

ADVANCED PSYCHOLINGUISTICS
LIN 6707-25779
SYLLABUS - FALL Semester 2025

Classroom & time:	T 5+6 (11:45am-1:40pm); R 6 (12:50-1:40pm) MAT 108
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:	R 1:55-2:45pm, 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:

- Three summaries, each on a different topic, as listed on elearning.
- 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.
- 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

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

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Readings

- Fernanda Ferreira (2025) Psycholinguistics. A very short introduction. Oxford University Press. ISBN 978-0-19-288677-4
- Journal articles and chapters from electronic encyclopedias (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 starred readings are required and need to be read before the beginning of the class period in which they will be discussed.

Policies:

- This course complies with all UF academic policies. For information on those policies and for resources for students, please see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.
- 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.
- 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 if possible.
- There will be no make-up exams, make-up assignments or extensions of deadlines without a documented excuse. Missing homework will be graded as "0".
- It is your responsibility to check whether your grades have been correctly entered in Canvas.
- If you *miss more than 15 minutes of more than three sessions* 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.
- Students need to disclose any use of AI in their assignments, and need to indicate their prompts and their critical (content) edits of the AI output. AI output without prompts or critical edits will not be accepted. AI needs to be properly cited (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>).

NOTE: READINGS AND SCHEDULE BELOW ARE SUBJECT TO CHANGE!

SCHEDULE ADVANCED PSYCHOLINGUISTICS

Overview of the course, Fall 2025 (subject to change!!!). Discussion readings in bold. Those marked with a number will be presented by students (TBA, depending on enrollment)

Week/ date	Topic	Assignments	Readings
1 –Aug 21		"Getting to know you" Make presentation schedule	Syllabus
2– Aug 26/28	Intro, concepts, methods		Ferreira Chapter 1 Chapter 3 of Cowles, HW 2011. <i>Psycholinguistics 101</i> , New York, NY, Springer (pdf on course reserves). Background: Modularity of Mind, entry in the Stanford Encyclopedia of Philosophy, https://plato.stanford.edu/entries/modularity-mind/
3– Sept 2/4	Lexicon		Ferreira Chapter 2 (1) Swinney, D. A. (1979). Lexical access during sentence comprehension: (Re)consideration of context effects. <i>Journal of Verbal Learning and Verbal Behavior</i> , 18(6), 645-659. https://doi.org/10.1016/S0022-5371(79)90355-4 (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. https://doi.org/10.2307/40063426
4– Sept 9/11	Sentence processing: the debates		Ferreira Chapter 2; Ferreira Ch 9 Background: Wagers, M., & Dillon, B. (2025). Sentence Processing. In M. C. Frank & A. Majid (Eds.), <i>Open Encyclopedia of Cognitive Science</i> . MIT Press. https://doi.org/10.21428/e2759450.624d819a (3) Frank, S. L., Otten, L. J., Galli, G., & Vigliocco, G. (2015). The ERP response to the amount of information conveyed by words in sentences. <i>Brain and Language</i> , 140(Supplement C), 1-11. https://doi.org/10.1016/j.bandl.2014.10.006 (4) 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. https://doi.org/10.2307/2888637

5– Sept 16/18	Good enough processing	Summary 1 due	Ferreira Chapter 2 Background: Ferreira, F., & Patson, N. D. (2007). The ‘Good Enough’ Approach to Language Comprehension. <i>Language and Linguistics Compass</i>, 1(1-2), 71-83. https://doi.org/10.1111/j.1749-818X.2007.00007.x (5) Ferreira, F. (2003). The misinterpretation of noncanonical sentences. <i>Cognitive Psychology</i>, 47(2), 164-203. https://doi.org/10.1016/S0010-0285(03)00005-7 (6) 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. https://doi.org/10.3758/MC.36.1.201
6– Sept 23/25	Predictive processing		Ferreira Chapter 2 Background: Ryskin, R., & Nieuwland, M. S. (2023). Prediction during language comprehension: What is next? <i>Trends in Cognitive Sciences</i>, 27(11), 1032–1052. https://psycnet.apa.org/doi/10.1016/j.tics.2023.08.003 (7) Altmann, G. T. M., & Kamide, Y. (1999). Incremental interpretation at verbs: restricting the domain of subsequent reference. <i>Cognition</i>, 73(3), 247-264. https://doi.org/10.1016/S0010-0277(99)00059-1 (8) Huizeling, E., Peeters, D., & Hagoort, P. (2022). Prediction of upcoming speech under fluent and disfluent conditions: eye tracking evidence from immersive virtual reality. <i>Language, Cognition and Neuroscience</i>, 37(4), 481-508. https://doi.org/10.1080/23273798.2021.1994621
7– Sept 30/Oct 2	production		Ferreira Chapter 3 Background: Griffin, Z. M. (2024). Language Production. In M. C. Frank & A. Majid (Eds.), <i>Open Encyclopedia of Cognitive Science</i>. MIT Press. https://doi.org/10.21428/e2759450.b076f599 (9) 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. https://doi.org/10.1037/0882-7974.22.4.835

