

LING 4389.001: Topics in Linguistics (Psycholinguistics)
Fall 2013

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Office Hours: Wednesday 3:00-5:00pm or by appointment

Section Information: Ling 4389 section 001

Time and Place of Class Meetings: Wednesday 5:30-8:20pm Trimble Hall 01

Description of Course Content: This course will introduce you 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. You will learn about major topics in these areas, read and report on primary literature related to these topics, gain hands-on experience in a number of different experimental methods, and design and run a small-scale psycholinguistics research project.

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 Textbooks and Other Course Materials: The textbook listed below is necessary for this course. Most weeks you will complete a textbook reading in preparation for class discussion and activities. The book is available online as well as in the campus bookstore.

Fernandez, E.M., & Cairns, H.S. (2011). *Fundamentals of psycholinguistics*. West Sussex: Wiley-Blackwell. [ISBN# 9781405191470]

Additional materials will be posted on the Blackboard site (<https://elearn.uta.edu/webapps/login/>) for the course. You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, assignments, and additional readings.

Descriptions of major assignments and examinations:

PROJECT (80%): You will design, conduct, and report on a psycholinguistic experiment (with help from the instructor 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 finish this project, you will turn in (i) a summary of a peer-reviewed article with your research question; (ii) the date on which you completed human subjects protection training; (iii) an excel sheet with the items for your experiment; (iv) an rtf file that will run the experiment on DMDX; (v) a method section; (vi) a short report of your findings; (vii) a presentation of your project; and (viii) a final paper. Please upload all of your assignments onto the course Blackboard site by 5pm on the due date, unless otherwise specified. Note that in the past, this course project has sometimes led to conference presentations and journal publications.

Attendance: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. More than one (unexcused) absence will negatively affect your grade.

Other Requirements: Prerequisite: LING 3311 *Introduction to Linguistic Science: Descriptive Linguistics*

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Your final grade will be calculated as follows:

80%	Project
	This includes—
5%	Human Subjects Protection Training
10%	A summary of a peer-reviewed article and a research question
10%	Excel sheet with the items for the experiment
10%	Rtf file for DMDX experiment
10%	Method section
10%	Short report of your findings
10%	Presentation of your project
15%	Final paper
20%	Class participation

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://wweb.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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.

Academic Integrity: Students enrolled in this course 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.

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 www.uta.edu/resources.

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 to your right and up the stairs. 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 handicapped individuals.

Electronic Devices: Please turn off and keep off all pagers, electronic games, MP3 and CD players, and cell phones. If you are using a laptop, please use it only for course related matters; failure to do so will negatively affect your participation grade.

Late Submission of Assignments: Turn in all assignments on time. Late assignments are not accepted.

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

Course Schedule.

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. –Naoko Witzel

DUE DATES:

9/25 – Submit a summary of a peer-reviewed article and your research question

10/23 – Submit an excel sheet with items for your experiment; email the instructor with the date you completed Human Subjects Protection Training

11/6 – Submit an rtf file which will run your experiment on DMDX

11/13 – Submit the Method section for your experiment

11/27 – Submit a short report of your findings

12/4 – Presentation of your project

12/11 – Submit the final paper

OUTLINE OF TOPICS & READING ASSIGNMENTS

WEEK 1 (8/28) / *Introduction / Research Methods*

- F&C Appendix
- Gibson, E., & Fedorenko, E. (2010). Weak quantitative standards in linguistics research. *Trends in Cognitive Science*, 14, 233-234.

WEEK 2 (9/4) / *Linguistics and Psycholinguistics*

- F&C Chapters 1 and 2

WEEK 3 (9/11) / *Speech Perception: Perception of phonetic segments and beyond a single segment*

- F&C Chapter 6 (pp. 170-186)
- Borsky, S., Tuller, B., & Shapiro, L. P. (1998). "How to milk a coat": The effects of semantic and acoustic information on phoneme categorization. *Journal of Acoustical Society of America*, 103, 2670-2676.

WEEK 4 (9/18) / *Speech Perception: Spoken word recognition*

- Gaskell, M. G., & Marslen-Wilson, W. D. (2001). Lexical ambiguity resolution and spoken word recognition: Bridging the gap. *Journal of Memory and Language*, 44, 325-349.
- Palmeri, T. J., Goldinger, S. D., & Pisoni, D. B. (1993). Episodic encoding of voice attributes and recognition memory for spoken words. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 19, 309-328.

WEEK 5 (9/25) / *Lexical Access: Visual word recognition*

- F&C Chapter 6 (pp. 187-202)
- Witzel, N., Qiao, X., & Forster, K. I. (2011). Transposed letter priming with horizontal and vertical text in Japanese and English readers. *Journal of Experimental Psychology: Human Perception and Performance*, 37, 914-920.
- **Submit a summary of a peer-reviewed article and your research question**

WEEK 6 (10/2) / *Creating Experiments: A DMDX crash course*

WEEK 7 (10/9) / *Lexical Access: Masked priming*

- Forster, K. I. (1999). The microgenesis of priming effects in lexical access. *Brain and Language*, 68, 5-15.

WEEK 8 (10/16) / *Sentence Processing: Models of syntactic processing*

- F&C Chapter 7
- Garrett, M. F. (1990). Sentence processing. In D. N. Osherson & H. Lasnik (Eds.), *Language: An invitation to cognitive science*, Vol. 1. (pp. 133-175). Cambridge, MA, US: The MIT Press. [Excluding the "6.7 Language Production Processes" section.]

WEEK 9 (10/23) / *Sentence Processing: Evidence for syntactic processing*

- F&C Chapter 7
- Ferreira, F., & Clifton, C. (1986). The independence of syntactic processing. *Journal of Memory and Language*, 25, 348-368.
- **Submit an excel sheet with items for your experiment**
- **Email the instructor the date of completion of Human Subjects Protection Training**

WEEK 10 (10/30) / *Referential and discourse processing*

- F&C Chapter 8
- Liu, S. (2011). An experimental study of the classification and recognition of Chinese speech acts. *Journal of Pragmatics*, 43, 1801-1817.

WEEK 11 (11/6) / *Speech errors and language production models*

- F&C Chapter 5 (pp. 134-153)
- Garrett, M. F. (1990). Sentence processing. In D. N. Osherson & H. Lasnik (Eds.), *Language: An invitation to cognitive science*, Vol. 1. (pp. 133-175). Cambridge, MA, US: The MIT Press. [Only the "6.7 Language Production Processes" section.]
- 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.
- **Submit an rtf file which would run the experiment on DMDX**

WEEK 12 (11/13) / *Language production: Experimental investigations*

- F&C Chapter 5 (pp. 134-153)
- Bock, J. K. (1986) Syntactic persistence in language production. *Cognitive Psychology*, 18, 355-387.
- **Submit the Method section**

WEEK 13 (11/20) / *TBA*

WEEK 14 (11/27) / No class (Thanksgiving)

- **Submit a short report of your findings**

WEEK 15 (12/4) / Presentation of your final project