

This course is an introduction to psycholinguistics, the study of how individuals comprehend, produce, and acquire language. As part of the larger field of cognitive science, psycholinguistics is an interdisciplinary field shaped by research in psychology, linguistics, artificial intelligence, neuroscience, and philosophy. We will primarily be concerned with questions such as: what does it mean to know a language? What are the cognitive processes involved in language use? What social rules are associated with language use? What brain mechanisms are active in language use?

**COURSE PREREQUISITES:** Ling 3060

### **COURSE CREDIT REQUIREMENTS**

You can get the maximum of 100 points if you

- attend regularly (20%);
- present a research paper summary in class (25%);
  - the presentation should be no longer than 20 minutes
  - the presentation must come with a handout, which must be sent to me by the Monday preceding the day of the presentation
  - the presentation and the handout should have the following structure: (i) introduction: theoretical assumptions and main hypotheses, (ii) data and methods, (iii) results, (iv) discussion: implications for hypotheses and beyond
  - the presentation should end with potential next steps you can envisage and maybe ways in which the study could have been improved
- pass 2 unannounced little quizzes on material covered up until that class (15%);
- pass a midterm exam (15%);
- pass a final exam (25%).

All exams and quizzes are closed books and closed notes. Unexcused absence in more than 3 classes may result in failure in the class.

### **GRADING**

Your total score determines your final grade on this standard grading scale:

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-0% = F

### **INFORMATION ON DROPPING CLASSES**

<<http://essc.unt.edu/registrar/schedule/scheduleclass.html>>

### **ODA STATEMENT**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

**REQUIRED READINGS**

Carroll, David W. 2008. *Psychology of Language*. 5<sup>th</sup> ed. Thomson Wadsworth.

[Please read the relevant chapters in preparation for the class in question. I will point out which chapter to read every class. We will not read all the chapters in the book; accordingly, the exams and quizzes will only be based on the chapters that we read and discuss together.]

The following articles are also required readings for everyone. They will be available on Blackboard.

Abbot-Smith, K. & M. Tomasello. 2010. The influence of frequency and semantic similarity on how children learn grammar. *First Language* 30.1: 79-101.

Gries, St. Th. & S. Wulff. 2005. Do foreign language learners have constructions too? Evidence from priming, sorting, and corpora. *Annual Review of Cognitive Linguistics* 3: 182-200.

Herrmann., E. & M. Tomasello. 2006. Apes' and children's understanding of cooperative and competitive motives in a communicative situation. *Developmental Science* 9.5: 518-529.

James, L. E. & D. M. Burke. 2000. Phonological priming effects on word retrieval and tip-of-the-tongue experiences in young and older adults. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 26.6: 1378-1391.

Menenti, L., K. M. Petersson, R. Scheeringa & P. Hagoort. 2008. When elephants fly: differential sensitivity of right and left inferior frontal gyri to discourse and world knowledge. *Journal of Cognitive Neuroscience* 21.12: 2358-2368.

Miertsch, B., J. M. Meisel & F. Isel. 2009. Non-treated languages in aphasia therapy of polyglots benefit from improvement in the treated language. *Journal of Neurolinguistics* 22: 135-150.

Pardo, J. S., I. Cajori Jay & R. M. Krauss. 2010. Conversational role influences speech imitation. *Attention, Perception, & Psychophysics* 72.8: 2254-2264.

Thomas, M. S. C., M. Van Duuren, H. R. M. Purser, D. Mareschal, D. Ansari & A. Karmiloff-Smith. 2010. The development of metaphorical language comprehension in typical development and in Williams syndrome. *Journal of Experimental Child Psychology* 106: 99-114.

**CONTACT**

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Lecture: Th 6:30-9:20pm (Auditorium Building 201)

Office hours: Th 2-5pm

**INTRODUCTION**

- 1 8/25 Introduction  
Psychological Basics
- 2 9/1 Linguistic Basics  
Scientific Research Methods I: Hypotheses/Variables

**COMPREHENSION**

- 3 9/8 The Perception of Language  
Scientific Research Methods II: Falsification/*P*-values
- 4 9/15 The Internal Lexicon  
Presentation: James & Burke (2000)
- 5 9/22 Sentence Comprehension and Memory  
Presentation: Thomas et al. (2010)
- 6 9/29 Discourse Comprehension and Memory  
Presentation: Menenti et al. (2008)

**PRODUCTION & INTERACTION**

- 10/6 No Class
- 7 10/13 Language Production  
Review for Midterm Exam
- 8 10/20 **MIDTERM EXAM**
- 9 10/27 Conversational Interaction  
Presentation: Pardo et al. (2010)

**ACQUISITION**

- 10 11/3 First Language Acquisition  
Presentation: Abbot-Smith & Tomasello (2010)
- 11 11/10 Second Language Acquisition  
Presentation: Gries & Wulff (2005)

