

**PSY 440    PSYCHOLINGUISTICS    FALL 2016 SYLLABUS**  
**Class meets T/Th 4:00-5:20 PM in Straub 245**

**INSTRUCTOR**

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**COURSE OVERVIEW**

If you are reading this sentence, you are using language. How do you accomplish this amazing feat? How do you know what the words mean? And why doesn't "How you mean words the what know do?" make sense? How do you connect the shapes on this page to the sounds they make as you read them aloud? How do you know how to move your eyes as you scan this text? And, without turning your head, how can you recognize the voice of your friend who is trying to grab your attention from the other side of the room? Do people who speak different languages, or multiple languages, have the same brains as people who only speak English? Or do the sounds, words, and grammar of each language shape us in unique ways? We will grapple with these questions and more. In this course, we will survey some classic ideas and recent updates about how people learn and use language.

**COURSE MATERIALS**

There will be no textbook in PSY 440. All readings and study guides will be provided electronically as PDF files on our Canvas site.

**INSTRUCTION PHILOSOPHY**

This is not your first course in psychology and I expect that you look forward to delving deeper. You come to this course with more skills than you may realize -- you have learned about many psychological phenomena, you have tackled foundational psychology methods and statistics, and you may have worked in a psychology research lab. Even if not all of these are true of your particular experience, I can guarantee that you know more than you think you do.

If your goal is to successfully read a Psycholinguistics textbook, you don't need me. If you want to understand how real discoveries about human language are made, then you do need me. Original research articles are your best way into understanding how scientists develop questions, go about testing hypotheses, and share discoveries with the world. Reading and discussing original research articles is a challenge that you are ready to tackle, with appropriate support. That is what I am here for, and that is what we'll work on throughout this course. Welcome.

**LEARNING GOALS FOR THIS COURSE**

You will develop many skills in this course. Your efforts will help you learn to:

- (1) Identify major theories, research findings, and methodological approaches in psycholinguistics and apply research findings to human behavior in everyday life.
- (2) Identify key research questions and hypotheses in primary scientific articles and critically evaluate the evidence presented.

## EXPECTATIONS & GRADING

Your job is to come to class, do the readings, get involved in the material, work through study guides, and ask lots of questions. The class grades will be based on in-class quizzes, reflection papers, and a final exam.

**Readings.** Expect to dedicate considerable time outside of class to the readings -- it will be both demanding and rewarding. You are expected to complete the assigned readings before the class and to take an active role in the class. Material from the readings will be on quizzes and the final exam. You will also apply principles from the readings to in-class projects and reflection papers.

**Quizzes.** In-class quizzes will happen every other Tuesday (approximately; see syllabus). These quizzes are designed to help you use knowledge throughout the course. Each quiz will take no more than 30 minutes of our class time. Quizzes will cover material presented in lectures and in the readings. You can prepare for these quizzes by coming to class, doing the reading, and working through study guides that will be provided.

Students may drop one quiz grade, no questions asked. This could be because you missed class on a quiz day (and so you received a 0 score) or it could be the lowest quiz grade of your 4 quizzes. Because of this generous policy, make-up quizzes will only be offered in extraordinary circumstances with documented proof of medical or family emergency. If you happen to miss a quiz day, you will drop that quiz.

**Reflection Papers.** You will complete two reflection papers. For each reflection paper, you will summarize and reflect upon an in-class project that we jointly experience. You must attend class on each project day. The first project will be about language learning and the second project will be about language production. Each project will illustrate principles in a "hands on" way -- you will get to be a language scientist for a day! You will receive specific instructions for each reflection paper; the instructions will pose questions that encourage you to integrate themes from the course readings, lectures, and the hands-on project. For each reflection paper, you will submit a one-page single-spaced report to Canvas. **Due dates are Tuesday October 18, 2016 at 5 PM and Tuesday November 15, 2016 at 5 PM.**

**Final Exam.** The final exam will cover material presented in lectures and in the readings. The final exam will be a cumulative exam covering the full quarter of material. According to the Final Exam Schedule from the Office of the Registrar, the final exam for this course will be given on **Thursday, December 8, 2016 at 12:30 PM.**

## FINAL LETTER GRADE

Final letter grades will be assigned according to the table on the right. Plusses, not minuses, will be assigned. "Percent" is calculated by a weighted average of the percent correct on all assignments, quizzes, and exams, adjusting for the percent that each counts toward your final grade. Decimals will be rounded to the nearest percent score.

### Final letter grades will be weighted like this:

In-class quizzes (best 3 of 4): 45% (each quiz = 15%)  
 Reflection papers: 30% (each paper = 15%)  
 Final exam: 25%

grade	percent
A+	97-100
A	90-96
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	<=59

## **ACADEMIC HONESTY**

The short version: Don't cheat. Don't plagiarize. If you are unsure, please ask me.

