

**LING 5328: Psycholinguistics
Fall 2015**

Instructor: Jeffrey Witzel

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Office Hours: Wednesday 3-4PM

Section Information: LING 5328-001

Time and Place of Class Meetings: Tuesday, Thursday 2:00PM - 3:20PM, TH 20

Description of Course Content: This course will introduce students to psycholinguistics, or the study of the cognitive processes involved in the acquisition, comprehension, and production of language. The class will focus mainly on language perception and production by native speakers, but will also address issues related to bilingual/second language processing.

Student Learning Outcomes:

After successfully completing this course, students should be able to

- 1) understand major topics in the field of psycholinguistics;
- 2) discuss and critique the primary literature on these topics;
- 3) develop testable psycholinguistic research questions based on this literature;
- 4) understand the experimental techniques used to investigate psycholinguistic questions;
- 5) create psycholinguistic experiments using DMDX;
- 6) design, run, and report on a psycholinguistic experiment.

Required Textbook and Other Course Materials: All materials will be posted on the Blackboard site (<https://elearn.uta.edu/webapps/login/>) for the course. You are responsible for checking this site regularly to access (among other things) class notes, updates, assignments, and grades as well as the course Discussion Board.

Descriptions of Major Assignments and Examinations:

- Article presentations (2): during weeks 3-12, depending on the topic you choose
- Reading comments/questions (6): uploaded no later than the night before the associated article presentation
- Experiment project: see the detailed description below

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have decided to factor attendance into your grade as described under "course engagement" below.

Grading: Your grade on each component of the class will be determined on the basis of the percentage of points earned to points possible: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F. Your final grade will be determined in the same fashion but taking into account the weightings listed below:

Course engagement	10%
Article presentations	20%
Reading comments/questions	10%
Experiment project	60%
Article summary and research question	7.5%
Excel sheet with the items for the experiment	7.5%
.rtf file for DMDX experiment	7.5%
Method section	7.5%
Presentation	10%
Final paper	20%

Course engagement. Attend all classes (and show up on time) and participate in class discussion/activities. You will lose participation points if you are late or absent from class.

Article presentations. Twice during the class you will present on an article (~20 minutes) and lead class discussion related to it (~10 minutes). Your article should relate to the topic of interest for the week and should report primary data (i.e., no literature reviews). In these presentations, you should minimally provide (a) the complete bibliographical reference (in APA format) for the article, (b) the general question(s) examined, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique. You should also do your best to address the questions raised by your classmates on the Blackboard Discussion Board. A sign-up sheet for these presentations will be posted online. Please submit your e-article to me early enough so that you can get approval and so that it can be uploaded onto the Blackboard site at least one week prior to your presentation.

Reading comments/questions. You should endeavor to read all of the articles that will be presented by your classmates. In advance of (at least) six of these presentations, you should read the relevant article carefully and come up with 2-3 substantive comments/questions. These comments/questions should be posted on the Blackboard Discussion Board no later than 5pm on the day before the associated presentation.

Experiment project. You will design, conduct, and report on a psycholinguistic experiment (with help from me and your classmates). These projects can be done individually, as pairs, or in small groups. Details about this project will be provided throughout the course. In order to help you complete this project, you will create (i) a summary of a peer-reviewed article with your research question(s), (ii) an excel sheet with the items for your experiment, (iii) an .rtf file that will run the experiment on DMDX, (iv) a method section, (v) a presentation of your project, and (viii) a final paper. (Also, if you have not already done so, you should complete your human subjects protection program training.) Please upload all of your assignments onto the course Blackboard site by 7pm on the due date, unless otherwise specified. Note that in the past, this course project has sometimes led to conference presentations and journal publications. The due dates for this project are as follows:

- 9/24: Submit a summary of a peer-reviewed article and your research question(s)
- 10/22: Submit an excel sheet with the items for your experiment
- 11/5: Submit an .rtf file that will run your experiment on DMDX
- 11/12: Submit the Method section for your experiment
- 12/1, 12/3, or 12/8: Presentation of your project
- 12/17: Submit your final paper (no longer than 20 pages, double spaced, in APA format)

Projected Course Schedule:

Week 1 (8/27) – introduction

- Appendix from.... Fernandez, E.M., & Cairns, H.S. (2011). *Fundamentals of psycholinguistics*. West Sussex: Wiley-Blackwell.
- Gibson, E., & Fedorenko, E. (2010). Weak quantitative standards in linguistics research. *Trends in Cognitive Science*, 14, 233-234.

