



**SPN 4713: Language and Thought**  
Spring 2016

**Instructor: Dr. Jorge Valdés Kroff**  
**Oficina:** 246 Dauer  
**Horas de consulta:** T 10:30am-12:00pm;  
W 2:00-3:00pm

**Reuniones de clase:** T 2-3; R 3  
**Aula:** FLI 119  
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**Presentación del curso:**

¿Cuál es la relación entre lenguaje y pensamiento? ¿Es necesario tener un nombre para un concepto para poder conceptualizarlo? ¿Los hablantes de distintos idiomas perciben el mundo de una manera diferente y filtrada por medio del lenguaje?

El curso tiene como objetivo evaluar la interacción de los procesos lingüísticos con los procesos cognitivos. De tal manera examinaremos los temas principales que proveen la psicolingüística y la cognición encarnada (*embodied cognition*). Abordaremos la percepción de sonidos, espacio, tiempo y color; cómo conceptualizamos tal sentidos por medio del lenguaje; y el efecto del bilingüismo sobre estos procesos. Evaluaremos estos conceptos por medio de fuentes principales de investigación.

**Course pre-requisites:** SPN 3700 Introduction to Hispanic Linguistics. SPN 3700 provides a solid foundation in core linguistic areas (phonetics/phonology, morphology, syntax), which will be necessary for this course.

**Spanish is the official language of the class.** I will do my best to make myself understood while also being sympathetic to Spanish being a second language for most students. I do not expect perfect Spanish, and hence, I expect all students to participate actively in class. Please consult with me during my office hours if you are having any language- and concept-related difficulties.

**Course Readings.** Readings will primarily consist of overview chapters and primary sources (scientific journals). The level of difficulty will vary considerably between readings--some will be rather straightforward and others more technical. I will provide guidelines on what I expect you to get out of the readings. All readings will be provided through Canvas <https://lss.at.ufl.edu/>

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

Attendance and Participation: 10%  
Discussion Questions: 15%  
Quizzes (3): 45%  
Group Presentation 10%  
Final Paper: 20%

Attendance and Participation: Throughout the semester there will be a variety of in-class activities and assignments. These assignments will sometimes be collected in class for an attendance and participation grade. Because we recognize that students may miss class due to illness, job interviews, funerals, etc., students may miss two classes during the semester with no penalty to their grade. Additional absences will affect your attendance and participation grade. Please note that showing up to class is not enough to receive an A for participation. I will be looking for active participation in class (i.e. participation in questions and discussion).

Discussion Questions: Each week, students will submit 2 Discussion questions based on the readings for that week. Discussion questions will be used to as the basis for discussion for Thursday classes. Questions are to be submitted through Canvas by 4pm on Monday.

Quizzes: There will be 3 quizzes given throughout the semester, each covering a section of the course. There will be no final exam.

Group Presentation: During the final two weeks of the semester, the class will present on a topic relevant to the themes we have discussed in class as applied to Spanish (as a first or second language). As we get closer to the end of the semester, we will determine the exact size of the groups and the rubric used for grading.

Final Paper: Students will turn in a research paper exploring further in depth an issue/concept/set of experiments discussed in class. This can be a survey paper or a research proposal. More details will be provided closer to the end of the semester.

Linguistic Research Participation: All students must participate in two linguistic research projects/lectures throughout the semester, which will be announced as they come up. You will be instructed on how to provide proof of participation. Failure to do 2 and provide proof of participation, will result in your final grade being lowered by 2 points for missing 1 and 5 points for missing 2.

### 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

Class activities will consist both of discussion of the topics and of practice in linguistic analysis. Attendance is mandatory and will be taken on a daily basis. You will be allowed two 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>.

Book sources:

Cowles, H. W. (2011). *Psycholinguistics 101*. New York: Springer.

Garman, M. (1995). *Psicolingüística*. Madrid: Visor libros.

Gentner, D., Goldin-Meadow, S. (Eds.) (2003). *Language in Mind*. Cambridge, MA: MIT Press.

## Tentative Class Schedule (Subject to change)

### Week 1 (1/5, 1/7)

What is psycholinguistics? Reading scientific articles.

