

**ADVANCED PSYCHOLINGUISTICS LIN 6707-17470
SYLLABUS - FALL Semester 2020**

Time:

Tuesday (10:40-11:30pm)

Thursday (10:40-12:30pm)

When synchronous On Zoom ID: 6475828738

Course website: elearning.ufl.edu

Instructor: Dr. Eleonora Rossi

E-mail: Eleonora.rossi@ufl.edu

Office Hours: Due to Covid, by email 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 (30 %), active participation in the proposed class activities, and timely postings of discussion questions (10 %); three critical summaries (30 %), and a final written assignment (30 %).

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 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 before or right after 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).

Summaries:

Three summaries, each on a different topic, as listed on Canvas.

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 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)s, see below.

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 10 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>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or

criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments.

For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Covid statement:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

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 UF library. 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 2020 (subject to change!) Discussion readings in bold. Those marked with * will be presented by students (TBA)

Date	Topic	Assignments	Readings
Sept 1	Getting to know you	Getting to know you	Syllabus overview
Sept 3			Traxler Ch. 1
Sept 8	Intro, concepts, methods	Make presentation schedule	Chapter 2 of Cowles, HW 2011. Psycholinguistics 101, New York, NY, Springer. Modularity of Mind, entry in the Stanford Encyclopedia of Philosophy, https://plato.stanford.edu/entries/modularity-mind/
Sept 10			Traxler Ch. 1 Discussion Question 3 of Traxler "Think about it"
Sept 15	Production and speech perception	Presentation and in-class discussion	Traxler Ch. 2, Ch 9. p 325-344
Sept 17			* 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. * 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. In person discussion with Abrams: Post Q&A in advance on Canvas
Sept 22	Lexicon		Traxler Ch. 3, Chapter 11
Sept 24	Lexicon and prediction	Presentation and in class discussion	* 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 * Altmann , G. T., & Kamide, Y. (1999). Incremental interpretation at verbs: Restricting the domain of subsequent reference. <i>Cognition</i> , 73(3), 247-264.
Sept 29	Sentence processing	Summary 1 due	Traxler Ch. 4, 13
Oct 1		Presentation and in class discussion	* Tanenhaus , M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of Visual and Linguistic Information in Spoken Language Comprehension.

			<p><i>Science</i>, 268(5217), 1632-1634. doi:10.2307/2888637</p> <p>* Ferreira, F., 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.</p>
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