

**LING 5328: Psycholinguistics
Spring 2019**

Instructor: Jeffrey Witzel

Office Number: Hammond Hall 129

Office Telephone Number: (817) 272-5333

Email Address: jeffrey.witzel@uta.edu

Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/6135>

Office Hours: Wednesday 1-2PM or by appointment

Section Information: LING 5328-001

Time and Place of Class Meetings: Monday, Wednesday 2:30PM - 3:50PM, TH118

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 sentence comprehension by native speakers, but will also occasionally address issues related to bilingual/second language processing.

Student Learning Outcomes:

After successfully completing this course, students will 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 research questions based on this literature;
- 4) understand the experimental methods used to investigate questions in psycholinguistics;
- 5) create (and report on) a research design for a psycholinguistics 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, and grades as well as the course Discussion Board.

Descriptions of Major Assignments and Examinations:

- Article presentations (2): during weeks 2-14, depending on the topic you choose
- Reading comments/questions (20): uploaded no later than the night before class
- Experiment design project: see the description below

Article presentations. In most classes, we will focus our discussion on a target article. You will lead class discussion on these articles twice during the semester. Your discussion should minimally include the following: (a) the complete bibliographical reference (in APA format) for the article, (b) the general question(s) that were examined as well as necessary background information in order to understand why these questions are important/interesting, (c) the hypotheses that were tested (with reference to sample items and specific predictions with respect to these items), (d) a summary of the methodological details (e.g., # of subjects, materials/design specifications, procedure, etc.), (e) a summary of the key findings (i.e., the findings that relate directly to the research question(s) that were examined), (f) a discussion how these findings answer (or fail to answer!) the research questions, and (f) your comments/questions/criticisms. You should also do your best to address the comments/questions/criticisms raised by your classmates on the Blackboard Discussion Board. In

order to support this discussion, you should provide a handout that outlines your discussion points. A sign-up sheet for these presentations will be posted on Blackboard.

Reading comments/questions. You should endeavor to read all of the target articles that we will discuss in class. In advance of most of these discussions (20 in total), you should read the target article carefully and come up with (~1-3) substantive comments/questions/criticisms. These comments/questions/criticisms should be posted on the Blackboard Discussion Board no later than 5pm on the day before the associated class.

Experiment design project. You will create and report on a design for a psycholinguistics 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. This project will be broken down into the following parts: (i) a brief literature review in which you motivate a specific set of research question(s), (ii) a complete list of items for your experiment, (iii) a Method section for your experiment, (v) a presentation of your design, and (viii) a final paper. Please upload all of your assignments onto the course Blackboard site, unless otherwise specified. The due dates for this project are as follows:

- 2/25: Submit your literature review and research question(s)
- 4/1: Submit the complete list of items for your experiment
- 4/8 Submit the Method section for your experiment
- 4/22, 4/24, 4/29, 5/1: Project presentations (~15 minutes, with ~10 minutes for questions)
- 5/8: Submit your final paper (no longer than 20 pages, double spaced, in APA format)

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:

Article presentations	20%
Reading comments/questions	20%
Experiment design project	60%
Literature review / research questions	10%
Items for the experiment	10%
Method section	10%
Presentation	10%
Final paper	20%

Late Submission of Assignments: Assignments are due on the day listed on the schedule, and no later, unless you make arrangements with the instructor prior to the due date. Late assignments may be accepted (at the instructor's discretion), but with a grade penalty. These assignments 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.

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. *In this class, attendance is required. Points will be deducted from your final grade for each unexcused absence.* While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of

the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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://web.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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *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.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Active Shooter/Threat Resources: Information on what to do in the event of an active shooter/threat, please see the following website: <https://police.uta.edu/crime-prevention/active-shooter-resources.php>.

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: For semester-long courses, 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. 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: UT 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 IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

COURSE SCHEDULE

WEEK_1A 1/14 INTRODUCTION / SYLLABUS

WEEK_1B 1/16 SENTENCE PROCESSING INTRO

WEEK_2A 1/21 **MLK DAY (NO CLASS)**

WEEK_2B 1/23 READING-TIME METHODS

Grodner, D.J., & Gibson, E.A.F. (2005). Consequences of the serial nature of linguistic input for sentential complexity. *Cognitive Science*, 29, 261-291.

Staub, A. (2010). Eye movements and processing difficulty in object relative clauses. *Cognition*, 116, 71-86.

WEEK_3A 1/28 ERP METHODS

Hanulíková, A., van Alphen, P.M., van Goch, M.M., & Weber, A. (2012). When one person's mistake is another's standard usage: The effect of foreign accent on syntactic processing. *Journal of Cognitive Neuroscience*, 24, 878-887.

WEEK_3B 1/30 ERP METHODS

Gouvea, A.C., Phillips, C., Kazanina, N., & Poeppel, D. (2010). The linguistic processes underlying the P600. *Language and Cognitive Processes*, 25, 149-188.

WEEK_4A 2/4 SYNTAX-FIRST SENTENCE PROCESSING

Rayner, K., Carlson, M., & Frazier, L. (1983). The interaction of syntax and semantics during sentence processing: Eye movements in the analysis of semantically biased sentences. *Journal of Verbal Learning and Verbal Behavior*, 22, 358-374.

