

PSYCHOLINGUISTICS

心理語言學

Course code number: 1306558

Fall 2021

Monday 14:10-17:00

文學院 (Humanities) Room 413

REVISED 2021/10/18

Me:

James Myers (麥傑)

Office: 文學院 (Humanities) Room 247

Tel: 31506

WWW: <http://personal.ccu.edu.tw/~lngmyers/>

Office hours: Wednesday 10 am -12 noon, or by appointment (made at least 24 hours ahead)

Required readings:

- * **Warren, P. (2013). *Introducing psycholinguistics*. Cambridge University Press. [all of it]**
- * Traxler, M. (2012). *Introduction to psycholinguistics: Understanding language science*. Wiley-Blackwell. [two chapters]
- * Weekly research articles

Evaluation:

- 30% Questions about articles (weekly, a minimum of four for grading [details below])
- 40% Take-home midterm exam (due 12/6)
- 30% Term paper (choose paper topic by 11/29, final paper due 1/3)

This class is organized around weekly readings: textbook chapters, lecture notes, and real psycholinguistic journal articles, mostly on Chinese (to inspire your own term paper).

Before each class you should read the textbook chapter(s), the lecture notes, and the week's article. Then you should answer the following four questions about the article: **(1)** What are the study's main hypotheses, predictions, findings, and conclusions? [Be sure you know how to distinguish these four things.] **(2)** How well are the conclusions actually supported by the findings? [That is, critically but fairly evaluate the study, focusing on the logic and methods.] **(3)** How do this study's findings reconfirm, or conflict with, those of other studies that we've previously discussed (especially the journal articles)? **(4)** What do the authors do to follow ethical research principles? Your answers will help guide our in-class discussion of the article, which will take about the last hour of each class. You have to hand in four (or more) sets of these answers (in English, about one page total, in your own words, by email **by 12 noon on class day**), and I will grade them for clarity and depth of understanding. I will average the grades on *all* the answer sets that you hand in (not just the top four).

The midterm exam (due 12/6) only covers material from the first part of the course. It will be a take-home exam, so you'll have two weeks to finish it. Students must work independently, but they may email me clarification questions (I'll email my replies to all but keep the questioner anonymous). A skipped or plagiarized answer will get zero points.

The term paper (about 10 pages, in English) describes your own empirical psycholinguistic research. The only constraints are that your paper must use a method described in any of the class readings (including the textbook and notes) and that it must focus on some theoretical issue(s) discussed in class. For example, the paper could describe a new experiment on speech perception or production, lexical access, or sentence comprehension; or a new analysis of natural speech errors; or an original description of the language of some child. You must choose a topic by 11/29; if you want

to work on a topic discussed later in the semester, you'll have to read ahead. Prepare early - things always take longer than you expect! At the end of the semester (12/27), everybody will give a short, informal, ungraded presentation of their research, just to get feedback from everybody. The term paper is due by 5 pm on 1/3 as a PDF emailed to me. When I grade, I will focus on your organization/logic, methodology, and understanding of the theoretical issues.

WARNING #1: Plagiarism (pretending that other people's words and ideas are your own) is a serious crime and will not be tolerated. Homework, exams, or term papers containing plagiarism will receive a score of zero, and you will be reported to the department chair.

WARNING #2: Submit your homework, exams, and term paper on time! Unless you have a really good excuse, you will lose 5 points for each day you are late. So don't make yourself sick working overnight, but get your stuff done early enough.

Schedule [* marks deadlines]

Week	Topic/activity	Readings
9/20	NO CLASS (中秋節：調整放假)	
9/27	Introduction to psycholinguistics	
10/4	Planning for speech production	Warren (chs. 1-2) Chen & Tseng (2019) [Taiwan Mandarin]
10/11	NO CLASS (國慶日：調整放假)	
10/18	Word production	Warren (chs. 3-4) Hsu (2011) [Taiwan Mandarin]
10/25	Production monitoring and gesture	Warren (chs. 5-6) Fenlon et al. (2019) [British Sign Language & American English]
11/1	Speech perception	Warren (ch. 7) Gao et al. (2019) [Mainland Mandarin & American English]
11/8	Word recognition	Warren (chs. 8-9) Yu et al. (2018) [Mainland Mandarin]
11/15	Syntactic and semantic comprehension	Warren (chs. 10-11) Chow et al. (2018) [Mainland Mandarin]
11/22	Discourse comprehension [Distribute midterm exam]	Warren (ch. 12) Yang et al. (2018) [Mainland Mandarin]
11/29	*Introduce your paper topic	
12/6	*MIDTERM EXAM DUE First language acquisition	Traxler (ch. 9) Hartshorne et al. (2015) [American English]
12/13	Bilingualism	Traxler (ch. 11) Blanco-Elorrieta et al. (2018) [American Sign Language & American English]
12/20	Summary *Informal discussion of your paper progress	Warren (ch. 13)
12/27	*Presentations	
1/3	*TERM PAPER DUE (PDF, email, by 5 pm) [last class]	

