ADVANCED PSYCHOLINGUISTICS
LIN 6707-17470
SYLLABUS - FALL Semester 2019

Classroom & time: MWF (9:35-10:25am);
MAT 4

Course website: elearning.ufl.edu

Instructor: Dr. Edith Kaan
Office: 4127 Turlington Hall;
E-mail: kaan@ufl.edu; Phone: 352 294 7453 (leave a message)

Office Hours: M 11:45-12:35, and by appointment

Course description:

The goal of this course is to provide an up-to-date introduction of the study of psycholinguistics, the discipline that stands at the crossroads of linguistics, psychology and neuroscience. It investigates and describes the mental processes involved in the acquisition, production and comprehension of language. It seeks answers to such questions as: How do we produce, perceive and recognize spoken and written language? How do we acquire language(s)? How is linguistic knowledge represented, structured and stored in our mind and brain, and how is it utilized in the real-time processing of language?

Objectives:
On completion of this course, students should:
• be familiar with experimental and analytical techniques that have been used in psycholinguistic research and be able to apply them to their own research interests
• be well-informed on the current state of our understanding of language processing

Assignments:
Your grades will be based on: on paper presentations (20 %), active participation in class, class activities, and timely postings of discussion questions (10 %); three critical summaries (30 %), and a final written assignment (40 %).

    Paper presentations:
- Approximately 15 minutes; depending on enrollment, you may be asked to present a paper together with somebody or present more than one paper over the entire course.
- Powerpoint or pdf, email this to yourself, or put it on dropbox or a memory key
- Last slide has points for discussion, including questions from classmates (see below)
- Will be followed by a 10-15 minute group discussion
- Mail a copy of your slides to kaan@ufl.edu before or right after class.
- Please do not hesitate to contact Dr. Kaan if you have questions when preparing your presentation

    Active participation:

- Contributing to discussion and exercises in class, having read the background chapters in the textbook, and discussion papers
- For each paper indicated on the Canvas "Discussion" website (these can be discussion as well as background papers), posting at least one critical question/discussion point by 8pm the night before the discussion in class (preferably sooner).

Summaries:
- Three summaries, each on a different topic, as listed on elearning.
- For each of these topics: write a summary of a peer-reviewed journal article that reports an **original study** related to the topic, and that elaborates upon what has been addressed in class or in the relevant chapters in the textbook. Please do **not** select overview papers, unpublished materials, or theses, and do **not** select any of the discussion papers listed on the reading list.
- Summaries should contain: (1) an introduction to the theoretical background, summarizing the relevant parts of the Traxler book or other papers or issues addressed in class; clearly indicate how the present study fits in and contributes to the issue; (2) a brief description of the goals, methods, results, and authors' interpretation of the data; (3) a critical assessment of the methods and of the academic and wider impacts of the study. More detailed instructions are available on the course website.
- Summaries should be about 2-4 double-spaced pages long, excluding references
- To be handed in through Canvas, deadlines: see Canvas and schedule below

Final written assignment:
- About 15 pages long, double spaced, including references
- APA formatting
- Structured like a grant proposal
- Contains an overview of the literature on a selected psycholinguistic topic
- Contains a proposal for a new, original experiment using the psycholinguistic methods discussed in class to investigate language processing.
- Deadlines for topic selection, paper submission and revised paper submission (with response to comments)s, see below.
- Students will give a brief presentation of their proposals in the last weeks of classes

Grading:

A = 90-100	B = 80-83.9	C = 70-73.9	D = 60-63.9
A- = 87-89.9	B- = 77-79.9	C- = 67-69.9	D- = 57-59.9
B+ = 84-86.9	C+ = 74-76.9	D+ = 64-66.9	E = < 56

For UF grading policies for assigning grade points, see:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020.

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

- 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.
- 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: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance
- 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 exams, make-up assignments or extensions of deadlines without a documented medical or academic excuse. Missing homework will be graded as "0".
- If you *miss more than 10 minutes of more than three 50-minute class periods* without a documented medical or academic excuse, you will receive a warning. If your absences continue, the instructor reserves the right to prohibit further attendance or subtract points from your grade. See: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.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 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 https://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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-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 suppor**t, 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.

 Readings
- Matt Traxler (2011) Introduction to Psycholinguistics: Understanding Language Science. Wiley. ISBN 978-1-4051-9862-2
- Journal articles (see below). These readings can be obtained through uflib or through the Canvas course page on UF's e-Learning system: elearning.ufl.edu. All readings are required and need to be read before the beginning of the class period in which they will be discussed.
NOTE: READINGS AND SCHEDULE BELOW ARE SUBJECT TO CHANGE!

