SPN 6806 (class #26432), **LIN 6932** (class #26021)

PSYCHOLINGUISTICS OF BILINGUALISM

Tuesdays, Periods 9-11 (4:05pm-7:05pm)

Zoom link: https://ufl.zoom.us/j/99378686093?pwd=UVl3UCtxcWkwblIwWmErZktDWml5QT09

INSTRUCTOR INFORMATION

Instructor: Dr. Jorge Valdés Kroff
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Office hours: M 3:00pm-4:00pm, W 10:30am-12:30pm
https://ufl.zoom.us/j/97723131260?pwd=aGVyUTdJamd1Y1puRDBSWXl0NDVUdz09

COURSE DESCRIPTION

The exponential growth of the use of experimental methods in linguistic research has extended our ability to examine the cognitive processes underlying human language, thus making psycholinguistics an increasingly important branch of linguistics. In this seminar we will examine psycholinguistics through the lens of bilingualism. Bilingualism is of interest for a number of reasons. First, despite the prevalence of monolinguals in the United States, most people in the world are bilingual. To have a genuinely universal account of human cognition will therefore require a detailed understanding of the relations between language and thought in individuals who speak and understand more than one language. It will be essential that research on basic cognitive functions in bilinguals examine both the course and the consequence of second language acquisition.

COURSE GOALS AND OBJECTIVES

The primary goal of this course will be to introduce the core themes of psycholinguistics, using multilingual speakers as the case study. We will begin with issues concerning the acquisition of core linguistic levels, continue with lexical (e.g. how do multilingual speakers process cognates [piano] and false cognates [fin]?) and sentence processing (e.g. How do the two languages influence each other in predictive processing or when resolving syntactic ambiguity?), and finish with the cognitive neural consequences of bilingualism on general cognition, examining both production and comprehension throughout.

A secondary goal for the course, is to help students become familiar with current experimental methods used in psycholinguistic and increasingly in traditional linguistic research, e.g. self-paced reading tasks, syntactic priming, eye-tracking methodologies, EEG recordings, and fMRI.

COURSE MATERIALS

All readings will be made available through Canvas, http://elearning.ufl.edu

PANDEMIC CONTINGENCIES

Life absolutely sucks right now. **I am fully committed to ensuring that you learn everything you were hoping to learn from this class!** The course was originally designed as a 3 hr weekly seminar. I will not make us suffer through a 3hr synchronous session. I would not like that, and I doubt that you would, too. We will need to be flexible in class as we learn what tools work best. Additionally, I will make accommodations to help you do well on your assignments.

You do not owe me personal information about your health (mental or physical). You are *always* welcome to talk to me about things that you're going through. If I can't help you, I probably can refer you to somebody who can.

If you need extra help or need more time with something, or if you feel like you're behind or not understanding everything, **do not suffer in silence!** Talk to me! I will work with you. **I promise.**

-adapted from the syllabus of Joscelin Rocha-Hidalgo

https://github.com/Joscelinrocha/PSYC-347-01_Biling-Cog/blob/master/Biling%26Cog_Syllabus.docx

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

NOTE: For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Graded Course Components

The final grade in this course will be determined according to the following components and percentages. Each is discussed in more detail below.

- **Activities Journal**   **10%**
- **Discussion Questions**   **10%**
- **Presentations**   **20%**
- **Proposal**   **30%**
- **Peer Reviews**   **30%**

Activities Journal   10%

In lieu of attendance and participation, you will be asked to turn in a "journal" that documents extracurricular activities in which you engage within a 3-wk period. Perhaps the only silver lining to our overwhelmingly virtual world is that academic and professionalization conferences and workshops have moved online, often with archives of really great events. Lots of activities can count here: think, reading groups, conferences, graduate school workshops, libraries workshops, mindfulness workshops, speaker series, etc. You will document what activities you engage in, including a brief summary and time spent. I think it's reasonable to ask for an hour per week, but our bare minimum will be 2 hrs per 3-wk period.

Discussion Questions 10%

Please submit 2 discussion questions on the assigned readings for the week through Canvas. Questions will form the basis of discussion questions for the week. To ensure sufficient time for the discussion leader to organize, please have your questions submitted by Sunday 10pm.

Presentations   20%

You will be expected to give two seminar presentations during the semester.

a. Presentation on a related paper (15 pts). One presentation will be based on a recent empirical paper on that week's topic. The presentation should be approximately 20 minutes long + 10 minutes of questions. Let me know in advance the paper you plan to present so I can avoid talking about it myself during the tutorial portion of the class.

b. Leading a seminar discussion (5 pts). The other presentation consists of serving as a discussion leader during one week of the term. We will reserve at least 30 minutes for group discussion. The responsibility of the week's discussion leader(s) is to organize the questions generated by class members into a meaningful discussion. The discussion may consider both empirical and theoretical issues raised by the readings. The discussion leader will collect the questions generated by class members and bring the organized discussion questions to the class meeting. The discussion leader has discretion to choose the appropriate format and tools for the group (in in-class portions, students normally prepare a powerpoint).

Research Proposal 30%

By the end of the semester, you will turn in a proposal of no more than 20 pages double-spaced (excluding references) on an experiment that you could potentially carry out to ask a theoretically-motivated question in the psycholinguistic study of bilingualism. The proposal can ask a question about any of the topics covered during the semester. To aid in developing your proposal, the paper will be broken up into stages.

