

LING 6390: Linguistics Seminar (Morphological Processing)
Fall 2018

Instructor(s): Naoko Witzel

Office Number: Hammond Hall 127

Office Telephone Number: (817) 272-3133 (Main office)

Email Address: naoko@uta.edu

Faculty Profile: <https://mentis.uta.edu/explore/profile/naoko-witzel>

Office Hours: Tuesdays/Thursdays 2-3 pm or by appointment

Section Information: LING 6390-001

Time and Place of Class Meetings: Tuesdays 11:00am-1:50pm Conference Room

We will respond to emails within the next 24 business hours.

Description of Course Content: This seminar will focus on the role morphological information plays during visual word recognition.

Student Learning Outcomes: Upon successful completion of this course, students should be able to:

- Understand major issues in morphological processing,
- Discuss and critique the primary literature on these issues,
- Develop testable research questions based on this literature,
- Understand the experimental technique used to investigate these issues, and
- Design and/or report on an experiment investigating morphological processing.

Required Textbooks and Other Course Materials:

- There is no textbook for this class. All readings will be from the primary literature and will be made available 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:

- Weekly questions: Each week 2-4, 6-12, 14
- 6 article presentations
- Final Presentation 12/4
- Final Paper 12/11

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, 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 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.

Other Requirements: Prerequisite: LING 5328

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

10%	Course engagement
24%	Weekly questions (1% x 24)
36%	Article presentations (6% x 6)
10%	Final paper presentation
20%	Final paper

Late assignments will NOT be accepted.

Please upload all of your written assignments onto the course Blackboard site by 10:00 am on the due date, unless otherwise specified.

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.

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; see “Student Support Services,” below.

Important Information about the Assignments:

All written assignments are due by 10:00am on the day indicated on the schedule unless otherwise specified. All written assignments must be uploaded on Blackboard.

Attendance/Course Engagement: 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 letter grade.***

Weekly Questions: Each week (2-4, 6-12, 14), we will read two to three articles from the primary literature related to the topic of interest. You are expected to read each article and come up with 1-3 substantive questions or comments. These questions should be posted on the Blackboard Discussion Board no later than 10am on Sunday.

Article Presentations: Six times during the class you will present on an article and lead class discussion related to it. In these presentations, you should minimally provide (a) a 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. These presentations should be ~30 minutes long, after which you should expect ~20 minutes of questions and discussion. Please make sure that you have a handout.

Final Paper: You will develop a project in morphological processing. This project can be an extended literature review, a short review with a research design proposal (with predicted outcomes), or a study that you conduct. Please make sure that the final paper includes a theoretically-motivated research question no matter what your final product is.

You should discuss the final product with your instructor during the first class. Throughout the semester, you should check in with your instructor with the progress of your project. The final paper presentation should be ~20 minutes long with ~10 minutes of questions and answers.

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.

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/ao/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.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

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>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

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>

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

Research Support at UTA Libraries

Research Coaches: Trained peer educators to help you with course assignments, framing research questions, creating search strategies, evaluating sources, and citation styles. <http://libguides.uta.edu/researchcoach>

Chat help: Virtual Support for informational and research questions. <http://ask.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.

IMPORTANT DATES

12/11 – Submit your final synthesis paper on Blackboard
(Other important dates: 9/7 Census Day; 11/2 Last day to drop classes)

OUTLINE OF TOPICS

WEEK 1 (8/28) / *Introduction, Deciding on the Final Project*

WEEK 2 (9/4) / *Representations of morphemes*

- Taft, M., & Forster, K. I. (1975). Lexical storage and retrieval of prefixed words. *Journal of Verbal Learning and Verbal Behavior*, 14, 638-647.
- Butterworth, B. (1983). Lexical representation. In B. Butterworth (Ed.), *Language production* (pp. 257-294). London: Academic Press.
- Caramazza, A., Laudanna, A., & Romani, C. (1988). Lexical access and inflectional morphology. *Cognition*, 28, 297-332.