Cowles, Chapter 1; Parugganan & Hewitt--How to read a scientific article

### Week 2 (1/12, 1/14)

Early language experience and biological mechanisms

Garman, Chapter 2, Sections 2.1, 2.4

Pallier et al. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, 13, 155-161

Snedeker, J., Geren, J., & Shafto, C. Starting over: International adoption as a natural experiment in language development. *Psychological Science*, 18(1), 79-87.

### Week 3 (1/19, 1/21)

\*\*On 1/19 there will be a special guest lecture by Dr. de Prada Pérez

Is language unique to humans?

Ramus, F., Hauser, M. D., Miller, C., Morris, D., & Mehler, J. (2000). Language discrimination by human newborns and cotton-top tamarin monkeys. *Science*, 288, 349-351.

Pollick, A. S., & de Waal, F. B. M. (2007). Ape gestures and language evolution. *PNAS*, 8184-8189.

### Week 4 (1/26, 1/28)

Speech Perception

Garman Chapter 2, Sec 2.2

Werker, J., & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in production and comprehension. *Trends in Cognitive Sciences*, 12, 144- 151.

Sundara, M., Polka, L., & Molnar. (2008). Development of coronal stop perception: Bilingual infants keep pace with their monolingual peers. *Cognition*, 108, 232-242

### Week 5 (2/2, 2/4)

Quiz 1

Linguistic Relativity

Chapter 1 from Pinker, S. (1994). *The Language Instinct*. New York: Harper.

Slobin (1996). From "thought and language" to "thinking for speaking". In *Rethinking linguistic relativity*.

Gentner & Goldin-Meadow, Chapter 1

### Week 6 (2/9, 2/11)

Linguistic Relativity: Lexical and Event Categorization

Gentner & Goldin-Meadow, Chapter 2

Ameel, E., Malt, B., Storms, G., & Van Assche, F. (2009). Semantic convergence in the bilingual lexicon. *Journal of Memory and Language*, 58, 262-285.

Zinszer, B. D., Malt, B., Ameel, E., Li, P. (2014). Native-likeness in second language lexical categorization reflects individual language history and linguistic community norms. *Frontiers in Psychology*, 5, 1-16. doi:10.3389/fpsyg.2014.01203

### **Week 7 (2/16, 2/18)**

Spatial categorization and construal--Path and Manner

Papafragou, A., Hulbert, J., Trueswell, J. (2008). Does language guide event perception? Evidence from eye movements. *Cognition*, 108, 155-184.

Brown, A., & Gullberg, M. (2013). L1-L2 Convergence in clausal packaging in Japanese and English. *Bilingualism: Language and Cognition*, 16, 477-494.

Majid, A., Bowerman, M., Kita, S., Haun, D. B. M., & Levinson, S. C. (2004). Can language restructure cognition? The case for space. *Trend in Cognitive Sciences*, 8(3), 108-114.

### **Week 8 (2/23, 2/25)**

Quiz 2

Co-speech gestures

Kita, S., & Ozyurek, A. (2003). What does cross-linguistic variation in semantic coordination of speech and gesture reveal? *Journal of Memory and Language*, 48(1), 16-32.

Ozsaliskan, S., Lucero, C., & Goldin-Meadow, S. Does language shape silent gesture? (*in press*). *Cognition*.

**Paper proposal due**

### **Week 9**

**SPRING BREAK**

### **Week 10 (3/8, 3/10)**

Numerical cognition

Butterworth et al. (2008). Numerical thought with and without words: Evidence from indigenous Australian children. *Proceedings of the National Academies of Science*, 105, 13179-13184.

Gunderson, E., Spaepen, E., Gibson, D., Goldin-Meadow, S., & Levine, S. (2015). Gesture as a window onto children's number knowledge. *Cognition*, 144, 14-28.

Pica, P. et al. (2005). Exact and approximate arithmetic in an Amazonian Indigene group. *Science*, 306, 499-503.

**Create groups for group presentations—brainstorm on project ideas**

### **Week 11 (3/15, 3/17)**

Time

Boroditsky, L. (2001). Does language shape thought? Mandarin and English speakers' conceptions of time. *Cognitive Psychology*, 43, 1-22.

Núñez, R., & Sweetser, E. (2006). With the future behind them: Convergent evidence from Aymara language and gesture in the crosslinguistic comparison of spatial construals of time. *Cognitive Science*, 30, 401-450.