You will first turn in a short paragraph on your project proposal, which will be worth 2 points. This will be followed by an annotated bibliography in APA bibliographic style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/ge neral_format.html.
The bibliography should minimally contain 8 references including a short, summary paragraph for each entry (i.e, an Annotated Bibliography). This will be worth 3 points.

The first half of the proposal (first 10 pages) should be the *Introduction*, which needs to incorporate the following elements in this order: (1) Identification of the problem (this should come within the first two pages of the *Introduction*). (2) A literature review that builds the motivation for the study; (3) The research question(s) and predictions. The introduction will be worth 10 points.

The second half of the proposal (the next 10 pages) will be a description of the Method (*i.e., Participants, Materials and Design, Procedure and Analysis Plan*), as well as how you would interpret the data based on your analyses (i.e., a shorter Discussion); this will be worth 10 points. The proposal should also include an Abstract, that will be worth 5 points.

Peer Reviews   30%

You will write two reviews on two of your classmates' *Introduction* drafts. We will discuss in class how you will conduct these reviews and we will share examples of peer reviews of manuscripts in submission or accepted, so that you can have a model.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	TOPIC and READINGS	ASSIGNMENTS
Wk1, Sep 1	**Introduction, Course organization** Kroll et al. (2012)	**Read Syllabus**
Wk 2, Sep 8	**Critical Period Hypothesis** Steinhauer (2014) Pallier et al. (2003) Pierce et al. (2014)	**Discussion Questions**
Wk 3, Sep 15	**Speech Perception** Werker Byers-Heinlein (2008) Sundra et al. (2008) Antoniou et al. (2015)	**Journal Assignment 1** **Discussion Questions**
Wk 4, Sep 23	**Grammar Acquisition** Clahsen & Felser (2006) Pliatsikas & Marinis (2013) Tanner et al. (2013)	**Project Proposal Due** **Discussion Questions**
Wk 5, Sep 29	**Lexical & Conceptual Representation** Kroll & Stewart (1994) McLaughlin et al. (2004) Linck et al. (2009)	**Discussion Questions**
Wk 6, Oct 6	**Comp 1: Word Recognition and Lexical Access** Dijkstra et al. (2015) Thierry & Wu (2007) Midgey et al. (2011)	**Journal Assignment 2** **Discussion Questions**
Wk 7, Oct 13	**Comp 2: Semantic Representation and Access** Kotz & Elston-Güttler (2004) Schwartz & Kroll (2006) Zinszer et al. (2014)	**Discussion Questions** **Annotated Bibliography Due**
Wk 8, Oct 20	**Comp 3: Sentence processing** Dussias & Sagarra (2007) Chamorro et al. (2016)	**Discussion Questions**
Wk 9, Oct 27	**Peer Review Workshop**	**Journal Assignment 3** **Discussion Questions**
Wk 10, Nov 3	**Production 1: Models and Tasks** Kroll & Gollan (2014) Guo et al. (2012) Strijkers et al. (2010)	**Introduction Due** **Discussion Questions**
Wk 11, Nov 10	**Production 2: Bilingual Language Control** Green & Abutalebi (2013) Meuter & Allport (1999) Gollan et al. (2014)	**Discussion Questions**
Wk 12, Nov 17	**Bimodal Bilingualism & Simultaneous Interpretation**	**Journal Assignment 4** **Discussion Questions**

DATE	TOPIC and READINGS	ASSIGNMENTS
	Emmorey et al. (2014) Macizo & Bajo (2006) Lopez Argüilles et al. (2020)	
Wk 13, Nov 24	**Code-switching** Valdés Kroff et al. (2017) Fricke et al. (2016) Kootstra et al. (2010)	**Peer Reviews due Discussion Questions**
Wk 14, Dec 1	**Cognitive Consequences of Bilingualism** Bialystok et al. (2009) Kovacs & Mehler (2009) Bak et al. (2014)	**Abstract Due Discussion Questions**
Wk 15, Dec 8	**New approaches** Gullifer & Titone (2019) DeLuca et al. (in press) Tsoukala et al. (2020)	**Journal Assignment 5 Discussion Questions Final proposal due: Dec 15**

BIBLIOGRAPHY of COURSE READINGS

To be completed

UNIVERSITY POLICIES AND RESOURCES

Student privacy in on-line sessions
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 orally 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.

Attendance and make-ups
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Accommodations
Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations
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 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Academic Integrity

 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) 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 in this class.

Resources Available to Students

> ***Health and Wellness***
> - *U Matter, We Car*e: umatter@ufl.edu; 392-1575
> - *Counseling and Wellness Center*: http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575
> - *Student Health Care Center:* https://shcc.ufl.edu; 352-392-1161*.*
> - *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
> - *University Police Department*: http://www.police.ufl.edu/; 392-1111 (911 for emergencies)
> - *UF Health Shands Emergency Room / Trauma Center:* https://ufhealth.org/emergency-room-trauma-center; 352-733-0111; 1515 SW Archer Road

> ***Academic Resources***
> - *E-learning technical support*: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml; 352-392-4357 (opt. 2)
> - *Career Connections Center*: Reitz Union; http://www.crc.ufl.edu/; 392-1601
> - Library Support: http://cms.uflib.ufl.edu/ask
> - Teaching Center: Broward Hall; 392-2010 or 392-6420
> - Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator, who will refer the issue to the Department Chair if it cannot be solved. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes.