

# ADVANCED PSYCHOLINGUISTICS LIN 6707-17470

**Time:** Tuesday 8:30AM-11:30AM  
**Classroom:** Turlington 2342

**Instructors:** @Dr. Eleonora Rossi  
Office: 4127 Turlington Hall, [eleonora.rossi@ufl.edu](mailto:eleonora.rossi@ufl.edu)

**Office Hours:** By email appointment.

## Course rationale and objectives:

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?

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

## Course website:

Course materials (lecture notes, syllabus, etc.) and exercises will be made available on the course website on E-learning ([elearning.ufl.edu](http://elearning.ufl.edu)). Current **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.

## Course readings:



Traxler: Introduction to Psycholinguistics: Understanding Language Science 1st Edition

Additional readings are available in the syllabus and they are all to be found from the library. On occasion, the articles that we will read will be available on Canvas.

## Assessment:

### % of course grade

Your grades will be based on: paper presentations (40 %), active participation in the proposed class activities, and active discussions in the class (10 %); and a final written assignment (50 %).

**Paper presentations:**

Approximately 20 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 pdfs are ok. All will be virtual as such you can share your screen. 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 [eleonora.rossi@ufl.edu](mailto:eleonora.rossi@ufl.edu) the evening before class.

**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 two critical question/discussion points by 8pm the night before the discussion in class (preferably sooner).

**Final written assignment:**

About 10 pages long, double spaced, including references.

APA formatting

Structured like an independent paper.

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.

Deadlines for topic selection, paper submission and revised paper submission (with response to comments), see below.

Students will give a brief presentation of their proposals in the last weeks of classes

The course **grading** scale is:

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>

---

**Policy on working together:** You are more than welcome to work together on homework assignments and the EEG training and testing,

**Late policy and attendance:** 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>

**Incorrect grades:** It is your own responsibility to keep track of whether your grade has been entered correctly. If you think a grade for an assignment or test is missing or incorrect, please contact the instructor promptly.

**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. The red dates designate the EEG LAB days, and days in which you may test (after the first half of the semester).

\*\*\*Please regularly consult the schedule on the course website for updates.\*\*\*

Dates	Topic	Readings/Assignment(s)
24 Aug.	Syllabus overview  Traxler Ch. 1 + overview of the field Video on psycholinguistics "Getting to know you"	Create Presentation list -Read Traxler Chapter 1
21 Aug.	Intro, Terminology, concepts, methods  <b>Presentation 1 on Modularity of language</b>  -Demos of questionnaire study -Demo of self-paced reading study	Chapter 2 of Cowles, HW 2011. Psycholinguistics 101, New York, NY, Springer.  Modularity of Mind, entry in the Stanford Encyclopedia of Philosophy, <a href="https://plato.stanford.edu/entries/modularity-mind/">https://plato.stanford.edu/entries/modularity-mind/</a>  Traxler Ch. 1 Submit Discussion Question 3 of Traxler "Think about it"
7 Sept.	Production and speech Perception  <b>Presentation 2 White et al 2013</b>  Dr. Rossi presents Abrams et al 2007	Traxler Ch. 2, Ch 9. p 325-344  *Abrams, L, Trunk, DL and Merrill, LA (2007) Why a superman cannot help a tsunami: Activation of grammatical class influences resolution of young and older adults' tip-of-the-tongue states. <i>Psychology and Aging</i> , 22: 835-845. -Post 2 questions  *White, K. K., Abrams, L., & Frame, E. A. (2013). Semantic category moderates phonological priming of proper name retrieval during tip-of-the-tongue states. <i>Language and Cognitive Processes</i> , 28(4), 561-576. -Post 2 questions
14 Sept.	-Lexical processing  -Language in the brain: Greg Hickok's lecture <a href="https://www.youtube.com/watch?v=OIJJKJa_kvg">https://www.youtube.com/watch?v=OIJJKJa_kvg</a>  <b>Presentation 3 Spivey &amp; Marian</b>	Traxler Ch. 3, Chapter 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 -Post 2 questions  *Altmann, G. T., & Kamide, Y. (1999). Incremental interpretation at verbs: Restricting the domain of subsequent reference. <i>Cognition</i> , 73(3), 247-264. -Post 2 questions
21 Sept.	-Sentence processing	Traxler Ch. 4, 13 *Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995).

	<b>Presentation 4 Tanenhaus et al 1995</b>	Integration of Visual and Linguistic Information in Spoken Language Comprehension. <i>Science</i> , 268(5217), 1632-1634. doi:10.2307/2888637 -Post 2 questions
<b>28 Sept.</b>	Sentence processing / Good enough processing  <b>Presentation 5 Ferreira et al</b>	* <b>Ferreira, F.</b> , Engelhardt, P. E., & Jones, M. W. (2009). Good enough language processing: A satisficing approach. <i>In Proceedings of the 31st annual conference of the cognitive science society</i> . Austin: Cognitive Science Society. * <b>Swets, B.</b> , Desmet, T., Clifton, C., & Ferreira, F. (2008). Underspecification of syntactic ambiguities: Evidence from self-paced reading. <i>Memory &amp; Cognition</i> , 36(1), 201-216. doi:10.3758/MC.36.1.201
<b>5 Oct.</b>	Predictive language processing  <b>Presentation 5 Lieberman et al</b>	Traxler ch. 12  * <b>Lieberman, AM</b> , Borovsky, A and Mayberry, RI (2018) Prediction in a visual language: real- time sentence processing in American Sign Language across development. <i>Language, Cognition and Neuroscience</i> , 33: 387-401.
<b>12 Oct.</b>	Working memory and Cognitive Control  Presentation * <b>Hsu, N. S., &amp; Novick, J. M. (2016)</b>	* <b>Hsu, N. S., &amp; Novick, J. M. (2016)</b> . 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  * <b>Akhavan, N., Blumenfeld, H. K., &amp; Love, T. (2020)</b> . Auditory sentence processing in bilinguals: The role of cognitive control. <i>Frontiers in Psychology</i> , 11.
<b>19 Oct.</b>	Bilingualism  Presentations De luca et al (2020)	<b>Eleonora presents</b> Traxler Chapter 11  <b>Extra reading: Grosjean, F. (1989)</b> . Neurolinguists, beware! The bilingual is not two monolinguals in one person. <i>Brain and language</i> , 36(1), 3-15.  * <b>Green, D. W. (1998)</b> . Mental control of the bilingual lexico-semantic system. <i>Bilingualism: Language and cognition</i> , 1(2), 67-81.  * <b>Deluca, V., Segaert, K., Mazaheri, A., &amp; Krott, A. (2020)</b> . Understanding bilingual brain function and structure changes? U Bet! A Unified Bilingual Experience Trajectory model.

<b>26 Oct.</b>	L2 sentence processing <i>Presentation Hopp 2015</i>	* <b>Hopp, H</b> (2015) Semantics and morphosyntax in predictive L2 sentence processing. <i>International Review of Applied Linguistics in Language Teaching</i> , 53: 277-306.
<b>2 Nov.</b>	Priming and adaptation  Presentation: Kootstra et al 2010	* <b>Kootstra, G. J., &amp; Muysken, P.</b> (2017). Cross-linguistic priming in bilinguals: Multidisciplinary perspectives on language processing, acquisition, and change. <i>Bilingualism: Language and cognition</i> , 20(2), 215-218.  * <b>Kootstra, G. J., Van Hell, J. G., &amp; Dijkstra, T.</b> (2010). Syntactic alignment and shared word order in code-switched sentence production: Evidence from bilingual monologue and dialogue. <i>Journal of Memory and Language</i> , 63(2), 210-231.  * <b>Fine, A. B., Jaeger, T. F., Farmer, T. A., &amp; Qian, T.</b> (2013). Rapid expectation adaptation during syntactic comprehension. <i>PLoS ONE</i> , 8(10), 1-18. doi:10.1371/journal.pone.0077661.
<b>9 Nov.</b>	Social dynamics  Presentation: Rüschemeyer et al	* <b>Rüschemeyer, S.-A., Gardner, T., &amp; Stoner, C.</b> (2015). The Social N400 effect: how the presence of other listeners affects language comprehension. <i>Psychonomic Bulletin &amp; Review</i> , 22(1), 128-134. doi:10.3758/s13423-014-0654-x
<b>16 Nov.</b>	Testing theories of psycholinguistics in special speakers: the case of heritage speakers  Presentation TBA	Bayram, F., Rothman, J., Di Pisa, G., & Slabakova, R. (2020). Current trends and emerging methodologies in charting heritage language bilingual grammars.
<b>30 Nov.</b>	Testing theories of psycholinguistics in special speakers: the case of Bimodal bilingualism  Presentation: Frederiksen & Kroll 20220	Frederiksen, A. T., & Kroll, J. F. (2022). Regulation and Control: What Bimodal Bilingualism Reveals about Learning and Juggling Two Languages. <i>Languages</i> , 7(3), 214.  Emmorey, K., Borinstein, H. B., Thompson, R., & Gollan, T. H. (2008). Bimodal bilingualism. <i>Bilingualism: Language and cognition</i> , 11(1), 43-61.