**BIOLOGICAL FOUNDATIONS**

- 12 11/17 Biological Foundations of Language I (Aphasia/Lateralization)  
Presentation: Miertsch et al. (2009)
- 11/24 No Class
- 13 12/1 Biological Foundations of Language II (Language Evolution)  
Presentation: Herrmann & Toasello (2006)

**CULTURE & COGNITION**

- 14 12/8 Language, Culture, and Cognition  
Revision for Final Exam  
Course Evaluation
- 12/15 **FINAL EXAM**

**SUGGESTIONS FOR FURTHER READINGS (NOT OBLIGATORY)****Introductory references and surveys**

- Aitchison, J. 1998. *The articulate mammal: an introduction to psycholinguistics*. 4<sup>th</sup> ed. London: Routledge.
- Aitchison, J. 2002. *Words in the mind: an introduction to the mental lexicon*. 3<sup>rd</sup> ed. Oxford: Blackwell.
- Bock, J. K. & J. Huitema. 1999. Language production. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press, p. 365-88.
- Carroll, D. W. 2004. *Psychology of language*. 4<sup>th</sup> ed. Belmont, CA: Wadsworth/Thomson.
- Crystal, D. 1987. *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.
- Crystal, D. 1997. *The Cambridge encyclopedia of language*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
- Field, J. 2003. *Psycholinguistics: a resource book for students*. London: Routledge.
- Garman, M. 1990. *Psycholinguistics*. Cambridge: Cambridge University Press.
- Garrod, S. 1999. The challenge of dialogue for theories of language processing. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press, p. 389-415.
- Garrod, S. & M. Pickering (eds.). 1999. *Language processing*. Hove: Psychology Press.
- Gernsbacher, M. A. (ed.). 1994. *Handbook of psycholinguistics*. San Diego, CA: Academic Press.
- Gernsbacher, M. A. & J. A. Foertsch. 1999. Three models of discourse comprehension. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press, p. 283-99.
- Gerrig, R. J. & P. G. Zimbardo. *Psychology and life*. 17th ed. Boston, MA: Pearson Allyn and Bacon.
- Gleason, J. B. 1997. *Psycholinguistics*. 2<sup>nd</sup> ed. Belmont, CA: Wadsworth/Thomson.
- Harley, T. A. 2001. *The psychology of language: from data to theory*. 2<sup>nd</sup> ed. Oxford: Taylor and Francis.
- Kess, J. F. 1992. *Psycholinguistics: psychology, linguistics, and the study of natural language*. Amsterdam, Philadelphia: John Benjamins.
- Pickering, M. 1999. Sentence comprehension. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press, p. 123-53.
- Scovel, T. 1998. *Psycholinguistics*. Oxford: Oxford University Press.
- Smith Cairns, H. 1999. *Psycholinguistics: an introduction*. Austin, TX: Pro-Ed.
- Steinberg, D. D. 1993. *An introduction to psycholinguistics*. London, New York: Longman.
- Steinberg, D. D., H. Nagata & D. P. Aline (eds.). 2001. *Psycholinguistics: language, mind, and world*. 2<sup>nd</sup> ed. London: Longman.
- Steinberg, D. D. & N. V. Sciarini. 2006. *An introduction to psycholinguistics*. 2<sup>nd</sup> ed. London: Pearson Longman.
- Wikipedia contributors. Psycholinguistics [Internet]. Wikipedia, The Free Encyclopedia; 2006 September 9, 15:09 UTC [cited 2006 Sep 10]. Available from: <http://en.wikipedia.org/w/index.php?title=Psycholinguistics&oldid=74723973>.

**Research papers and monographs**

- Brooks, P. J. & M. Tomasello. 1999. Young children learn to produce passives with nonce verbs. *Developmental Psychology* 35.1:29-44.
- Cutler, A. 1981. The reliability of speech error data. *Linguistics* 19.7/8:561-82.
- Jurafsky, D. 2003. Probabilistic modeling in psycholinguistics: linguistic comprehension and production. In: Bod, R., J. Hay & S. Jannedy (eds.). *Probabilistic linguistics*. Cambridge, MA: The MIT Press, p. 39-95.
- Levelt, W. J.M. 1989. *Speaking: from thinking to articulation*. Cambridge, MA: The MIT Press.
- Marslen-Wilson, W. 1987. Functional parallelism in spoken word-recognition. *Cognition* 25.1/2:71-102.
- Pederson, E., E. Danziger, D. Wilkins, S. Levinson, S. Kita & G. Senft. 1998. Semantic Typology and Spatial Conceptualization. *Language* 74.3:557-89.
- Pickering, M. J. & H. P. Branigan. 1998. The representation of verbs: evidence from syntactic priming in language production. *Journal of Memory and Language* 39.4:633-51.
- Tomasello, M. & N. Akhtar. 2003. What paradox? A response to Naigles (2002). *Cognition* 88.3:317-23.

**Some fun stuff**

Classics in the history of psychology: <<http://psychclassics.yorku.ca/topic.htm>>

Psycholinguistic nonsense: <<http://human-brain.org/nonsense.html>>