

Syllabus: Advanced Psycholinguistics, JLP471H1S

Winter 2016

Course Description

Language comprehension and language production are often studied separately. The language production system is charged with the task of translating thoughts and desires into a motor plan for action, moving through word selection, syntactic planning and phonological planning stages along the way. The comprehension system has a different task: to take as input an auditory or visual signal, identify the words in that signal and assign the input a structure and a meaning. However, there are good reasons to think of production and comprehension as parts of one language system. In this course we will look at the ways in which production and comprehension interact. We will tackle questions like: Does the syntactic structure of something you just heard influence the way you'll say your next sentence? Do people tailor their utterances to the comprehension systems of their audience? When reading, is there a little voice in your head producing the sentence? We will explore these and other questions and use them to evaluate the hypothesis that production and comprehension form an integrated system.

Instructor

Dr. Meg Grant (You can call me Meg)
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Office: Sidney Smith Hall, Room 4088

Meeting time

Mondays 5-7pm
Ramsay Wright Laboratories 141

Office hours (subject to change)

- Wednesdays 4-6pm

Email policy

- Please email me from your utoronto email account with JLP471 in the subject line.
- I will reply to email inquiries within 2 weekdays.

Course website

- This course uses Blackboard. To access the lecture slides and other course-related documents, log in at <http://portal.utoronto.ca> with your UTORid and password.
- You should check Blackboard regularly for class-related announcements.

Course materials

- The full references to the readings will be posted on the Blackboard site; all the readings are available through the UofT library. You are responsible for locating the articles.
- Note that some materials may only be available from campus computers. E-journals can sometimes be accessed from off-campus locations using your UTORID and password.
- Each topic will have one required reading and an optional background review or book chapter. It is highly recommended to do the background reading of the week that you are presenting.

Evaluation scheme

- The evaluation will be based on a number of components:
 - Blackboard discussion: 10%
 - Class presentation: 20%
 - Abstract reviews: 5%
 - Article summaries: 20% (2 x 10%)
 - Final paper: 45%

Blackboard discussion

- This component of the course will make sure that you are keeping up with the readings and thinking about each one before class time.
- After reading the paper, you will **post a brief (5 sentences max) comment or question** about it on the Blackboard discussion forum for that reading. The deadline for your comment or question will be the **Friday** before the paper is discussed (**at 11:59pm**). Posts will be marked out of 5 points for their thoughtfulness and relevance.
- You must also **post at least one reply** to another student's post. The deadline for your reply is **Sunday at 11:59pm**. Replies will be marked out of 5 points for their thoughtfulness and relevance.
- Your lowest score for Blackboard discussions will be dropped. No late submissions will be graded and no make-ups will be allowed.

Class presentation

- This component of the course will help you develop your oral communication skills.
- **Together with a partner**, you must present one article from the course readings.
- The presentation will last 30 minutes, and will summarize the article using PowerPoint slides. Partners must both speak during the presentation.

- Before your presentation, you must read the comments your colleagues have posted on Blackboard and try to take them into account during your talk.
- Each presentation should end with **two questions** for class discussion.
- Slides and discussion questions must be submitted for upload to Blackboard and for marking.
- Groups are strongly encouraged to meet with the instructor during office hours prior to the presentation.
- A detailed marking scheme for the class presentation will be posted on Blackboard.
- **Important: A successful presentation will engage the group in discussion of the topic under examination. However, even the most prepared presenters will find this difficult if the audience is not willing to participate. Be a good colleague and come to class prepared to attend and discuss, even if it is not your presentation week.**

Abstract reviews

- This exercise will prepare you for writing your article summaries and will also give you a glimpse of current work in the field of psycholinguistics.
- A book of abstracts from a major psycholinguistics conference will be posted on Blackboard.
- You will choose two abstracts and ‘review’ them following a rubric (also on Blackboard).
- Choose one abstract that you would give a very positive review, and one that you find unsatisfying. Abstracts by University of Toronto researchers (any campus) are not eligible for this exercise.
- Bring your work to class on **February 1** for class discussion. Select highlights from your work to share with the class, and hand in your reviews.

Article summaries

- In this assignment, you will create summaries in the style of conference abstracts for two of the course readings.
 - **Summary 1 due: February 22**
 - **Summary 2 due: March 21**
- The summary will be 1 page long (you should have to edit your work to bring it down to one page).
- **Formatting: Summaries should be single-spaced in a normal (non-condensed) font (11 or 12 pt).**
- The summary should:
 - Present the question of interest and why it is important.
 - Specify the methods used.
 - Summarize the results of the experiment(s).
 - Provide an interpretation of the results with respect to the question of interest.
- Summaries must be uploaded to Blackboard in .pdf format (see me if you need instructions on creating a .pdf).

