



LIN 6932: Bilingual Sentence Processing
Spring 2016

Instructor: Dr. Jorge Valdés Kroff
Office: 246 Dauer
Office Hours: T, 10:30-12:00, W 2:00-3:00,
by appointment

Class Time: R 6-8
Class Location: MAT 002
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Course Description:

This is a survey course which examines the core topics in adult bilingual sentence processing. Although most theoretical models have been built on monolingual sentence processing, there are important reasons to examine the bilingual mind: 1) demographically, there are more multilingual speakers than monolingual speakers, 2) we now know that a late-learned second language can influence and *change* the native first language, 3) bilingualism contributes further empirical evidence to adjudicate between competing theoretical models.

We will begin with an examination of the theoretical models that have influenced sentence processing from the 1980s onwards. Then, we'll turn to specific structures/issues in sentence processing. As a secondary goal, we will work as a group to build one experimental project to develop throughout the semester, thus providing a practical guide to experimental research.

Course Readings.

We will read a selection of primary articles and select chapters from handbooks. All readings will be made available on Canvas

Course Grade. The semester grade will be calculated as follows:

Attendance and Participation: 10%
Discussion Questions: 10%
Presentations (2): 30%
Critical Review (1): 25%
Group Project: 25%

Attendance and Participation: I expect you to read each of the assigned papers prior to the class meeting, attend class, participate actively, and cooperate in facilitating discussion.

Discussion Questions: By 4pm of the day prior to class (i.e. Wednesday), please submit a discussion question in Canvas on 2 of the assigned readings (2 questions total).

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

a. Presentation on a related paper. One presentation will be based on a recent empirical paper that covers the topic we are considering in a given week. The presentation should be approximately 20 minutes long + 5 minutes of questions. It will be helpful for you to 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. The other presentation consists of serving as a discussion leader during one week of the term. Each session will be structured such that I will give an initial tutorial lecture on the topic of the week for the first hour or so of our class meeting. We'll then have one presentation on an outside paper, and we'll leave the final 25 minutes of the class for 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 should prepare a brief PowerPoint presentation that summarizes the main themes in the questions and that focuses discussion on the set of issues that he/she takes to be most important.

Critical review. You will be expected to write one article review

Critical reviews must be 3-5 single spaced pages (not including references), on articles designated as target articles (**T**) on the syllabus.

- (1) The reviews are due at the beginning of the class during which the particular target article is to be discussed
- (2) The reviews may not be on articles discussed in a week when you are a presenter

Group Project. Given the intimate size of the class, we will all work together to pilot an experimental project and carry it through all stages from design, to testing participants, to writing up a manuscript. We will work towards this goal starting through the first weeks of the semester. The syllabus indicates important milestone dates. More details to come in class and based on class interest.

Grade Scale

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

A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Attendance Policy

Attendance is mandatory and will be taken on a daily basis. You will be allowed three absences for which no documentation or excuse is required. After the **THIRD unexcused** absence **one point** per absence will be deducted from your final grade. 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>.

In the case of approved absences:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>, you must provide official documentation to your instructor within *a week* after the absence in order to be excused. Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the administrative coordinator.

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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." For more information please refer to

<http://www.dso.ufl.edu/studentguide>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.

Tentative Class Schedule (Subject to change)

Week 1 (1/7)

Introduction to course; Brief overview of sentence processing

Pickering & van Gompel. (2006). Syntactic Parsing. In Traxler & Gernsbacher (Eds). *Handbook of Psycholinguistics*.

****Introduce Group Project**

Week 2 (1/14)

Grammar v. Processing; Theoretical Models I – Principle-based accounts

Lewis & Phillips. (2015). Aligning grammatical theories and language processing models. *Journal of Psycholinguistic Research*, 44, 27-46.

Frazier & Clifton (1997). Construal: Overview, motivation, and some new evidence. *Journal of Psycholinguistic Research*, 2, 277-295.

Juffs & Rodriguez. Chapter 2.

****Brain Storm on Group Project—and narrow topic selection**

Week 3 (1/21)

Theoretical Models II: Constraint Satisfaction; Dependency Locality

MacDonald & Seidenberg. (2006). Constraint-satisfaction accounts of lexical and sentence comprehension. In Traxler & Gernsbacher (Eds.) *Handbook of Psycholinguistics*.

MacDonald. (2013). How language production shapes language form and comprehension. *Frontiers in Psychology*, 4, 1-16.

Chen, Gibson, & Wolf. (2005). Online syntactic storage costs in sentence comprehension. *Journal of Memory and Language*, 52, 144-169.

****Bibliography of relevant literature—Group Project**

Week 4 (1/28)

Relative Clauses

Carreiras & Clifton (1999). Another word on parsing relative clauses: Eyetracking evidence from Spanish and English. *Memory and Cognition*, 27, 826-833.

Dussias & Sagarra. (2007). The effect of exposure on syntactic parsing in Spanish-English bilinguals. *Bilingualism: Language and Cognition*, 10, 101-116.

Gennari & MacDonald. (2009). Linking production and comprehension processes: The case of relative clauses. *Cognition*. 1-23.

****Design and Materials**

Week 5 (2/4)

Verb Subcategorization

Garnsey et al. (1997). The contribution of verb bias & plausibility to the comprehension of temporarily ambiguous sentences. *Journal of Memory and Language*, 37, 58-93.

Dussias & Cramer Scaltz. (2008). Spanish-English L2 speakers' use of subcategorization bias information in the resolution of temporary ambiguity during second language reading. *Acta Psychologica*.

French-Mestre & Pynte (1997). Syntactic ambiguity resolution while reading in second and native languages. *Quarterly Journal of Experimental Psychology*, 50A, 119-148.

****IRB application submission; Stimuli**

Week 6 (2/11)

Filler-Gap Dependencies

Juffs & Harrington (1995).

Dussias & Piñar. (2010).

Felser & Roberts (2007).

****Stimuli and Programming**

Week 7 (2/18)

Prediction

Kaan (2014).

Shook et al. (2015).

Clahsen & Felser. (2006).

****Stimuli & Programming**

Week 8 (2/25)

Agreement

Lim & Christianson. (2015).

Jackson & Dussias (2010).

****Pilot and Testing**

Week 9

SPRING BREAK—CUNY Sentence Processing Conference

Week 10 (3/10)

Gender Agreement

Hopp. (in press).

Grüter et al. (2012).

Keating (2009).

****Testing**

Week 11 (3/17)

Anaphora

Kim, Montrul, Yoon. (2015).

Chamorro, Sorace, Sturt. (2015).

Arnold & Griffin. (2007).

****Analysis and begin write-up**

Week 12 (3/24)

Bilingual lexical interactions

Schwartz & Kroll (2006).

Chambers & Cook (2009).

Van Assche et al. (2013).

****Analysis & Continue Writing**

Week 13 (3/31)

Code-switching

Guzzardo et al. (in press).

Valdes Kroff et al. (in press).

Fricke et al. (in press).

****Writing**

Week 14 (4/7)

Bimodal Bilingual processing

Morford et al. (2011).

Emmorey et al. (2013).

Piñar, Dussias, Morford (2011).

Week 15 (4/14)

Wrap-up

****Final Project due TBD**