Week 2a (9/1) – linguistics and psycholinguistics

Week 2b (9/3) – DMDX and experimental design crash course

Week 3a (9/8) – speech perception

- Fowler, C.A., & Magnuson, J.S. (2012). Speech perception. In M. Spivey, M. Joanisse, & K. McRae (Eds.), *Cambridge handbook of psycholinguistics* (pp. 3-25). Cambridge: Cambridge University Press.
- Liberman, A.M, Harris, K.S., Hoffmann, H.S., & Griffith, B.C. (1957). The discrimination of speech sounds within and across phoneme boundaries. *Journal of Experimental Psychology*, 54, 358-368.
- Pisoni, D.B., & Tash, J. (1974). Reaction times to comparisons within and across phonetic categories. *Perception & Psychophysics*, 15, 285-290.
- Massaro, D.W., & Cohen, M.M. (1983). Evaluation and integration of visual and auditory information in speech perception. *Journal of Experimental Psychology: Human Perception and Performance*, 9, 753-771.
- Warren, R.M. (1970). Perceptual restoration of missing speech sounds. *Science*, 167, 392-393.
- Remez, R.E., Rubin, P.E., Pisoni, D.B., & Carrell, T.D. (1981). Speech perception without traditional speech cues. *Science*, 212, 947-950.

Week 3b (9/10) – speech perception / spoken word recognition

- McQueen, J.M. (2007). Eight questions about spoken word recognition. In M.G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 37-53). Oxford: Oxford University Press.

Week 4a (9/15) – speech perception / spoken word recognition

- Pisoni, D.B., & Levi, S.V. (2007). Representations and representational specificity in speech perception and spoken word recognition. In M.G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 3-18). Oxford: Oxford University Press.

Week 4b (9/17) – visual word recognition

- Cortese, M.J., & Balota, D.A. (2012). Visual word recognition in skilled adult readers. In M. Spivey, M. Joanisse, & K. McRae (Eds.), *Cambridge handbook of psycholinguistics* (pp. 159-185). Cambridge: Cambridge University Press.
- Caramazza, A., & Hillis, A.E. (1990). Spatial representation of words in the brain implied by studies of a unilateral neglect patient. *Nature*, 346, 267-269.

Week 5a (9/22) – masked priming

- Forster, K. I. (1999). The microgenesis of priming effects in lexical access. *Brain and Language*, 68, 5-15.
- Forster, K. I. (2009). The intervenor effect in masked priming: How does masked priming survive across an intervening word. *Journal of Memory and Language*, 60, 36-49.

Week 5b (9/24) – lexical access / morphological representations

- Diependaele, K., Grainger, J., & Sandra, D. (2012). Derivational morphology and skilled reading. In M. Spivey, M. Joanisse, & K. McRae (Eds.), *Cambridge handbook of psycholinguistics* (pp. 311-332). Cambridge: Cambridge University Press.
- Rastle, K., Davis, M.H., & New, B. (2004). The broth in my brother's brothel: Morpho-orthographic segmentation in visual word recognition. *Psychonomic Bulletin & Review*, 11, 1090-1098.
➔ Article summary/research question(s) due

Week 6a (9/29) – lexical access / access to sound and meaning information

- Ferrand, L., & Grainger, J. (1994). Effects of orthography are independent of phonology in masked form priming. *The Quarterly Journal of Experimental Psychology*, 47, 365-382.
- Frost, R., Forster, K.I., & Deutsch, A. (1997). What can we learn from the morphology of Hebrew? A masked-priming investigation of morphological representation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 23, 829-856.
- Perea, M., & Gotor, A. (1997). Associative and semantic priming effects occur at very short stimulus-onset asynchronies in lexical decision and naming. *Cognition*, 62, 223-240.

