: <http://dx.doi.org/10.1016/j.cognition.2008.12.006>

Gordon, P. C., & Lowder, M. W. (2012). Complex Sentence Processing: A Review of Theoretical Perspectives on the Comprehension of Relative Clauses. *Language and Linguistics Compass*, 6(7), 403-415. doi: 10.1002/lnc3.347

Havas, V., Rodríguez-Fornells, A., & Clahsen, H. (2012). Brain potentials for derivational morphology: An ERP study of deadjectival nominalizations in Spanish. *Brain and Language*, 120(3), 332-344. doi: <http://dx.doi.org/10.1016/j.bandl.2011.10.008>

Hsiao, F., & Gibson, E. (2003). Processing relative clauses in Chinese. *Cognition*, 90(1), 3-27. doi: [http://dx.doi.org/10.1016/S0010-0277\(03\)00124-0](http://dx.doi.org/10.1016/S0010-0277(03)00124-0)

Kamide, Y. (2008). Anticipatory Processes in Sentence Processing. *Language and Linguistics Compass*, 2(4), 647-670. doi: 10.1111/j.1749-818X.2008.00072.x

- Kroll, J., Dussias, P. E., Bogulski, C. A., & Valdes-Kroff, J. (2012). Juggling two languages in one mind: What bilinguals tell us about language processing and its consequences for cognition. In B. Ross (Ed.), *The Psychology of Learning and Motivation* (Vol. 56, pp. 229-262). San Diego: Academic Press. (pdf will be provided)
- MacDonald, M. C., Pearlmutter, N. J., & Seidenberg, M. S. (1994). Syntactic ambiguity resolution as lexical ambiguity resolution. In C. Clifton Jr, L. Frazier, & K. Rayner (Eds.), *Perspectives on Sentence Processing* (pp. 123-153). Hillsdale, NJ: Lawrence Erlbaum Associates. (E-reserves)
- Mattys, S. L. (2006). Speech Recognition: Psychology Approaches. In K. Brown (Ed.), *Encyclopedia of Language & Linguistics (Second Edition)* (pp. 819-828). Oxford: Elsevier.
- Otten, M., & Van Berkum, J. J. A. (2009). Does working memory capacity affect the ability to predict upcoming words in discourse? *Brain Research, 1291*(0), 92-101. doi: <http://dx.doi.org/10.1016/j.brainres.2009.07.042>
- Peter, M., Chang, F., Pine, J. M., Blything, R., & Rowland, C. F. (2015). When and how do children develop knowledge of verb argument structure? Evidence from verb bias effects in a structural priming task. *Journal of Memory and Language, 81*(0), 1-15. doi: <http://dx.doi.org/10.1016/j.jml.2014.12.002>
- Pickering, M. J., & Garrod, S. (2013). An integrated theory of language production and comprehension. *Behavioral and Brain Sciences, 36*(4), 329-347. doi: [doi:10.1017/S0140525X12001495](https://doi.org/10.1017/S0140525X12001495)
- Sereno, S. C., Brewer, C. C., & O'Donnell, P. J. (2003). Context Effects in Word Recognition: Evidence for Early Interactive Processing. *Psychological Science, 14*(4), 328-333. doi: [10.1111/1467-9280.14471](https://doi.org/10.1111/1467-9280.14471)
- Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: Partial activation of an irrelevant lexicon. *Psychological Science, 10*(3), 281-284. doi: [10.2307/40063426](https://doi.org/10.2307/40063426)
- Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of Visual and Linguistic Information in Spoken Language Comprehension. *Science, 268*(5217), 1632-1634. doi: [10.2307/2888637](https://doi.org/10.2307/2888637)
- Ullman, M. T. (2001). A neurocognitive perspective on language: The declarative/ procedural model. *Nature Reviews Neuroscience, 2*, 717-726. <http://go.galegroup.com/ps/i.do?id=GALE%7CA189033739&v=2.1&u=gain40375&it=r&p=AONE&sw=w&asid=afebb9184c9f4d99ecd43a695f015034>

Overview of the course, Fall 2015 (subject to change!)

Week/date	Topic	Assignments	Discussion readings	Background readings
1–Aug 26	Intro, concepts, methods		Syllabus	Cowles Ch. 1+2
2– Sept 2	Methodology Ambiguity as a tool	Make presentation schedule	Ferreira & Clifton (1986) (Eyetracking, SPR)	Cowles Ch. 3+4
3– Sept 9	Ambiguity resolution and processing theories		Tanenhaus et al. (1995) (VWP)	MacDonald et al. (1994) Cowles Ch. 6
4– Sept 16	Lexicon		Sereno et al. (2003) (ERP)	Balota & Yap (2006) Mattys (2006)
5– Sept 23	Bilingual lexicon		Spivey & Marian (1999) (VWP)	Kroll et al. (2012) Cowles Ch 5
6 – Sept 30	Morphology		Havas et al. (2012) (ERPs)	Clahsen et al. (2010) Ullman (2001)
7– Oct 7	Syntactic complexity		Hsiao & Gibson (2003) (SPR)	Gordon & Lowder (2012)
8– Oct 14	Good enough		Ferreira et al. (2001) (off-line measures)	Cowles Ch. 8 Ferreira & Patson (2007)
9– Oct 21	Predictive processing	topic final paper due+references	Otten & Van Berkum (2009) (ERP)	Kamide (2008) DeLong et al. (2014)
10– Oct28	TBA			Cowles Ch. 7
11– Nov4	Priming, learning and adjustment	Decide on TBA topic Dec 2	Peter et al. (2015) (Priming in adults and kids)	Branigan (2007) & TBA on learning and adjustment
12– Nov 11	NO CLASS			
13– Nov 18	Production, perception and adjustment	Draft of paper due	Gennari & MacDonald (2009) (production, corpus)	Pickering & Garrod (2013)
14– Nov25	NO CLASS			
15– Dec 2	TBA topic		TBA readings	
16– Dec 9	Presentations & wrap up	Paper due Dec 14		