WEEK 3 (9/11) / *Morpho-orthographic decomposition*

- ##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.##
- Lavric, A., Elchlepp, H., & Rastle, K. (2012). Tracking hierarchical processing in morphological decomposition with brain potentials. *Journal of Experimental Psychology: Human Perception and Performance*, 38, 811-816.
- Duñabeitia, J. A., Kinoshita, S., Carreiras, M., & Norris, D. (2011). Is morpho-orthographic decomposition purely orthographic? Evidence from masked priming in the same-different task. *Language and Cognitive Processes*, 26, 509-529.
- Rueckl, J. G., & Aicher, K. A. (2008). Are *corner* and *brother* morphologically complex? Not in the long term. *Language and Cognitive Processes*, 23, 972-1001.

WEEK 4 (9/18) / *How early is morphological decomposition?*

- Duñabeitia, J. A., Perea, M., & Carreiras, M. (2007). Do transposed-letter similarity effects occur at a morpheme level? Evidence for morpho-orthographic decomposition. *Cognition*, 105, 691-703.
- Rueckl, J. G., & Rimzhim, A. (2011). On the interaction of letter transpositions and morphemic boundaries. *Language and Cognitive Processes*, 26, 482-508.
- Perea, M., Abu Mallouh, R., & Carreiras, M. (2010). The search for an input-coding scheme: Transposed-letter priming in Arabic. *Psychonomic Bulletin & Review*, 17, 375-380.

WEEK 5 (9/25) / The Mental Lexicon Conference (NO class)

WEEK 6 (10/2) / *Morpho-semantic decomposition*

- *Gonnerman, L. M., Seidenberg, M. S., & Andersen, E. S. (2007). Graded semantic and phonological similarity effects in priming: Evidence for a distributed connectionist approach to morphology. *Journal of Experimental Psychology: General*, 136, 323-345.
- Feldman, L. B., O'Connor, P. A., & del Prado Martín, F. M. (2009). Early morphological processing is morphosemantic and not simply morpho-orthographic: A violation of form-then-meaning accounts of word recognition. *Psychonomic Bulletin & Review*, 16, 684-691.
- ##Feldman, L. B., Kostić, A., Gvozdenović, V., O'Connor, P. A., & del Prado Martín, F. M. (2012). Semantic similarity influences early morphological priming in Serbian: A challenge to form-then-meaning accounts of word recognition. *Psychonomics Bulletin & Review*, 19, 668-676.##

WEEK 7 (10/9) / *The dual-route model*

- Diependaele, K., Sandra, D., & Grainger, J. (2005). Masked cross-modal morphological priming: Unravelling morpho-orthographic and morpho-semantic influences in early word recognition. *Language and Cognitive Processes*, 20, 75-114.
- Diependaele, K., Morris J., Serota, R. M., Bertrand, D., & Grainger, J. (2013). Breaking boundaries: Letter transpositions and morphological processing. *Language and Cognitive Processes*, 28, 988-1003.

- Morris, J., Frank, T., Grainger, J., & Holcomb, P. (2007). Semantic transparency and masked morphological priming: An ERP investigation. *Psychophysiology*, *44*, 506-521.

WEEK 8 (10/16) / *Timing of decomposition*

- Rastle, K., Davis, M. H., Marslen-Wilson, W. D., & Tyler, L. K. (2000). Morphological and semantic effects in visual word recognition: A time-course study. *Language and Cognitive Processes*, *15*, 507-537.
- Dominguez, A., Segui, J., & Cuetos, F. (2002). The time-course of inflexional morphological priming. *Linguistics*, *40*, 235-259.
- *Schmidtke, D., Matsuki, K., & Kuperman, V. (2017). Surviving blind decomposition: A distributional analysis of the time-course of complex word recognition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *43*, 1793-1820.

WEEK 9 (10/23) / *Frequency*

- Alegre, M., & Gordon, P. (1999). Frequency effects and the representational status of regular inflections. *Journal of Memory and Language*, *40*, 41-61.
- McCormick, S. F., Brysbaert, M., & Rastle, K. (2009). Is morphological decomposition limited to low-frequency words? *Quarterly Journal of Experimental Psychology*, *62*, 1706-1715.