Week 6b (10/1) – bilingual lexical access

- Gollan, T.H., Forster, K.I., & Frost, R. (1997). Translation priming with different scripts: Masked priming with cognates and noncognates in Hebrew-English bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 23, 1122-1139.

Week 7a (10/6) – sentence processing

- van Gompel, R.P.G., & Pickering, M.J. (2007). Syntactic parsing. In M.G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 289-307). Oxford: Oxford University Press.

Week 7b (10/8) – sentence processing (structural ambiguity resolution)

- Clifton, C., Traxler, M. J., Mohamed, M. T., Williams, R. S., Morris, R. K., & Rayner, K. (2003). The use of thematic role information in parsing: Syntactic processing autonomy revisited. *Journal of Memory and Language*, 49, 317-334.

Week 8a (10/13) – sentence processing (complex sentences)

- Stowe, L.A. (1986). Parsing WH-constructions: Evidence for on-line gap location. *Language and Cognitive Processes*, 1, 227-245.

Week 8b (10/15) – sentence processing (complex sentences)

- Staub, A. (2010). Eye movements and processing difficulty in object relative clauses. *Cognition*, 116, 71-86.
➔ Items/excel sheet due

Week 9a (10/20) – sentence processing (complex sentences)

- Wagers, M.W., Lau, E.F., Phillips, C. (2009). Agreement attraction in comprehension: Representations and processes. *Journal of Memory and Language*, 61, 206-237.

Week 9b (10/22) – sentence processing (reference processing)

- Nicol, J. & Swinney, D. (1989). The role of structure in coreference assignment during sentence comprehension. *Journal of Psycholinguistic Research*, 18, 5-19.
- Sturt, P. (2003). The time-course of the application of binding constraints in reference resolution. *Journal of Memory and Language*, 48, 542-562.

- Kazanina, N., Lau, E.F., Lieberman, M., Yoshida, M., & Phillips, C. (2007). The effect of syntactic constraints on the processing of backwards anaphora. *Journal of Memory and Language*, 56, 384-409.

Week 10a (10/27) – L2 sentence processing

- Marinis, T., Roberts, L., Felser, C., & Clahsen, H. (2005). Gaps in second language sentence processing. *Studies in Second Language Acquisition*, 27, 53-78.

Week 10b (10/29) – DMDX workshop

Week 11a (11/3) – speech errors and language production models

- Fromkin, V.A. (1971). The non-anomalous nature of anomalous utterances. *Language*, 47, 27-52.

Week 11b (11/5) – speech errors and language production models

- Badecker, W., Miozzo, M., & Zanuttini, R. (1995). The two-stage model of lexical retrieval: Evidence from a case of anomia with selective preservation of grammatical gender. *Cognition*, 57, 193-216.
→ DMDX .rtf file due

Week 12a (11/10) – language production: experimental investigations

- Schriefers, H., Meyer, A.S., & Levelt, W.J.M. (1990). Exploring the time course of lexical access in language production: Picture-word interference studies. *Journal of Memory and Language*, 29, 86-102.

Week 12b (11/12) – language production: experimental investigations

- Bock, J. K. (1986) Syntactic persistence in language production. *Cognitive Psychology*, 18, 355-387.
→ Method section due

Week 13a (11/17) – experiment workshop

Week 13b (11/19) – analysis workshop

Week 14a (11/24) – optional class

Week 14b (11/26) – No class / Thanksgiving!

Week 15a (12/1) – final presentations

Week 15b (12/3) – final presentations

Week 16 (12/8) – final presentations

Other important dates: 9/14 Census Day, 11/4 Last day to drop classes

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Jeffrey Witzel.

Late Submission of Assignments: Late assignments may be accepted (at the instructor's discretion) but with a grade penalty. Assignments that are submitted late are unlikely to be returned to you in a timely manner, and they will not receive the same amount of feedback as an assignment handed in on time.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the

Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located immediately in front of you as you exit the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk-in **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: Jody Bailey (jbailey@uta.edu)