WEEK_4B 2/6 CONSTRAINT-BASED SENTENCE PROCESSING

Garnsey, S.M., Pearlmutter, N.J., Myers, E., & Lotocky, M.A. (1997). The contributions of verb bias and plausibility to the comprehension of temporarily ambiguous sentences. *Journal of Memory and Language*, 37, 58-93.

WEEK_5A 2/11 CONSTRAINT-BASED SENTENCE PROCESSING

Trueswell, J.C., Tanenhaus, M.K., & Garnsey, S.M. (1994). Semantic influences on parsing: Use of thematic role information in syntactic disambiguation. *Journal of Memory and Language*, 33, 285-318.

WEEK_5B 2/13 CHALLENGES TO CONSTRAINT-BASED MODELS

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_6A 2/18 ALTERNATIVES TO SYNTAX-FIRST AND CONSTRAINT-BASED MODELS

van Gompel, R.P.G., Pickering, M.J., Pearson, J., & Liversedge, S.P. (2005). Evidence against competition during syntactic ambiguity resolution, *Journal of Memory and Language*, 52, 284-307.

WEEK_6B 2/20 CONTEXT AND SENTENCE PROCESSING

van Berkum, J.J.A., Brown, C.M., & Hagoort, P. (1999). Early referential context effects in sentence processing: Evidence from event-related brain potentials. *Journal of Memory and Language*, 41, 147-182.

WEEK_7A 2/25 'GOOD ENOUGH' PROCESSING

Christianson, K., Hollingworth, A., Halliwell, J. F., & Ferreira, F. (2001). Thematic roles assigned along the garden path linger. *Cognitive Psychology*, 42, 368–407.

WEEK_7B 2/27 'GOOD ENOUGH' PROCESSING

Slattery, T.J., Sturt, P., Christianson, K., Yoshida, M., & Ferreira, F. (2013). Lingering misinterpretations of garden path sentences arise from competing syntactic representations. *Journal of Memory and Language*, 69, 104-120.

WEEK_8A 3/4 PROCESSING WH-DEPENDENCIES

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

WEEK_8B 3/6 PROCESSING WH-DEPENDENCIES

Traxler, M.J., & Pickering, M. J. (1996). Plausibility and the processing of unbounded dependencies: an eye-tracking study. *Journal of Memory and Language*, 35, 454–475.

WEEK_9A 3/11 **SPRING BREAK (NO CLASS)**

WEEK_9B 3/13 **SPRING BREAK (NO CLASS)**

WEEK_10A 3/18 PROCESSING WH-DEPENDENCIES

Phillips, C. (2006). The real-time status of island phenomena. *Language*, 82, 795-823.

WEEK_10B 3/20 PROCESSING WH-DEPENDENCIES

Hofmeister, P., & Sag, I.A. (2010). Cognitive constraints and island effects. *Language*, 86, 366-415.

WEEK_11A 3/25 SUBJECT-VERB AGREEMENT PROCESSING

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_11B 3/27 REFERENCE PROCESSING (REFLEXIVES)

Sturt, P. (2003). The time-course of the application of binding constraints in reference resolution. *Journal of Memory and Language*, 48, 542–562.

WEEK_12A 4/1 REFERENCE PROCESSING (PRONOUNS)

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_12B 4/3 SUBJECT-VERB AGREEMENT AND REFERENCE PROCESSING

Dillon, B., Mishler, A., Sloggett, S., & Phillips, C. (2013). Contrasting interference profiles for agreement and anaphora: Experimental and modeling evidence. *Journal of Memory and Language*, 69, 85-103.

WEEK_13A 4/8 SEMANTICS AND SENTENCE PROCESSING

Xiang, M., Dillon, B., & Phillips, C. (2009). Illusory licensing effects across dependency types: ERP evidence. *Brain and Language*, 108, 40–55.

WEEK_13B 4/10 PRAGMATICS AND SENTENCE PROCESSING

Jouravlev, O., Stearns, L., Bergen, L., Eddy, M., Gibson, E., & Fedorenko, E. (2016). Processing temporal presuppositions: An event-related potential study. *Language, Cognition and Neuroscience*, 31, 1245-1256.

WEEK_14A 4/15 PREDICTION DURING SENTENCE PROCESSING

Lau, E., Stroud, C., Plesch, S., & Phillips, C. (2006). The role of structural prediction in rapid syntactic analysis. *Brain and Language*, 98, 74–88.

WEEK_14B 4/17 PREDICTION DURING SENTENCE PROCESSING

Ito, A., Corley, M., Pickering, M.J., Martin, A., & Nieuwland, M.S. (2016). Predicting form and meaning: Evidence from brain potentials. *Journal of Memory and Language*, 86, 157-171.

WEEK_15A 4/22 FINAL PRESENTATIONS

WEEK_15B 4/24 FINAL PRESENTATIONS

WEEK_16A 4/29 FINAL PRESENTATIONS

WEEK_16B 5/1 FINAL PRESENTATIONS

Other important dates: 1/30 Census Day, 3/29 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.