

Psychology 520: Psycholinguistics  
Spring 2016

Richard Gerrig  
Psychology B201, 632-7847  
richard.gerrig@stonybrook.edu  
Office Hours: By appointment

*Learning Outcomes:*

1. Discuss the major concepts and phenomena that form the basis of knowledge about the psychology of language.
2. Examine the methods psychologists use to explore aspects of language processing and language acquisition.
3. Integrate various types of theories that organize predictions and evidence with respect to the psychology of language.
4. Skillfully interpret and form educated opinions on issues related to the psychology of language.

Lecture

Tu 1/26	Introduction
Th 1/28	Basic concepts for psycholinguistics
Tu 2/2	Speech perception
Th 2/4	Speech perception/Lexical access and meaning
Tu 2/9	Lexical access and meaning
Th 2/11	Sentence processing
Tu 2/16	Sentence processing
Th 2/18	Language and memory
Tu 2/23	Reading
Th 2/25	Text comprehension
Tu 3/1	Production
Th 3/3	Production
Tu 3/8	Conversation
Th 3/10	Conversation
Tu 3/22	Non-conventional language
Th 3/24	Language acquisition ( <i>Midterm Exam Due</i> )
Tu 3/29	Language acquisition
Th 3/31	Language acquisition
Tu 4/5	Language acquisition
Th 4/7	Biology of language
Tu 4/12	Biology of language

Th 4/14	Bilingualism
Tu 4/19	Bilingualism/Second language learning
Th 4/21	Second language learning/Language and thought
Tu 4/26	Language and thought
Th 4/28	Overflow/special topics
Tu 5/3	Student presentations
Th 5/5	Student presentations ( <i>Term Paper Due &amp; Final Due</i> )

### Course Requirements

1. Attendance is expected. All absences must be justified.
2. **Take-home midterm and final.** Each exam will require you to write four brief essays (no more than three pages each). Each exam is worth 1/3 of your grade.
3. **Term paper.** In the term paper, you will provide a literature review and propose a new direction for research. The paper should be in range of 10-15 double-spaced pages (including references). The paper should be written in APA style. You will give a brief presentation based on your paper. The paper is worth 1/3 of your grade.

### Reading Assignments

#### February 2 & 4: Speech perception and word recognition

Samuel, A. G. (2011). Speech perception. *Annual Review of Psychology*, *62*, 49-72.

Bowers, J. S., Kazanina, N., & Andermane, N. (2016). Spoken word identification involves accessing position invariant phoneme representations. *Journal of Memory and Language*, *87*, 71-83.

Morill, T., Baese-Berk, M., Heffner, C., & Dilley, L. (2015). Interactions among distal speech rate, linguistic knowledge, and speech environment. *Psychonomic Bulletin & Review*, *22*, 1451-1457.

#### February 4 & 9: Lexical access and meaning

Yap, M. J., Lim, G. Y., & Pexman, P. M. (2015). Semantic richness effects in lexical decision: The role of feedback. *Memory & Cognition*, *43*, 1148-1167.

Rodd, J. M., Cai, Z. G., Betts, H. N., Hanby, B., Hutchinson, C., & Adler, A. (2016). The impact of recent and long-term experience on access to word meanings: Evidence from large-scale internet-based experiments. *Journal of Memory and Language*, *87*, 16-37.

Malt, B. C., Ameel, E., Imain, M., Gennari, S. P., Saji, N., & Majid, A. (2014). Human locomotion in languages: Constraints on moving and meaning. *Journal of Memory and Language*, *74*, 107-123.

### **February 11 & 16: Sentence processing**

Kelly, S., Healey, M., Özyürek, A., & Holler, J. (2015). The processing of speech, gesture, and action during language comprehension. *Psychonomic Bulletin & Review*, *22*, 517-523.

Karimi, H., & Ferreira, F. (2015). Good-enough linguistic representations and online cognitive equilibrium in language processing. *The Quarterly Journal of Experimental Psychology*.

Fedorenko, E., Woodbury, R., & Gibson, E. (2013). Direct evidence of memory retrieval as a source of difficulty in non-local dependencies in language. *Cognitive Science*, *378-394*.

### **February 18: Language and memory**

Reyna, V. F., Corbin, J. C., Weldon, R. B., & Brainerd, C. J. (2016). How fuzzy-trace theory predicts true and false memories for words, sentences, and narratives. *Journal of Applied Research in Memory and Cognition*, in press.

Woltz, D. J., Sorensen, L. J., Indahl, T. C., & Splinter, A. F. (2015). Long-term semantic priming of propositions representing general knowledge. *Journal of Memory and Language*, *79-80*, 30-52.

### **February 23: Reading**

Schmalz, X., Marinus, E., Coltheart, M., & Castles, A. (2015). Getting to the bottom of orthographic depth. *Psychonomic Bulletin & Review*, *22*, 1614-1629.

Taylor, J. S. H., Duff, F. J., Woollams, A. M., Monaghan, P., & Ricketts, J. (2015). How word meaning influences word reading. *Current Directions in Psychological Science*, *24*, 322-328.

Blythe, H. I. (2014). Developmental changes in eye movements and visual information encoding associated with learning to read. *Current Directions in Psychological Science*, *23*, 201-207.

Eskenazi, M. A., Folk, J. R. (2015). Skipped words and fixated words are processed differently during reading. *Psychonomic Bulletin & Review*, *22*, 537-542.

**February 25: Text comprehension**

Gerrig, R. J., & Wenzel, W. G. (2015). The role of inferences in narrative experiences. In E. J. O'Brien, A. E. Cook, & R. F. Lorch, Jr. (Eds.), *Inferences during reading* (pp. 362-385). New York: Cambridge University Press.