**Annotated bibliography for paper due**

**Conduct literature search on group project**

### **Week 12 (3/22, 3/24)**

Color

Roberson, D., Davies, I. & Davidoff, J. (2000) Color categories are not universal: Replications and new evidence from a Stone Age culture. *Journal of Experimental Psychology*:

*General*, 129 (3), 369-398.

Thierry, G. et al. (2009). Unconscious effects of language-specific terminology on preattentive color perception. *Proceedings of the National Academy of Sciences*, 106, 4567-4570.

Regier, T., & Kay, P. (2009). Language, thought, and color: Whorf was half right. *Trends in Cognitive Science*. doi: 10.1016/j.tics.2009.07.001

### **Work on Group Projects**

#### **Week 13 (3/29, 3/31)**

Gender

Boutonnet, B., Athanasopoulos, P., & Thierry, G. (2012). Unconscious effects of grammatical gender during object categorisation. *Brain Research*, 1479, 72-79.

Gentner & Goldin-Meadow, Chapter 4

### **Work on Group Projects**

#### **Outline for Final Paper due**

#### **Week 14 (4/5, 4/7)**

Sign language and bimodal bilingualism

Emmorey, K., Borinstein, H., Thompson, R., & Gollan, T. (2008). Bimodal bilingualism. *Bilingualism: Language and Cognition*, 11, 43-61.

Morford, J., Wilkinson, E., Villwock, A, Piñar, P., & Kroll, J. (2011). When deaf signers read English. *Cognition*, 118(2), 282-292.

Senghas, A., Kita, S., Ozyurek, A. (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua, *Science*, 305, 1779-1782.

### **Finalize Group Projects--peer evaluations due**

#### **Week 15 (4/12, 4/14)**

Cognitive effects of bilingualism

Bialystok, E., Craik, F., Green, D., & Gollan, T. (2009). Bilingual minds. *Psychological Science*, 10(3), 89-129.

Kovacs, A., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556-6560.

Schweizer, T., Ware, J., Fischer, C., Craik, F., & Bialystok, E. (2012). Bilingualism as a contributor to cognitive reserve. *Cortex*, 48(8), 991-996.

### **Group Presentations**

#### **Final Paper Due**

#### **Week 16 (4/19)**

#### **Group Presentations**

Dear Spanish and Portuguese Majors:

The UF Board of Trustees has mandated that undergraduate degree programs assess their effectiveness, with the goal of providing feedback that will allow for continual improvement of these programs.

The vehicle for these assessments is the **Academic Learning Compact (ALC)**, which specifies the skills that majors are expected to achieve. These skills are called **Student Learning Outcomes (SLOs)**. The Spanish and Portuguese SLOs are explained below, and can also be found online: <http://www.spanishandportuguese.ufl.edu>.

1. **Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish/Portuguese.**
2. **Competence in written Spanish/Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.**
3. **Communicative competence in spoken Spanish/Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.**

The ALC process requires departments to assess and report on the skills achieved by each of their majors. To be certified for graduation with a Spanish or Portuguese major, students must undergo **Individual Student Assessments (ISAs)**, i.e. must fulfill the following

1. *Satisfy the Florida statutes for the College-Level Academic Skills Requirement*
2. *Complete requirements for the baccalaureate degree, as determined by faculty*
3. *Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (the text analyzed and the analysis will be in Spanish/Portuguese) and an oral presentation and discussion conducted in Spanish/Portuguese.*

Starting in Fall 2010, all Spanish/Portuguese majors who plan to graduate in Fall 2010 or Spring 2011 will be required to complete the third ISA in one 4000-level course (excluding SPN 4420, SPN 4314, and POR 4420). Since this ISA must be completed only once, students must choose the course in which they plan to satisfy this requirement and inform the course instructor by the end of the third week of classes. The instructor will incorporate the ISA into the students' syllabus and grade calculation.

Results of the ISA will be analyzed and used by department faculty to determine how we might change our programs to enhance student performance. We look forward to working with you this semester as we implement this new program.

Fill out, detach and give the following to the instructor of the 4000-level course in which you choose to complete ISA #3.

I, \_\_\_\_\_, will satisfy my ALC requirement as follows:

Print name

\_\_\_\_\_

Course	Section	Term	Instructor
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\_\_\_\_\_

Signature

\_\_\_\_\_

Date