As a member of the university community you are expected to be honest and forthright in all of your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

It is considered cheating if you obtain any kind of information about answers and solutions to the work in this course from any non-intended source (including your peers) or if you transfer such information to others. You may not use notes, readings, or other aids during PSY 440 quizzes or exams. You may study with other students in preparation for an exam, but your answers on a quiz or exam must be your own.

It is also considered cheating if you lie to Dr. Fausey or Ms. Ashby about an absence relating to an assignment, quiz, or exam.

Another form of academic misconduct is plagiarism, or using someone else's ideas and words without appropriate citation on a written assignment. Do not copy from Wikipedia, other college students' papers, scholarly articles, websites, and a host of other sources. In this course, all submitted work will be checked by VeriCite. Do not attempt plagiarism because you will be caught. Plagiarism is academic misconduct and cases of plagiarism will be treated as such.

Please note that it is mandatory for instructors to report suspected academic misconduct to the Office of Student Conduct. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records.

For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life website at: <https://studentlife.uoregon.edu/conduct>

## **STATEMENT FOR STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact UO Accessible Education Center.

## FAQ

### What if I miss a quiz or exam?

With the exception of extreme and unforeseen circumstances, contacting Dr. Fausey on the day of (or even worse, after) the quiz/exam will be considered an unexcused absence and will result in a 0 on the quiz/exam. If you have a scheduling conflict and cannot take a quiz or an exam at its appointed date and time, you must tell Dr. Fausey as soon as possible. Your best strategy is to take quizzes and exams on their scheduled date/time.

### What if I turn in an assignment late?

If you submit an assignment after its due date, your grade on the assignment will be reduced by 50%. This is true whether you submit your assignment 1, 2, 3, 4, or 5 days late. After 5 days, late work will no longer be accepted without some documented medical or family emergency. Your best strategy is to submit assignments on time.

### Do you grade on a curve? Offer extra credit?

No, I do not grade on a curve. No, I do not offer extra credit except for what is stated below. Your best strategy is to focus your energy on doing your best on all of your work.

### Optional: psychology research extra credit

You may choose **only one** of the following extra credit options. You may choose one or the other, but cannot get credit for both, nor for any combination of the two. Extra credit work is due by **Friday December 2, 2016, 5 PM.**

**Extra Credit Option 1:** Participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each credit of participation assigned to Psych 440, you earn a 1% improvement to your final grade, for up to 3%. No more than 3% extra credit points are permitted. Please note: A Psychology Department policy states that students may earn no more than 60% of their course-related credit by completing online studies. Thus, for this course, a maximum of 1.5 hours of online studies will count. For more information, go to the HSP website at <http://darkwing.uoregon.edu/~hscoord> and/or contact the human subjects coordinator by email at [hscoord@uoregon.edu](mailto:hscoord@uoregon.edu).

**Extra Credit Option 2:** Find an empirical article relevant to the study of psycholinguistics in a major, peer-reviewed journal, summarize it, and evaluate its contribution to our understanding of psycholinguistics. You will earn up to 3% extra credit, depending on the quality of your critique. A terrific critique is approximately 3 double-spaced pages with concise summary and insightful comments based on your knowledge developed throughout this course. Please seek approval of your article from Dr. Fausey before beginning your critique. To receive the extra credit, you will need to hand in a copy of the article and the critique.

### Do you take attendance?

No, I do not take attendance. I expect you to make responsible decisions about managing your time. Please note that this course uses no textbook and so the majority of your learning will come through class lectures and the opportunity to ask questions during class. Each lecture is designed with you in mind. Your best strategy is to show up and reap the benefits.

## DISCLAIMER

This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes during the quarter at the instructor's discretion. You will be notified in class and/or via email if any changes are made to this syllabus and an updated syllabus will be provided on Canvas.