Overview of the course, Fall 2019 <mark>(subject to change!)</mark> Discussion readings in bold. Those marked with * will be presented by students (TBA)

Week/ date	Topic	Assignments	Readings
1 –*Aug 21/23*		"Getting to know you"	Syllabus, Traxler Ch. 1
2– *Aug 26/28/ 30*	Intro, concepts, methods		Chapter 2 of Cowles, HW 2011. *Psycholinguistics 101,* New York, NY, Springer (pdf on course reserves). Modularity of Mind, entry in the Stanford Encyclopedia of Philosophy, https://plato.stanford.edu/entries/modularity-mind/
3– *Sept 4/6*	No class M Production and speech perception	Make presentation schedule	Traxler Ch. 2, Ch 9. p 325-344 ***Abrams, L, Trunk, DL and Merrill, LA (2007) Why a superman cannot help a tsunami: Activation of grammatical class influences resolution of young and older adults' tip-of-the-tongue states. *Psychology and Aging,* 22: 835-845.**
4– *Sept 9/11/1 3*	Lexicon		Traxler Ch. 3, 11 ***Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: Partial activation of an irrelevant lexicon. *Psychological Science, 10*(3), 281-284. doi: 10.2307/40063426**
5– *Sept 16/18/ 20*	Sentence processing	Summary 1 due	Traxler Ch. 4, 13 ***Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of Visual and Linguistic Information in Spoken Language Comprehension. *Science, 268*(5217), 1632-1634. doi:10.2307/2888637**
6– *Sept 23/25/ 27*	Good enough processing		***Swets, B., Desmet, T., Clifton, C., & Ferreira, F. (2008). Underspecification of syntactic ambiguities: Evidence from self-paced reading. *Memory & Cognition, 36*(1), 201-216. doi:10.3758/MC.36.1.201**
7– *Sept 30/Oct 2*	Predictive processing No class F	Topic final project due	Traxler ch. 12 ***Lieberman, AM, Borovsky, A and Mayberry, RI (2018) Prediction in a visual language: real-time sentence processing in American Sign Language across development. *Language, Cognition and Neuroscience,* 33: 387-401. (pdf through course reserves)**
8– *Oct 7/9/11*	L2 sentence processing		***Hopp, H (2015) Semantics and morphosyntax in predictive L2 sentence processing. *International Review of Applied Linguistics in Language Teaching,* 53: 277-306. (pdf on course reserves)**

Week/Date	Topic	Due	Readings
9– *Oct 14/16/ 18*	Working memory and Cognitive control	Outline of paper due	***Hsu, N. S., & Novick, J. M. (2016). Dynamic Engagement of Cognitive Control Modulates Recovery From Misinterpretation During Real-Time Language Processing.** ***Psychological Science (0956-7976),*** **27(4),** 572-582. **doi:10.1177/0956797615625223**
10– *Oct21/ 23/25*	Priming and adaptation	Summary 2 due	***Fine, A. B., Jaeger, T. F., Farmer, T. A., & Qian, T. (2013). Rapid expectation adaptation during syntactic comprehension.** ***PLoS ONE, 8*(10),** 1-18. **doi:10.1371/journal.pone.0077661**
11– Oct 28/30/ *Nov1*	Discourse, Reference and dialogue		Traxler Ch. 5, 6, 8 ***Vogels, J, Howcroft, DM, Tourtouri, E and Demberg, V (2019) How speakers adapt object descriptions to listeners under load.** *Language, Cognition and Neuroscience*: **1-15.**
12– *Nov 4/6/8*	No class M Social dynamics		***Rüschemeyer, S.-A., Gardner, T., & Stoner, C. (2015). The Social N400 effect: how the presence of other listeners affects language comprehension.** *Psychonomic Bulletin & Review, 22*(1), 128-134. doi:10.3758/s13423-014-0654-x
13– *Nov 13/15*	Embodiment	Paper due	Traxler Ch. 7 ***Bergen, B and Wheeler, K (2010) Grammatical aspect and mental simulation.** *Brain and Language,* **112: 150-158.**
14– *Nov18/ 20/22*	Learning		Traxler Ch. 9 ***Gómez, R. L. (2002). Variability and Detection of Invariant Structure.** *Psychological Science (0956-7976), 13*(5), 431-436.
15– *Nov 25*	The new psycholinguistics NO CLASS WF		**Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers.** *Cognition, 177*, 263-277. **doi:https://doi.org/10.1016/j.cognition.2018.04.007**
16– *Dec2/ 4*	*Presentations & wrap up*	*Presentations* Summary 3 due Instructor evaluations. Revision of paper due Dec 11	