RESEARCH ARTICLES

- Blanco-Elorrieta, E., Emmorey, K., & Pylkkänen, L. (2018). Language switching decomposed through MEG and evidence from bimodal bilinguals. *Proceedings of the National Academy of Sciences*, 115(39), 9708-9713.
- Chen, A. C. H., & Tseng, S. C. (2019). Prosodic encoding in Mandarin spontaneous speech: Evidence for clause-based advanced planning in language production. *Journal of Phonetics*, 76, 100912.
- Chow, W. Y., Lau, E., Wang, S., & Phillips, C. (2018). Wait a second! Delayed impact of argument roles on on-line verb prediction. *Language, Cognition and Neuroscience*, 33(7), 803-828.
- Fenlon, J., Cooperrider, K., Keane, J., Brentari, D., & Goldin-Meadow, S. (2019). Comparing sign language and gesture: Insights from pointing. *Glossa*, 4(1), 2.
- Gao, Y. A., Toscano, J. C., Shih, C., & Tanner, D. (2019). Reassessing the electrophysiological evidence for categorical perception of Mandarin lexical tone: ERP evidence from native and naïve non-native Mandarin listeners. *Attention, Perception, & Psychophysics*, 81(2), 543-557.
- Hartshorne, J. K., Pogue, A., & Snedeker, J. (2015). Love is hard to understand: The relationship between transitivity and caused events in the acquisition of emotion verbs. *Journal of Child Language*, 42(3), 467-504.
- Hsu, H. L. (2011). The emergence of an unmarkedness effect in Mandarin speech errors: Nasals in a coda position. *Language and Speech*, 54(3), 307-340.
- Yang, X., Zhang, X., Yang, Y., & Lin, N. (2018). How context features modulate the involvement of the working memory system during discourse comprehension. *Neuropsychologia*, 111, 36-44.
- Yu, M., Yan, H., & Yan, G. (2018). Is the word the basic processing unit in Chinese sentence reading: An eye movement study. *Lingua*, 205, 29-39.

OTHER INTERESTING PSYCHOLINGUISTICS BOOKS

- Ahlsén, E. (2006). *Introduction to neurolinguistics*. John Benjamins. [Prof. Tai used this textbook!]
- Aitchison, J. (1998). *The articulate mammal: An introduction to psycholinguistics*. London: Routledge. [a basic but quirky introduction]
- Altmann, G. T. M. (1997). *The ascent of Babel: An exploration of language, mind, and understanding*. Oxford, UK: Oxford University Press. [a general popularization by a famous researcher whose own interest is in sentence processing]
- Bloom, P. (Ed.) (1993). *Language acquisition: Core readings*. Cambridge, MA: MIT Press. [contains papers that mostly support the nativist and modularist approaches]
- Caplan, D. (1993). *Language: Structure, processing and disorders*. Cambridge, MA: MIT Press. [focuses on neurolinguistics, no language development]
- Carroll, D. W. (2008). *Psychology of language* (fifth edition). Thomson/Wadsworth. [covers both adult and child psycholinguistics; my textbook for almost 20 years!]
- Cowles, H. W. (2011). *Psycholinguistics 101*. Springer. [a very brief and basic introduction]
- Field, J. (2003). *Psycholinguistics: A resource book for students*. London: Routledge. [a very brief introduction, biased towards reading, with some extracts from psycholinguistics papers]
- Field, J. (2004). *Psycholinguistics: The key concepts*. London: Routledge. [a small encyclopedia]
- Gleitman, L. R., & M. Liberman (1995). *An invitation to cognitive science, vol. 1: Language*, second edition. Cambridge, MA: MIT Press. [introductory articles by famous researchers]
- Harley, T. (2007). *The psychology of language: From data to theory*. (3rd edition). Psychology Press. [a good introductory textbook, maybe slightly harder to read than Carroll]
- Li, P., Tan, L. H., Bates, E., & Tzeng, O. J. L. (Eds.) (2006). *The handbook of East Asian psycholinguistics, vol. 1: Chinese*. Cambridge University Press.
- Pinker, S. (1994). *The language instinct*. William Morrow. 洪蘭譯 (1998) 語言本能。商周出版。

- Steinberg, D. D., & Sciarini, N. V. (2006). *An introduction to psycholinguistics* (2nd ed.). Harlow, England: Pearson Longman. [a textbook that argues for its own theoretical approach]
- Stemmer, B., & Whitaker, H. A. (2008). *Handbook of the neuroscience of language*. Elsevier. [very thorough but technical, with a clinical emphasis]
- Traxler, M., & Gernsbacher, M. A. (2006). *Handbook of psycholinguistics* (2nd ed.) San Diego: Academic Press. [lots of technical papers by experts on different aspects of psycholinguistics]