

Psycholinguistics

Instructor: Amelia E. Kimball

Email: akimbal2@illinois.edu. Email is the best way to reach me. I respond to student emails within 24 hours on weekdays.

Office: FLB 4036

Office hours: Monday & Wednesday 2-3pm. I am available and willing to meet students outside scheduled office hours by appointment. Request an appointment by email.

Description: Psycholinguistics is an interdisciplinary field that investigates how people learn, understand, and produce language. This course is an introduction to the major themes of psycholinguistics, as well as common experimental methods. Topics include: speech perception, lexical access, sentence processing and production, and first, second and bilingual language acquisition.

Prerequisites: A beginning course in linguistics, psychology, or psycholinguistics. The course is open to undergraduates and graduate students. Undergraduates who are new to reading scientific articles should speak with the instructor, as extra help will be provided in learning how to engage with technical writing.

Course website: Lecture notes, homework assignments, readings, project guidelines, and grades will be posted on course website. Please check it regularly.

Textbook: You are required to have a copy of the course textbook: Carroll, D. W. (2007). *Psychology of Language* (5th Edition). Cengage Learning.

Assessment:

Undergraduate students	Graduate Students
Attendance and participation 10%	Attendance and participation 8%
Homework (4 x 10%) 40%	Homework (4 x 8%) 32%
Exam 1 25%	Exam 1 15%
Exam 2 25%	Exam 2 15%
	Critical review of published article 10%
	Final paper: grant proposal 20%

Attendance and participation: Active participation in class is encouraged and expected. Attendance will be taken by the instructor or via written notes from small group activities conducted in class. Participation includes coming prepared to class and contributing through speaking in class.

Homework: There will be four written homework assignments which will consist of working with data, responding to a reading, or explaining a concept. Students are allowed and

encouraged to talk with their classmates about the homework, but each student must write up her/his homework individually.

Exams: There will be two exams, one in the middle of the term and one at the end of the term during finals period. The exams are not cumulative. The exams will include multiple choice, short answer, and short essay questions.

For graduate students only:

Critical review of a published article: Graduate students will read a published article in psycholinguistics and critique the article as if they were a reviewer for a journal. Critiques should address: whether the motivation of the study was clear and accessible to a broad audience, whether the analysis was appropriate, whether the information provided was sufficient for the reader to replicate the study, and what the student would suggest doing differently, if anything. A list of suggested articles is provided on the course website, as are sample reviews.

Final paper: Graduate students will write a final paper in the form of a grant proposal. The proposal must be no more than 5 single-spaced pages, and must propose original research. Students should include a short literature review, motivation, methods, predicted results, and broader impacts. The literature can consist of articles presented in the course or articles found through outside research. Advanced graduate students who are applying for a specific real-world grant may follow the guidelines of that grant, rather than those of the course. Please notify me if you plan to take this option.

Ethical behavior is expected: Students are bound by the Student Code regarding plagiarism. No plagiarism will be tolerated, and students found plagiarizing will be given a minimum penalty of receiving zero credit for the plagiarized assignment.

Class schedule¹

You are expected to do the readings before class on the day they are listed. Most readings will be taken from the textbook; any additional readings or videos will be found on the course website.

Week	Topic	Readings
Week 1	Introduction, linguistics	Carroll Chapter 1 &2 "Introduction to reading scientific articles" (on course website)
Week 2	Psychology	Carroll chapter 3

¹ Parts of this syllabus, including this schedule, are adapted with permission from Psychology 425 taught by Dr. Darren Tanner at the University of Illinois at Urbana Champaign.

Week 3	Speech perception	Carroll, Chapter 4 (68-91) Sebastián Gallés (2006) Werker & Yeung (2005)
Week 4	Lexical access	Carroll, Chapter 5 Pinker & Ullman (2002a, b) McClelland & Patterson (2002a, b)
Week 5	Language production	Carroll, Chapter 8 (192-198) Dell (1995) Carroll, Chapter 8 (198-223) Bock (1995) Bock & Huitema (1999)
Week 6	Sentence processing	Carroll, Chapter 6 (131-141, 150-157) Altmann (1998) Gordon & Lowder (2012) Van Dyke & Johns (2012)
Week 7	Biological foundations of language	Carroll, Chapter 13 (354-379) Dronkers & Ogar (2014)
Week 8	ERPs and language processing	Carroll, Chapter 13 (354-379) Dronkers & Ogar (2014)
Week 9	First language acquisition	Carroll, Chapter 10 Carroll, Chapter 11 (283-304) Carroll, Chapter 12 (325-334) Bloom & Markson (1998)
Week 10	Bilingualism and second language acquisition	Carroll, Chapter 11 (310-322) Kroll et al. (2015) Werker & Byers-Heinlein (2008) Birdsong (2006)
Week 11	Perception of written language, development of reading	Carroll, Chapter 4 (91-101) Carroll, Chapter 11 (306-310) Rayner et al. (2001)
Week 12	Language, cognition, and music	Gleitman & Papafragou (in press)Patel (2003)