Final paper

- The final paper will give you a chance to develop a deeper understanding of a topic in psycholinguistics related to our course theme.
- For the paper, you may choose between two options:
 - Option 1: Literature review
 - * Work individually.
 - * Write a critical review of 3 published journal articles on a topic of your choice related to the theme of the course.
 - Option 2: Experiment proposal
 - * Work with a partner.
 - * Propose a novel experiment on a topic related to the theme of the course.
 - * Write a detailed proposal including:
 - A question of interest
 - A literature review providing the background and motivation for the question
 - A description of the experimental design and materials
 - Predictions about possible outcomes and their interpretation.
- Paper length is 2500-3000 words. Please include your word total on your paper. Marks may be deducted for papers that are too long.
- **Formatting: Please hand in your paper double-spaced, with 1-inch margins and 11 or 12pt font.**
- **Choose a journal to follow for reference format and be consistent.**
- Individuals and pairs must choose their paper option and tentative topic by **March 14**. Please hand in a (no more than one page) declaration.
- It is **strongly recommended** to meet with the instructor during office hours (or an alternate appointment time) *at least once* regarding the final paper. Such meetings can help with the choice of topic, papers for the literature review, method for the experimental option etc.
- On the final day of class, individuals and pairs will be asked to briefly present their projects (for feedback only, not marked).
- Papers must be submitted in .pdf format via Blackboard by **11:59pm on Monday, April 11**. Late work will not be accepted.

University policies

- Please refer to the academic calendar (http://www.artsandscience.utoronto.ca/ofr/calendar/Sessional_Dates.html) for key dates pertaining to enrollment, etc.
- You are subject to the Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>).
- You are also subject to the Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Violations such as plagiarism and other cheating will be handled in accordance with regulations.

Course Schedule (Subject to change)

Week	Date	Description	Reading assignments/Due dates
1	11 Jan.	Introduction and motivation for the course	Recommended: Pickering and Garrod (2007)
2	18 Jan.	Self-monitoring of speech	Huettig and Hartsuiker (2010)
3	25 Jan.	Prediction during comprehension I: Lexical prediction	Delong et al. (2005)
4	1 Feb.	Abstract workshop + Prediction during comprehension II: Semantic prediction	Altmann and Kamide (1999)
5	8 Feb.	Prediction during comprehension III: Syntactic prediction	Staub and Clifton (2006)
	15 Feb.	Reading Week	
6	22 Feb.	Syntactic priming	Bock et al. (2007) , Article summary 1 due
7	29 Feb.	Implicit prosody during reading	Ashby and Clifton (2005)
8	3 Mar.	Dialogue 1: Phonetic convergence	Pardo (2006)
9	14 Mar.	Dialogue 2: The use of context	Yoon et al. (2012) , Paper option declaration deadline
10	21 Mar.	Comprehension and production in development	Allen et al. (2011)
11	28 Mar.	Comprehension and production in the brain	Okada and Hickok (2006) , Article summary 2 due
12	4 Apr.	Review & summary	
	11 Apr.		Final paper due

References

- Allen, Melissa L., Sarah Haywood, Gnanthusharan Rajendran, and Holly P. Branigan. 2011. Evidence for syntactic alignment in children with autism. *Developmental Science* 14:540–548.
- Altmann, Gerry T.M., and Yuki Kamide. 1999. Incremental interpretation at verbs: Restricting the domain of subsequent reference. *Cognition* 73:247–264.
- Ashby, Jane, and Charles Clifton, Jr. 2005. The prosodic property of lexical stress affects eye movements during silent reading. *Cognition* 96:B89–100.
- Bock, Kathryn, Gary S. Dell, Franklin Chang, and Kristine H. Onishi. 2007. Persistent structural priming from language comprehension to language production. *Cognition* 104:437–458.
- Delong, Katherine A., Thomas P. Urbach, and Marta Kutas. 2005. Probabilistic word pre-activation during language comprehension inferred from electrical brain activity. *Nature Neuroscience* 8:1117–1121.
- Huettig, Falk, and Robert J. Hartsuiker. 2010. Listening to yourself is like listening to others: External, but not internal, verbal self-monitoring is based on speech perception. *Language and Cognitive Processes* 25:347–374.
- Okada, Kayoko, and Gregory Hickok. 2006. Left posterior auditory-related cortices participate in speech perception and speech production: Neural overlap revealed by fMRI. *Brain and Language* 98:112–117.
- Pardo, Jennifer. 2006. On phonetic convergence during conversational interaction. *Journal of the Acoustical Society of America* 119:2382–2393.

- Pickering, Martin J., and Simon Garrod. 2007. Do people use language production to make predictions during comprehension? *Trends in Cognitive Sciences* 11:105–110.
- Staub, Adrian, and Charles Clifton, Jr. 2006. Syntactic prediction in language comprehension: Evidence from *Either... or*. *Journal of Experimental Psychology: Learning, Memory and Cognition* 32:425–436.
- Yoon, Si On, Sungryong Koh, and Sarah Brown-Schmidt. 2012. Influence of perspective and goals on reference production. *Psychonomic Bulletin and Review* 19:699–707.