

**Psycholinguistics Seminar:
Adaptation in Language Processing**

LIN6932-16002

Class Periods: T4 (10:40 AM - 11:30 AM); R4-5 (10:40 PM - 12:35 PM)

Location: CBD 234

Academic Term: Spring 2019

Instructor:

Edith Kaan

Kaan@ufl.edu; 352 294 7453

Office Hours: M7 (1:55 PM - 2:45 PM); R8 (3:00 PM - 3:50 PM), TUR 4127 and by appointment

Course Description

How do speakers unconsciously influence each other during dialogue and what does this mean for language processing? How do language users get used to the language variety around them, and what does this mean for first and second language learning? In this seminar we'll discuss some classic and recent literature on the above topics. We'll cover priming, alignment, prediction, and adaptation and the psycholinguistic models proposed to account for these phenomena. This is a 3-credit course.

Course Pre-Requisites / Co-Requisites

LIN graduate core course, or equivalent in other disciplines. Please contact the instructor for permission.

Course Objectives

- To learn about the current topics in sentence processing research and critically assess the literature (reading and discussing original research articles, writing a research proposal)
- To critically apply this knowledge when considering popular science reporting on language processing and language-related cognitive science more broadly, and when reading primary research in related areas (reading and discussing original research articles, writing summaries and a literature review)

Course Assignments

- **Discussions:** All students are expected to read the discussion papers and to post at least 1 discussion question on the course website before the deadline posted. Students are also expected to actively participate in in-class discussions.
- **Paper summaries:** Students are expected to pick three papers over the course of the semester related to a specific topic (TBA) and write a summary of 2-4 double-spaced pages long, excluding references. The papers should be peer-reviewed journal articles that report an **original study** related to the topic, and that elaborates upon what has been addressed in class. These papers should **not** be overview papers, unpublished materials, or theses, or any of discussion papers listed on the reading list.
- **Bottom-line Report:** Students will write a short (~500 word) assessment of what they think the key debates and questions of the research covered by the unit are, and what the answers/resolution are (or definitely are not) – basically, this should be a synthesis of the key points of the unit.
- **Conference highlights:** Sections of an abstract book from a recent conference will be provided. Students will be asked to form groups and assess the abstracts quantitatively (e.g. what are the questions getting the most attention?), and qualitatively (e.g. which abstracts appear the most interesting to you and why? Are any of them especially relevant to adaptation?) Depending on

the size of the class, groups will either present and discuss their finding in class, or students will submit an individual paper (250-500 words) that summarizes their findings.

- **Research paper:** Students are expected to write a literature review and a research proposal on a selected topic related to what has been discussed in class. The report should be about 15 pages long, double spaced, including references. Over the course of the semester students will be asked to hand in a topic, and outline and the paper itself. Students will receive feedback on the paper and will need to respond to each comment as if they were revising a journal article. The revised version of the paper and the response to the comments need to be handed in at the end of the semester. In addition, students are expected to present their ideas in class.

Course Schedule and Readings

See last pages of this syllabus. Readings can be obtained from the UF library website (e-journals). Where indicated, the reading is available through the course website. In some cases, a hardcopy will be made available for you to xerox. Background readings pertain to the lecture and are optional; Discussion readings are required.

Attendance Policy, Class Expectations, and Make-Up Policy

- 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.
- There will be no make-up exams or assignments without a documented excuse.
- 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. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Paper presentations (2+)	100 each	20%
Critical summaries/ conference report (3-4)	100 each	20%
Bottom-line report (3)	100 each	10%
Final written assignment	100	45%
Active participation and timely posting of discussion items	100	5%

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67

75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. 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/>.

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>

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>

Overview of the course **(Note: all of the below is subject to change!!!)**

Week Date	Topic	Assignments	Readings *Discussion paper
(1) Jan 8/10	Intro to the course		Levelt & Kelter (1982)
ALIGNMENT			
(2) Jan 15/17	Alignment in dialog	(Jan 17 10:40-11:30 Candidate teaching demo)	*Brennan & Clark (1996)
(3)Jan 22/24	Social theories of alignment	Summary I	*Pickering & Garrod (2004) Ferguson & Bargh (2004) Giles & Ogay (2007).
(4)Jan 29/31	Alignment in language evolution	Bottom-line report	
SYNTACTIC PRIMING			
(5)Feb 5/7	Syntactic priming and linguistic factors	Paper: topic due	*Hartsuiker et al. (2008) Pickering & Ferreira (2008). Tooley & Traxler (2010).
(6)Feb 12/14	Models of priming		*Chang et al. (2006)
(7)Feb 19/21	Models of priming	Summary II	
(8)Feb 26/27	Social factors	Bottom-line report	*Heyselaar et al. (2017) Weatherholtz et al. (2014) Balcetis & Dale (2005)
NO CLASS	SPRING BREAK; NO CLASS		
PREDICTION			
(10)Mar 12/14	Evidence, factors	Paper: lit review due	DeLong et al. (2005)
(11) Mar 19/21	Models, approaches	Summary III	*Pickering & Garrod (2013) (selected pages) Pickering & Gambi (2018)
12) Mar 26/28	Prediction and learning	Bottom-line report	*Huettig (2015) Phillips & Ehrenhofer (2015) (selected pages)
ADAPTATION AND LEARNING			
(13) Apr 2/4	Evidence, factors	Paper: experiment outline	*Fine et al. (2013) Kaan & Chun (2016) Kaschak, & Glenberg (2004)
(14) Apr 9/11	Bayesian and other approaches	Conference highlight report	*Jaeger & Snider (2013).
(15) Apr 16/18	Bayesian approaches	Paper due	Perfors et al. (2011)
(16) Apr 23		Project presentations	
Apr 30		Revisions of paper due	

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