WEEK 10 (10/30) / *Irregulars*

- *Crepaldi, D., Rastle, K., Coltheart, M., & Nickels, L. (2010). 'Fell' primes 'fall', but does 'bell' prime 'ball'? Masked priming with irregularly-inflected primes. *Journal of Memory and Language*, *63*, 83-99.
- Rastle, K., Lavric, A., Elchlepp, H., & Crepaldi, D. (2015). Processing differences across regular and irregular inflections revealed through ERPs. *Journal of Experimental Psychology: Human Perception and Performance*, *41*, 747-760.
- Morris, J., & Stockall, L. (2012). Early, equivalent ERP masked priming effects for regular and irregular morphology. *Brain and language*, *123*, 81-93.

WEEK 11 (11/6) / *Individual differences*

- Andrews, S., & Lo, S. (2013). Is morphological priming stronger for transparent than opaque words? It depends on individual differences in spelling and vocabulary. *Journal of Memory and Language*, *68*, 279-296.
- Beyersmann, E., Casalis, S., Ziegler, J. C., & Grainger, J. (2015). Language proficiency and morpho-orthographic segmentation. *Psychonomic Bulletin & Review*, *22*, 1054-1061.
- Duñabeitia, J. A., Perea, M., & Carreiras, M. (2014). Revisiting letter transpositions within and across morphemic boundaries. *Psychonomic Bulletin & Review*, *21*, 1557-1575.

WEEK 12 (11/13) / *L2*

- Heyer, V., & Clahsen, H. (2015). Late bilinguals see a *scan* in *scanner* AND in *scandal*: Dissecting formal overlap from morphological priming in the processing of derived words. *Bilingualism: Language and Cognition*, *18*, 543-550.
- Li, M., Jiang, N., & Gor, K. (2017). L1 and L2 processing of compound words: Evidence from masked priming experiments in English. *Bilingualism: Language and Cognition*, *20*, 384-402.
- Dienpendaele, K., Duñabeitia, J. A., Morris, J., Keuleers, E. (2011). Fast morphological effects in first and second language word recognition. *Journal of Memory and Language*, *64*, 344-358.

WEEK 13 (11/20) / Thanksgiving (NO class)

WEEK 14 (11/27) / *More recent models*

- Amenta, S., Crepaldi, D. (2012). Morphological processing as we know it: An analytical review of morphological effects in visual word identification. *Frontiers in Psychology, 3*, 232.
- Grainger, J., & Beyersmann, E. (2017). Edge-aligned embedded word activation initiates morpho-orthographic segmentation. In *Psychology of Learning and Motivation* (Vol. 67, pp. 285-317). Academic Press.
- Taft, M. (2015). The nature of lexical representation in visual word recognition. *Oxford library of psychology. The Oxford handbook of reading*, 99-113.


WEEK 15 (12/4) / Presentations

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

Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<h1 style="text-align: center;">YOUR OPTIONS TO AN ACTIVE THREAT</h1> <h2 style="text-align: center;">You Have Choices!</h2>	
A V O I D	<ul style="list-style-type: none"> • AVOID the situation. <u>Stay away</u> from the area and campus. • If you can safely leave the area, RUN. • Get others to leave the area, if possible. • Prevent others from entering the area.
D E N Y	<p>If you can't leave the area safely, DENY or slow entry to the intruder:</p> <ul style="list-style-type: none"> • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows. • Silence phones and remain quiet. <u>Don't let your phone give you away.</u> • HIDE and take cover to protect yourself. • Be prepared to run or defend yourself.
D E F E N D	<p>If you can't AVOID or DENY entry to the intruder, DEFEND your location:</p> <ul style="list-style-type: none"> • As a last resort, <u>FIGHT for your life.</u> • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. • Use the element of surprise. • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. • Be aggressive, loud, and determined in your actions.
<p>Follow ALL instructions.</p> <p>For more information, go to: police.uta.edu/activeshooter</p>  <p>Emergency: 817.272.3003 Non-Emergency: 817.272.3381 police.uta.edu</p>	

Additional information for active threat and other emergency situations can be found through the links below: