

LING 5328: Psycholinguistics
Spring 2018

Instructor: Naoko Witzel

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Office Hours: Mondays 4-5pm and Wednesdays 1-2pm (or by appointment)

Section Information: LING 5328-001

Time and Place of Class Meetings: Mondays and Wednesdays 2:30-3:50pm Science Hall 105

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: Upon successfully completing this course, students should be able to:

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

Required Textbooks and Other Course Materials: All materials will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

Descriptions of major assignments and examinations:

PRESENTATIONS (2 x 7.5% = 15%): You will do two 20-minute presentations on a peer-reviewed article that you select. The presentation topic should relate to the topic of interest for the particular class and should have primary data. In your presentation, 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.), and (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions) (~15 mins). You should also do your best to address the questions raised by your classmates on the Blackboard Discussion Board. You should also have a set of discussion questions ready for the class to discuss (~5 mins). Please submit your e-article to the instructor early enough so that you can get approval and so that it can be put up on the Blackboard website at least one week prior to your presentation.

READING COMMENTS/QUESTIONS (5 x 3% = 15%): You should endeavor to read all of the articles that will be presented by your classmates. In advance of five 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 2pm two days before the presentation.

PROJECT (60%): 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, and a sample item that you can test 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 2pm on the due date, unless otherwise specified. It is highly recommended that you do a visual word recognition or a sentence processing experiment. If you would like to conduct an experiment on a different topic, please make sure that you discuss this with the instructor ahead of time. All written assignments should follow the APA format.

PARTICIPATION (10%): It is recommended that you come to class on time. However, note that you will be graded for your participation rather than mere attendance. Please email me prior to class if you have a legitimate reason for missing class.

Attendance: 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. As the instructor of this section, I will take attendance for each class. ***More than one (unexcused) absence will negatively affect your letter grade.*** However, 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.

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 course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%). Your final grade will be calculated as follows:

60%	Project
	This includes—
5%	Human Subjects Protection Training
10%	A summary of a peer-reviewed article, a research question, and a sample item
5%	Excel sheet with the items for the experiment
5%	Experimental (rtf) files for DMDX experiment
7.5%	Method section
7.5%	Short report of your findings
10%	Presentation of your project
10%	Final paper
15%	Article presentations
15%	Reading comments/questions
10%	Class participation

Late assignments will not be accepted.

All written assignments should follow the APA format.

Please upload all your written assignments onto Blackboard by 2:00pm on the due date.

Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

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/>).

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/>

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.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 English Writing Center (411LIBR): [Optional.] 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.

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:

2/14 – Submit a summary of a peer-reviewed article, your research question, and sample items
 3/7 – Submit an excel sheet with items for your experiment and the date you completed Human Subjects Protection Training
 3/28 – Email experimental files which will run your experiment on DMDX
 4/4 – Submit the Method section for your experiment
 4/23 – Submit a short report of your findings
 4/30, 5/2 – Presentation of your project
 5/9 – Submit the final paper
 (Other important dates: 1/31 Census Day; 3/30 Last day to drop classes)

OUTLINE OF TOPICS & READING ASSIGNMENTS:

Class #	Date	Topic	Reading Assignments and other deadlines
1	1/17	<i>Introduction to Psycholinguistics</i>	Gibson & Fedorenko (2010)
2	1/22	<i>Experimental design workshop</i>	
3	1/24	<i>How does the language processor work?</i>	Fromkin (1997) Kouider & Dupoux (2001)
4	1/29	<i>Models of visual word recognition</i>	Cortese & Balota (2012)
5	1/31	<i>Visual word recognition: Orthographic representations</i>	Caramazza & Hillis (1990) Nakayama et al. (2008)
6	2/5		
7	2/7	<i>Visual word recognition: Morphological representations</i>	Rastle et al. (2004)
8	2/12		
9	2/14	<i>Visual word recognition: Access to phonological information</i>	Price et al. (2015) Rastle & Brysbaert (2006) Submit a summary of a peer-reviewed article, your research question, and sample items (2/14)
10	2/19	<i>Visual word recognition: Access to semantic information</i>	Bell et al. (2015) Gollan et al. (1997) Perea & Gotor (1997)
11	2/21		
12	2/26	<i>Creating items workshop</i>	
13	2/28	<i>Speech perception</i>	Fowler & Magnuson (2012)

14	3/5	<i>Spoken word recognition</i>	McQueen (2007) Pisoni & Levi (2007)
15	3/7		Submit an excel sheet with items for your experiment and the date of completion of Human Subjects Protection Training (3/7)
16	3/12	Spring Break	**No class.**
17	3/14		
18	3/19	<i>Creating experimental files workshop</i>	
19	3/21	<i>Sentence processing: Models of syntactic processing and evidence</i>	Van Gompel & Pickering (2007) Clifton et al. (2003)
20	3/26		
21	3/28	<i>Sentence processing: Evidence for constraint-based models</i>	Wilson & Garnsey (2009) Submit experimental files for your experiment (3/28)
22	4/2		
23	4/4	<i>Sentence processing: Evidence for shallow processing</i>	Ferreira et al. (2002) Submit Method section
24	4/9	<i>Production: Speech errors and language production models</i>	Badecker et al. (1995) Fromkin (1971)
25	4/11		
26	4/16	<i>Data collection workshop</i>	
27	4/18	<i>Analysis workshop</i>	
28	4/23	<i>Production: Lexical retrieval</i>	Schriefers et al. (1990) Submit Findings section
29	4/25	<i>Production: Syntactic Priming</i>	Bock (1986)
30	4/30	Project Presentations	
31	5/2		

READING ASSIGNMENTS:

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

Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua, 100*, 3- 27.

Kouider, S., & Dupoux, E. (2001). A functional disconnection between spoken and visual word recognition: Evidence from unconscious priming. *Cognition, 82*, B35-B49.

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.
- Nakayama, M., Sears, C. R., & Lupker, S. J. (2008). Masked priming with orthographic neighbors: A test of the lexical competition assumption. *Journal of Experimental Psychology: Human Perception and Performance*, *34*, 1236-1260.
- 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.
- Price, I. K., Witzel, N., & Witzel, J. (2015). Orthographic and phonological form interference during silent reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *41*, 1628-1647.
- Rastle, K., & Brysbaert, M. (2006). Masked phonological priming effects in English: Are they real? Do they matter? *Cognitive Psychology*, *53*, 97-145.
- Bell, D., Forster, K., & Drake, S. (2015). Early semantic activation in a semantic categorization task with masked primes: Cascaded or not? *Journal of Memory and Language*, *85*, 1-14.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Ferreira, F., Bailey, K. G. D., & Ferraro, V. (2002). Good-enough representations in language comprehension. *Current Directions in Psychological Science*, *11*, 11-15.
- Fromkin, V.A. (1971). The non-anomalous nature of anomalous utterances. *Language*, *47*, 27- 52.
- 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.
- 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.
- Bock, J. K. (1986) Syntactic persistence in language production. *Cognitive Psychology*, *18*, 355-387.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