Reading list

Speech Perception

- Sebastián-Gallés, N. (2006). Native language sensitivities: evolution in the first year of life. *Trends in Cognitive Sciences*, 10, 239-241.
- Werker, J. & Yeung, H. (2005). Infant speech perception bootstraps word learning. *Trends in Cognitive Sciences*, 9, 519-527.

Lexical Access

- McClelland, J. & Patterson, K. (2002a). 'Words or Rules' cannot explain the regularity in exceptions. *Trends in Cognitive Sciences*, 6, 464-465.
- McClelland, J. & Patterson, K. (2002b). Rules or connections in past tense inflections: What does the evidence rule out? *Trends in Cognitive Sciences*, 6, 465-472.
- Pinker, S., & Ullman, M. (2002a). The past and future of the past tense. *Trends in Cognitive Sciences*, 6, 456-463.
- Pinker, S. & Ullman, M. (2002b). Combination and structure, not gradedness, is the issue. *Trends in Cognitive Sciences*, 6, 472-474.

Language Production

- Bock, K. (1995). Producing agreement. *Current Directions in Psychological Science*, 4, 56-61.
- Bock, K. and Huitema, J. (1999). Language production. In S. Garrod & M. Pickering (eds), *Language Processing* (Ch. 12, pp. 365-387). Psychology Press.
- Dell, G. (1995). Speaking and misspeaking. In L. Gleitman and M. Lieberman (eds), *Language. An Invitation to Cognitive Science, Vol 1* (pp. 183-208). Cambridge, MA: MIT Press.

Sentence Processing

- Altmann, T.M. (1998). Ambiguity in sentence processing. *Trends in Cognitive Sciences*, 2, 146-152.
- Gordon, P. & Lowder, M. (2012). Complex sentence processing: a review of theoretical perspectives on the comprehension of relative clauses. *Language and Linguistics Compass*, 6, 403-415.
- Van Dyke, J. A. & Johns, C. L. (2012). Memory interference as a determinant of language comprehension. *Language and Linguistics Compass*, 6, 193-211.

Biological Foundations of Language

- Dronkers, N. F., & Ogar, J. (2014). Aphasia: Overview. In M. J. Aminoff & R. B. Daroff (Eds.), *Encyclopedia of the Neurological Sciences* (Vol. 1, pp. 244–247). Amsterdam: Academic Press.

ERPs and Language

- Kaan, E. (2007). Event-related potentials and language processing: A brief overview. *Language and Linguistics Compass*, 1, 571-591.
- Kuperberg, G. R. (2007). Neural mechanisms of language comprehension: Challenges to syntax.

Brain Research, 1146, 23-49.

First Language Acquisition

Bloom, P. & Markson, L. (1998). Capacities underlying word learning. *Trends in Cognitive Sciences*, 2, 67-73.

Bilingualism and Second Language Acquisition

Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning*, 56(s1), 9-49.

Kroll, J. F., Dussias, P. E., Bice, K., & Perrotti, L. (2015). Bilingualism, mind and brain. *Annual Review of Linguistics*, 1, 377-394.

Werker, J. & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. *Trends in Cognitive Sciences*, 12, 144-151.

Development of Reading

Rayner, K., Foorman, C., Perfetti, D., Pesetsky, D., & Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Sciences in the Public Interest*, 2, 31-74.

Language, Cognition and Music

Gleitman, L. & Papafragou, A. (In press). New perspectives on language and thought. In K. Holyoak and R. Morrison (eds.), *Cambridge Handbook of Thinking and Reasoning*. New York: Cambridge University Press. (updated version of 2005 chapter).

Patel, A. D. (2003). Language, music, syntax, and the brain. *Nature Neuroscience*, 6, 674-681.