			(10) Frinzel, F. F., & Hartsuiker, R. J. (2023). Planning scope in second language sentence production: Do bilingual speakers plan ahead more in L1 than in L2? <i>Bilingualism: Language and Cognition</i>, 26(4), 684-694. https://doi.org/10.1017/S1366728923000068
8– Oct 7/9	Structural priming		Ferreira Chapter 3 Background: Cai, Z. G., & Zhao, N. (2024). Structural priming: An experimental paradigm for mapping linguistic representations. <i>Language and Linguistics Compass</i>, 18(2), e12507. https://doi.org/https://doi.org/10.1111/lnc3.12507 (11) Bock, K., & Loebell, H. (1990). Framing sentences. <i>Cognition</i>, 35(1), 1-39. https://doi.org/10.1016/0010-0277(90)90035-I (12) Bernolet, S., Hartsuiker, R. J., & Pickering, M. J. (2013). From language-specific to shared syntactic representations: The influence of second language proficiency on syntactic sharing in bilinguals. <i>Cognition</i>, 127(3), 287-306. http://dx.doi.org/10.1016/j.cognition.2013.02.005
9– Oct 14/16	Discourse, Reference and dialogue	Topic final paper Summary 2 due	Ferreira Chapter 4 (13) Vogels, J, Howcroft, DM, Tourtouri, E and Demberg, V (2019) How speakers adapt object descriptions to listeners under load. <i>Language, Cognition and Neuroscience</i>: 1-15. https://psycnet.apa.org/doi/10.1080/23273798.2019.1648839 (14) Tomić, A., & Valdés Kroff, J. R. (2022). Expecting the unexpected: Code-switching as a facilitatory cue in online sentence processing. <i>Bilingualism: Language and Cognition</i>, 25(1), 81-92. https://doi.org/10.1017/S1366728921000237
10– Oct21/ 23	reading		Ferreira Ch 5

			(15) Bélanger, N. N., Slattery, T. J., Mayberry, R. I., & Rayner, K. (2012). Skilled Deaf Readers Have an Enhanced Perceptual Span in Reading. <i>Psychological Science</i>, 23(7), 816-823. https://doi.org/10.1177/0956797611435130 (16) Filik R, Barber E (2011) Inner Speech during Silent Reading Reflects the Reader's Regional Accent. PLoS ONE 6(10): e25782. https://doi.org/10.1371/journal.pone.0025782
11–Oct 28/30	Indiv diff	Outline of paper due	Ferreira Chapter 6 Background: Evan Kidd, Seamus Donnelly, Morten H. Christiansen, Individual Differences in Language Acquisition and Processing, Trends in Cognitive Sciences, Volume 22, Issue 2, 2018, Pages 154-169, ISSN 1364-6613, https://doi.org/10.1016/j.tics.2017.11.006 (17) James, A. N., Fraundorf, S. H., Lee, E.-K., & Watson, D. G. (2018). Individual differences in syntactic processing: Is there evidence for reader-text interactions? <i>Journal of Memory and Language</i>, 102, 155-181. https://doi.org/10.1016/j.jml.2018.05.006 (18) 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. https://doi.org/10.1177/0956797615625223
12–Nov 4/6	bilingual, bilingual advantage	cs,	Ferreira Chapter 7 (19) Salig, L. K., Valdés Kroff, J. R., Slevc, L. R., & Novick, J. M. (2025). Hearing a code-switch increases bilinguals' attention to and memory for information. <i>Journal of Memory and Language</i>, 143, 104647. https://doi.org/10.1016/j.jml.2025.104647
13–Nov 13	No class T	Paper due	Ferreira Ch 8

	Sign, gesture, and language change		Background: Kelly, S. D. (2024). Gesture. In M. C. Frank & A. Majid (Eds.), Open Encyclopedia of Cognitive Science. MIT Press. https://doi.org/10.21428/e2759450.441037e5 Background: Padden, C. (2024). Sign Language. In M. C. Frank & A. Majid (Eds.), Open Encyclopedia of Cognitive Science. MIT Press. https://doi.org/10.21428/e2759450.ce72080b
14– Nov18/ 20		Summary 3 due presentations	(20) Motamedi, Y., Schouwstra, M., Smith, K., Culbertson, J., & Kirby, S. (2019). Evolving artificial sign languages in the lab: From improvised gesture to systematic sign. <i>Cognition</i> , 192, 103964. https://doi.org/10.1016/j.cognition.2019.05.001
15–	NO CLASS		
16– Dec2	<i>Presentations & wrap up</i>	<i>Presentations</i> Instructor evaluations. Revision of paper due Dec 11	Ferreira Ch 9