Day	Date	Description	Reading	Quiz / HW
INTRODUCTION				
T	Sept 27	Welcome!		
TH	Sept 29	Language lingo How to read an empirical paper	Roediger & Gallo	
HOW DO WE LEARN LANGUAGE?				
T	Oct 4	Sounds	Kuhl et al; Werker et al Saffran et al	QUIZ #1
TH	Oct 6	Words & Grammar	Weisleder & Fernald Smith et al	
T	Oct 11	Saying first Words	Roy et al	
TH	Oct 13	IN-CLASS PROJECT DAY!		
HOW DO WE UNDERSTAND LANGUAGE?				
T	Oct 18	The horse raced past the barn fell. And other illustrative sentences!	TBA	Reflection #1
TH	Oct 20	Spoken language comprehension	Tanenhaus et al Spivey & Marian	QUIZ #2
T	Oct 25	Reading	Rayner et al	
TH	Oct 27	Modeling language knowledge	Riordan & Jones Christiansen & Chater	
HOW DO WE TALK?				
T	Nov 1	Talking is hard	Bock; MacDonald	QUIZ #3
TH	Nov 3	Perception & production	Baese-Berk & Goldrick	
T	Nov 8	Ummmm....uhh....	Clark & Fox Tree	
TH	Nov 10	IN-CLASS PROJECT DAY!		
WHAT DIFFERS ACROSS SPEAKERS AND SPECIES?				
T	Nov 15	All humans are the same & language only shapes thinking in the short-term	Pinker Loftus & Palmer	Reflection #2
TH	Nov 17	But wait, maybe language shapes thinking longer-term	Fausey et al	QUIZ #4
T	Nov 22	How about birds & monkeys & dogs?	Goldstein & Schwade Ghazanfar & Takahashi	
PUTTING IT ALL TOGETHER				
TH	Nov 24	HAPPY THANKSGIVING! NO CLASS		
T	Nov 29	Integrative Review	Come with questions!	
TH	Dec 1	Integrative Review		
FINAL EXAM WEEK				
TH	Dec 8	12:30-2:30 PM CUMULATIVE FINAL EXAM.		

## Reading List

**These are required readings.** Each reading is posted on Canvas and is assigned for a particular class session. Class sessions and study guides will help you identify and reinforce the key points from each reading. Your best bet is to read before class, come to class, and work through study guides.

### **INTRODUCTION**

Roediger, H.L., & Gallo, D.A. (1999). Appendix: How to read a journal article in cognitive psychology. In D.A. Balota & E.J. Marsh (Eds.), *Cognitive psychology: key readings*. New York: Psychology Press.

### **LEARNING**

Kuhl, P. K., Williams, K. A., Lacerda, F., Stevens, K. N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. *Science*, 255(5044), 606-608.

Werker, J. F., Gilbert, J. H., Humphrey, K., & Tees, R. C. (1981). Developmental aspects of cross-language speech perception. *Child Development*, 52(1), 349-355.

Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274(5294), 1926-1928.

Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. *Psychological Science*, 24(11), 2143-2152.

Smith, L. B., Jones, S. S., Landau, B., Gershkoff-Stowe, L., & Samuelson, L. (2002). Object name learning provides on-the-job training for attention. *Psychological Science*, 13(1), 13-19.

Roy, B. C., Frank, M. C., DeCamp, P., Miller, M., & Roy, D. (2015). Predicting the birth of a spoken word. *Proceedings of the National Academy of Sciences*, 112(41), 12663-12668.

### **UNDERSTANDING**

Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., & Sedivy, J. C. (1995). Integration of visual and linguistic information in spoken language comprehension. *Science*, 268(5217), 1632.

Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: Partial activation of an irrelevant lexicon. *Psychological Science*, 10(3), 281-284.

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

Riordan, B., & Jones, M. N. (2011). Redundancy in perceptual and linguistic experience: Comparing feature-based and distributional models of semantic representation. *Topics in Cognitive Science*, 3(2), 303-345.

Christiansen, M. H., & Chater, N. (2001). Connectionist psycholinguistics: Capturing the empirical data. *Trends in Cognitive Sciences*, 5(2), 82-88.

### **TALKING**

Bock, J. K. (1986). Syntactic persistence in language production. *Cognitive Psychology*, 18(3), 355-387.

MacDonald, M. C. (2013). How language production shapes language form and comprehension. *Frontiers in Psychology*, 4, 226.

Baese-Berk, M., & Goldrick, M. (2009). Mechanisms of interaction in speech production. *Language and Cognitive Processes*, 24(4), 527-554.

Clark, H. H., & Tree, J. E. F. (2002). Using uh and um in spontaneous speaking. *Cognition*, 84(1), 73-111.

### **SPEAKERS & SPECIES**

Pinker, S. (1994). *The Language Instinct*. New York: William Morrow and Company. Chapter 3: Mentalese.

Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585-589.

Fausey, C. M., Long, B. L., Inamori, A., & Boroditsky, L. (2010). Constructing agency: the role of language. *Frontiers in Cultural Psychology*. doi: 10.3389/fpsyg.2010.00162.

Goldstein, M. H., & Schwade, J. A. (2010). From birds to words: Perception of structure in social interactions guides vocal development and language learning. *The Oxford handbook of developmental and comparative neuroscience*, 708-729.

Ghazanfar, A. A., & Takahashi, D. Y. (2014). The evolution of speech: vision, rhythm, cooperation. *Trends in Cognitive Sciences*, 18(10), 543-553.

## Further readings for interested students

***I will add to this list throughout the term. Check Canvas regularly if you are interested!***

**Note: These are not required readings.** You will not be tested on any content that is specific to these articles. These references are provided here for students who may be interested in learning more about particular topics. Peruse this list to discover more gems about psycholinguistics! Enjoy!

