<u>**LIN 6932**</u>
<u>**LANGUAGE ACROSS THE LIFESPAN**</u>

<u>**Spring Semester 2022**</u>

Instructor: Dr. Eleonora Rossi

Time: Thursday (8:30-12:30)
Classroom: CBD (Classroom building) 0234

ZOOM for some guest lectures
https://ufl.zoom.us/j/6475828738
Meeting ID: 647 582 8738

Office: 4107 Turlington Hall
E-mail: eleonora.rossi@ufl.edu
Office Hours via Zoom by email appointment

Course rationale and objectives

The goal of this course is to address topics that are important to understand the foundations of how language processing develops and changes across the life-span from early infancy to older adulthood. We will take a cross-disciplinary perspective discussing data from linguistics, psycholinguistics, developmental psychology, and cognitive neuroscience. Throughout the semester we will cover these basics first to understand how language develops in speakers of one language alone. In the second part of the semester those basic principles will be applied to understand language processing across the life-span shapes in bilingualism.

- Introduction to basic linguistic principles and psycholinguistics phenomena
- Earliest language development in the womb and in the earliest stages if life
- Language development and processing during childhood
- Language processing during adolescence
- Language processing in adulthood
- Language processing in older age

Prerequisite: NA

Course website:
- elearning.ufl.edu
- Course materials (lecture notes, lecture recordings, syllabus, etc.) and exercises will be made available on the course website on E-learning (elearning.ufl.edu). 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.

Textbooks required:
There are no textbooks required.
Reading assignments will be primary sources (book chapters and journal articles). The readings will vary quite a bit in level of difficulty; some will seem relatively straightforward and others will require that you work through technical information that may be unfamiliar. I will give you guidelines as we go along as to what I expect you to be getting out of particular reading assignments. The readings are all available electronically on Canvas.

Assessment:

-Paper presentations	30%
-Final paper discussion	30%
-Post questions for discussions	24% (2% each)
-Open question exam midterm	15%
-Bonus participation to psycholing. study	1%
TOTAL	100%

Course grading scale:
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

Details of assessments:

-Participation to a psycholinguistic study: For this assignment you will enroll in one of the many offered psycholinguistic studies through advertisement that I will provide through CANVAS, or advertised through the website https://blab.lin.ufl.edu/participate-in-a-study-2/, or

the LIN-SLHS participant pool https://slhs.phhp.ufl.edu/research/participant-pool/ . This site will be updated throughout the semester. If the study will be online, please ask the experimenter to send you a conformational email as proof that you participated. Experiments that you have previously participated in, experiments that you count towards other classes, or experiments you were paid to participate in cannot count toward this. If you choose not to participate or do not qualify for any of the studies, you can receive the same course credit by means of an alternative assignment. This involves writing a synopsis of a short research article, video, or a podcast. Contact me if that were the case and I can give you more information.
IMPORTANT: In case you participate in in-person studies, original IRB with signatures for a study participation, or alternative assignment will need to be handed in no later than the last week of instruction.

Miscellaneous

COVID POLICY
Our class sessions are not recorded, but both audio and video presence is required
Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

Policy on working together: You are welcome to work together on homework assignments and the fieldwork project, but you should write up your answers independently from each other. No collaboration of any kind is allowed on any test. Remember you are bound by the UF honor pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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." It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at
https://catalog.ufl.edu/ugrad/current/advising/info/student-honor- code.aspx

Late Policy: 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

-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 assignments or extensions of deadlines without a documented medical or academic excuse.

-If you miss more than 15 minutes of more than three 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.

Cell phone and computer policy: Texting and other cell phone or computer activity is not allowed during class unless this is course-related (note-taking, assignments).

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/) 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 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 of the tests. The instructor will let you know when the tests and assignment deadlines are exactly as they approach, and will keep you updated if we go off track. Please regularly consult the schedule on the course website for updates.

Date	Class Topic and activities	Readings and Assignments Due
Week 1		
January 6	SYLLABUS DAY *INTRO: LANGUAGE AND THE BRAIN* *https://www.youtube.com/watch?v=Q-B_ONJIEcE*	-Read syllabus *PAT KUHL'S WEBINAR*
Week 2		
January 13	**INTRO:** *LANGUAGE ACROSS THE LIFE-SPAN: A NEW PERSPECTIVE* Discussion Altmann Chapter 1	Altmann: Chapter 1 Rosselli et al., 2014 *Submit two discussion points on CANVAS*
Week 3		
January 20	**Before birth: Language development in the womb** **Testing language in early infancy** **GROUP PRESENTATIONS** Paper to discuss: May et al 2017 (short report Developmental science)	Altmann: Chapter 2 *Submit two discussion points on CANVAS*
Week 4		
January 27	**Language development in childhood and early adulthood (monolingualism)** **CONT: Language processing during early childhood and early adulthood** **GROUP PRESENTATIONS** Kuhl, 2010	 *Submit two discussion points on CANVAS*
Week 5		
February 3	**Language during infancy** **INVITED SPEAKER** Discussion Dr. Masapollo's talk. **GROUP PRESENTATIONS**	Masapollo et al., 2016 (Developmental Science) *Submit two discussion points on CANVAS*

	Paper to discuss: Kuhl, 2004 (Nature Reviews)	
	Week 6	
February 10	*Intro: Cognitive aging and language* **Language processing during middle-age (monolingualism)** **Language and aging (in monolingualism)** **INVITED SPEAKER**	Reading: Shafto et al., 2014 Gertel et al., 2020
	Week 7	
February 17	Discussion Dr. Diaz'es talk. **GROUP PRESENTATIONS** Paper to discuss: Christianson et al 2006 **GROUP PRESENTATIONS ON LANGUAGE AND MIDDLE-AGE** Paper to discuss: Payne et al 2014	*Submit two discussion points on CANVAS* *Submit two discussion points on CANVAS* *Submit two discussion points on CANVAS*
	Week 8	
February 24	*INTRO TO BILINGUALISM* *NIH WORKSHOP: BILINGUALISM AND AGING (NO CLASS)* *INTRO TO BILINGUALISM ACROSS THE LIFE SPAN*	Readings: TBA
	Week 9	
March 3	**GROUP PRESENTATIONS** Paper to discuss: Garcia-Sierra et al., 2016 ***Bilingual Language processing during infancy*** **INVITED SPEAKER** Discussion Dr. Garcia Sierra's talk.	*Submit two discussion points on CANVAS* Paper to discuss: Garcia-Sierra et al., 2021 *Submit two discussion points on CANVAS*
	March 10 SPRING BREAK NO CLASS	
	Week 11	
March 17	Week to start working on final paper (selected one-to-one meetings) **PRESENTATIONS**	*Submit two discussion points on CANVAS for Paradis & Yia 2016*

	Paradis & Yia, 2016	
Week 12		
March 24	Week to start working on final paper (selected one-to-one meetings) **REST DAY NO CLASS** ***Bilingual language processing during childhood*** **INVITED SPEAKERR**	Read: Yan & Nicoladis, 2009
Week 13		
March 31	***Bilingual Language processing during adolescence*** **INVITED SPEAKER** Discussion presenter's talk. **GROUP PRESENTATIONS** Paper to discuss: TBA	*Submit two discussion points on CANVAS*
Week 14		
April 7	***Bilingualism and aging*** **INVITED SPEAKER** Discussion Dr. Kijzer's talk. **GROUP PRESENTATIONS** Bialystok_2021_path to neurocognitive reserve	Zhang et al., 2019 Rossi & Diaz_2017_aging_theoretcal and neural *Submit two discussion points on CANVAS*
Week 15		
April 14	***Bilingualism and aging and the intersection with neurocognition*** **INVITED SPEAKER** **GROUP PRESENTATIONS** Paper to discuss: Voits et al., 2020	Voits et al., under review (see folder) *Submit two discussion points on CANVAS*