Cook, A.E., & O'Brien, E.J. (2014). Knowledge activation, integration, and validation during narrative text comprehension. *Discourse Processes*, *51*, 26-49.

**March 1 & 3: Production**

Kittredge, A. K., & Dell, G. S. (2016). Learning to speak by listening: Transfer of phonotactics from perception to production. *Journal of Memory and Language*, in press.

Brown-Schmidt, S., & Konopka, A. E. (2015). Processes of incremental message planning during conversation. *Psychonomic Bulletin & Review*, *22*, 833-843.

Konopka, A. E., & Kuchinsky, S. E. (2015). How message similarity shapes the timecourse of sentence formulation. *Journal of Memory and Language*, *84*, 1-23.

**March 8 & 10: Conversation**

Sjerps, M. J., & Meyer, A. S. (2015). Variation in dual-task performance reveals late initiation of speech planning in turn-taking. *Cognition*, *136*, 304-324.

Galati, A., & Brennan, S. E. (2014). Speakers adapt gestures to addressees' knowledge: Implications for models of co-speech gesture. *Language, Cognition and Neuroscience*, *29*, 435-451.

Yildirim, I., Degen, J., Tanenhaus, J. K., & Jaeger, T. F. (2016). Talker-specificity and adaptation in quantifier interpretation. *Journal of Memory and Language*, *87*, 128-143.

**March 22: Non-conventional language**

Steen, G. (2011). The contemporary theory of metaphor—now new and improved! *Review of Cognitive Linguistics*, *9*, 26-64.

Joshi, A., Sharma, V., & Bhattacharyya, P. (2015). Harnessing contextual incongruity for sarcasm detection. (2015). *Proceedings of the 53rd Annual Meeting of the Association for Computational Linguistics and the 7th International Joint Conference on Natural Language Processing (Short Papers)*, 757-762.

**March 24, 29, 31, & April 5: Language acquisition**

Hirsch-Pasek, K., Adamson, L. B., Bakeman, R., Owen, M. T., Golinkoff, R. M., Pace, A., Yust, P. K. S., & Suma, K. (2015). The contribution of early communication quality to low-income children's language success. *Psychological Science, 26*, 1071-1083.

Tamis-LeMonda, C. S., Kuchirko, Y., & Song, L. (2014). Why is infant learning facilitated by parental responsiveness? *Current Directions in Psychological Science, 23*, 121-126.

Hochmann, J.-R., & Papeo, L. (2014). The invariance problem in infancy: A pupillometry study. *Psychological Science, 25*, 2038-2046.

Yin, J., & Csibra, G. (2015). Concept-based word learning in human infants. *Psychological Science, 26*, 1316-1324.

Pereira, A. F., Smith, L. B., & Yu, C. (2014). A bottom-up view of toddler world learning. *Psychonomic Bulletin & Review, 21*, 178-185.

Kidd, E., & Arciuli, J. (2016). Individual differences in statistical learning predict children's comprehension of syntax. *Child Development*, in press.

Gervain, J. & Werker, J.F. (2013). Learning non-adjacent regularities at 0;7. *Journal of Child Language, 40*, 860-872.

**April 7 & 12: Biology of Language**

Crockford, C., Wittig, R. M., & Zuberbüler, K. (2015). An intentional vocalization draws others' attention: A playback experiment with wild chimpanzees. *Animal Cognition, 18*, 581-591.

Hagoort, P., & Indefrey, P. (2014). The neurobiology of language beyond single words. *Annual Review of Neuroscience, 37*, 347-362.

Lee, C.-l., & Federmeier, K. D. (2015). It's all in the family: Brain asymmetry and syntactic processing of word class. *Psychological Science, 26*, 997-1005.

**April 14 & 19: Bilingualism**

Pons, F., Bosch, L., & Lewkowicz, D. J. (2015). Bilingualism modulates infants' selective attention to the mouth of a talking face. *Psychological Science, 26*, 490-498.

Kidd, E., Tennant, E., & Nitschke, S. (2015). Shared abstract representation of linguistic structure in bilingual sentence comprehension. *Psychonomic Bulletin & Review, 22*, 1062-1067.

Caldwell-Harris, C. L. (2015). Emotionality differences between a native and foreign language: Implications for everyday life. *Current Directions in Psychological Science*, 24, 214-219.

### **April 19 & 21: Second Language Learning**

Werker, J.F., & Hensch, T.K. (2015). Critical periods in speech perception: New directions. *Annual Review of Psychology*, 66, 173-196.

Ionin, T., Montrul, S., & Crivos, M. (2013). A bidirectional study on the acquisition of plural noun phrase interpretation in English and Spanish. *Applied Psycholinguistics*, 34, 483-518.

### **April 21 & 26: Language and Thought**

Regier, T., & Kay, P. (2009). Language, thought, and color: Whorf was half right. *Trends in Cognitive Sciences*, 13, 439-446.

Chabal, S., & Marian, V. (2015). Speakers of different languages process the visual world differently. *Journal of Experimental Psychology: General*, 144, 539-550.

Athanasopoulos, P., Bylund, E., Montero-Melis, G., Damjanovic, L., Scharner, A., Kibbe, A., Riches, N., & Thierry, G. (2015). Two languages, two minds: Flexible cognitive processing driven by language of operation. *Psychological Science*, 26, 518-526.

### **DISABILITY SUPPORT SERVICES (DSS) STATEMENT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>

### **ACADEMIC INTEGRITY STATEMENT**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including

categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

**CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.