- Baldwin, D. A. (1993). Early referential understanding: Infants' ability to recognize referential acts for what they are. *Developmental Psychology*, 29(5), 832-843.
- Clark, H. H. (1997). Dogmas of understanding. *Discourse Processes*, 23(3), 567-598.
- Clark, H. H. (1996). Using language. 1996. *Cambridge University Press: Cambridge*, 952, 274-296.
- Deák, G. O., Krasno, A. M., Triesch, J., Lewis, J., & Sepeta, L. (2014). Watch the hands: infants can learn to follow gaze by seeing adults manipulate objects. *Developmental Science*, 17(2), 270-281.
- Frank, M. C., Braginsky, M., Yurovsky, D., & Marchman, V. A. (2016). Wordbank: An open repository for developmental vocabulary data. *Journal of Child Language*.
- Gentner, D. (2003). *Language in mind: Advances in the study of language and thought*. MIT Press.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H Brookes Publishing.
- James, K. H., & Engelhardt, L. (2012). The effects of handwriting experience on functional brain development in pre-literate children. *Trends in Neuroscience and Education*, 1(1), 32-42.
- Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, 21(1), 60-99.
- Kaminski, J., Call, J., & Fischer, J. (2004). Word learning in a domestic dog: evidence for "fast mapping". *Science*, 304(5677), 1682-1683.
- Kroll, J. F., & De Groot, A. M. (Eds.). (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford University Press.
- Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological Review*, 104(2), 211.
- Lew-Williams, C., & Fernald, A. (2007). Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science*, 18(3), 193-198.
- Lupyan, G., Rakison, D. H., & McClelland, J. L. (2007). Language is not just for talking: redundant labels facilitate learning of novel categories. *Psychological Science*, 18(12), 1077-1083.
- Lupyan, G. (2008). From chair to "chair": a representational shift account of object labeling effects on memory. *Journal of Experimental Psychology: General*, 137(2), 348.
- Montag, J. L., Jones, M. N., & Smith, L. B. (2015). The words children hear picture books and the statistics for language learning. *Psychological Science* 26(9), 1489-1496.
- Oller, D. K., Niyogi, P., Gray, S., Richards, J. A., Gilkerson, J., Xu, D., ... & Warren, S. F. (2010). Automated vocal analysis of naturalistic recordings from children with autism, language delay, and typical development. *Proceedings of the National Academy of Sciences*, 107(30), 13354-13359.
- Ramscar, M. (2002). The role of meaning in inflection: Why the past tense does not require a rule. *Cognitive Psychology*, 45(1), 45-94.
- Seidenberg, M. S., & Plaut, D. C. (2014). Quasiregularity and its discontents: the legacy of the past tense debate. *Cognitive Science*, 38(6), 1190-1228.
- Vales, C., & Smith, L. B. (2015). Words, shape, visual search and visual working memory in 3-year-old children. *Developmental Science*, 18(1), 65-79.
- Wolf, M., Gottwald, S., Galyean, T., Morris, R., & Breazeal, C. (2014). The Reading Brain, Global Literacy, and the Eradication of Poverty. *Bread and Brain, Education and Poverty*.
- Yu, C., & Smith, L. B. (2012). Embodied attention and word learning by toddlers. *Cognition*, 125(2), 244-262.

***Interesting language researchers, in no particular order. (This list is not exhaustive!) Google them!***

Dare Baldwin, Linda B. Smith, Gedeon Deák, Chen Yu, Gary Lupyan, Jenny Saffran, Elissa Newport, Dedre Gentner, Sandra Waxman, Michael Tanenhaus, Gary Dell, Casey Lew-Williams, Roger Levy, Ted Gibson, Lila Gleitman, Melissa Baese-Berk, David Pisoni, Ann Bradlow, Viorica Marian, Janet Werker, Larissa Samuelson, Jean Berko-Gleason, Alex Cristia, Erika Bergelson, Daniel Swingley, Anne Fernald, Adriana Weisleder, Judy Carta, Eve Clark, Herbert Clark, Dan Jurafsky, Dan Yurovsky, Jessica Montag, Jon Willits, Catarina Vales, Lou Ann Gerken, Vic Ferreira, Keith Rayner, Maryellen MacDonald, Mark Seidenberg, Michael Ramscar, Lera Boroditsky, Beth Levin, Arthur Samuel, Morten Christiansen, Michael C. Frank, Helen Neville, Ellen Markman, Roberta Golinkoff, Kathy Hirsh-Pasek, Dana Suskind, Marta Kutas, Dan Slobin, Zenzi Griffin, Judith Kroll, Susan Graham, Michael Jones, Christina Bergmann, Janet Pierrehumbert, Matt Goldrick, Gerry Altmann, Kim Oller, Anne Warlaumont, Patricia Kuhl, Teenie Matlock, Daniel Richardson, Rick Dale, and many more!