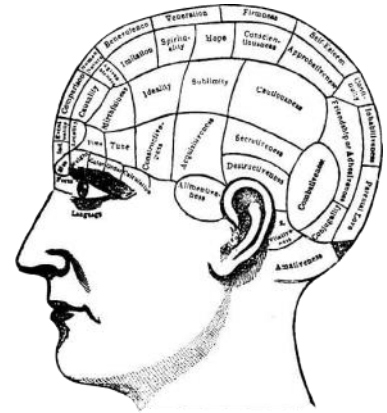


Lectures: T/R 3–4:15p
Ballantine Hall (BH) 330

Professor: **Ann Bungler** (she/her)
Email: acbunger@indiana.edu
Office: Ballantine Hall (BH) 520
Office hours: M–R 10-11a BH 520,
or by appointment



Course Objectives

Psycholinguistics is the study of the way that humans store, produce, and comprehend language. In order to gain a better understanding of these behaviors, we will explore interdisciplinary evidence concerning the way that our knowledge of language is stored, what happens in our heads when we produce and interpret words and sentences, and what makes it possible for us to understand each other (or not). In this course, we will explore and evaluate theories of language processing as well as classic and recent experimental evidence in support of those theories. We will also discuss methodologies for carrying out psycholinguistic research. Finally, you will gain experience communicating about scientific findings to a variety of audiences.

Student Learning Outcomes

By the end of this course, you will be able to:

- Use concepts and terminology related to psycholinguistics
- Create hypotheses about language processing
- Identify and apply various experimental methods for investigating language processing
- Interpret data from psycholinguistic experiments
- Critically evaluate reports of psycholinguistic research
- Communicate about psycholinguistic concepts to a variety of audiences

Teaching and Learning Methods

This course has been designed to engage you actively as you develop an understanding of the material. Foundational concepts will be introduced in lectures and readings, and you will practice applying these concepts by participating in problem-solving activities during class and on assignments and projects. Since class discussion will be an essential part of the course, please be sure to complete all readings before coming to class. Feel free to ask questions at any time!

Course Requirements

Required text

Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*. Oxford: Wiley-Blackwell.

➤ This text will be supplemented with additional articles posted to the course Canvas site.

We will be using APA Style for references and citations in this course. See www.apastyle.org for details.

Evaluation

Participation	15%
Homeworks	25%
Exams	30%
Experiments	20%
Project	10%
Extra Credit	+2%

Participation

You are expected to come to every class and to arrive on time and ready to participate. Participation credit will be earned by 1) completing advance preparation assignments and 2) participating in lab days. Two participation assignments will be dropped from your grade to allow for chaos.

Advance Preparation

There will be approximately one advance preparation assignment per week. Some of these will ask you to make connections between course topics and the world outside our classroom, some will guide you to engage with assigned readings, and some will help to build classroom community. Late submission of advance prep will not be accepted.

Lab Days

During some classes, you will be working in groups on problem-solving assignments, or to prepare stimuli or analyze data for our class experiments. You are expected to arrive to class prepared for this group work and to actively participate in it. Lab Days are marked on the schedule.

Homework Assignments

Five homeworks will be assigned in the first half of the semester, most of which will consist of short writing assignments. Unless otherwise specified, you are expected to hand in your assignments by the beginning of class on the day they are due. Late homeworks will receive a lowered grade (one letter grade for each day late).

Put your name on your homework assignments. All typed assignments should be in double-spaced 12-point Times New Roman font with 1-inch margins on all sides. Assignments may be submitted on paper or by uploading them to Canvas as .pdf or .doc files. Whether submitting on paper or electronically, be sure to include your name on the document.

Exams

There will be three non-cumulative in-class exams. Exams will consist of a combination of multiple-choice questions, short-answer questions, and essay questions that will ask you to extend and apply course material to new problems.

Experiments

In the second half of the semester, we'll apply the tools of psycholinguistics to engage in our own research. First, we'll carry out an experiment on language production together as a class. I'll provide the research question, and you will be responsible for contributions to the stimuli, for data collection, and for writing up the results as a scientific paper. Then, you'll propose (but not carry out) your own experiment on language comprehension. More information about these assignments, including deadlines for intermediate steps, will be given later in the semester.

Project

For your final project, you will work with a group of your choosing to communicate some psycholinguistic concept to a general audience through a non-academic medium. More information about the final project, including deadlines for intermediate steps, will be given later in the semester.

Extra Credit

TBD. Get in touch for more information.

Course Outline Dates and identities of readings may change as the semester progresses. Schedule does not include due dates for weekly(ish) advance prep assignments.

	Tuesday	Thursday
Part 1: Fundamentals of The Study of Linguistic Competence		
Week 1 8/21–8/25	Syllabus, etc.	Sound FC ch1 and p. 25–44
Week 2 8/28–9/1	Structure FC p.44–60	Structure FC p.60–68
Week 3 9/4–9/8	NO CLASS	Meaning Gleitman & Reisberg 2010_meaning
Week 4 9/11–9/15	The science of language FC p.70–81; Chomsky 2005 (through the top of p. 10) HW1 due	Language & the brain FC p.81–92; Poeppel et al. 2012 (optional: Geschwind 1972)

Week 5 9/18–9/22	Conceptual representation Gleitman & Papafragou 2005, pp. 1–17, 30–41 HW2 due	Language & Thought (the scientific version) Winawer et al 2007
Week 6 9/25–9/29	Language & Thought (the popular press version)	EXAM 1: Competence
Part 2: Language Production		
Week 7 10/2–10/6	Intro to Language production FC p.134–140; Wagner & McKee 2023 HW3 due	Lexical Selection FC p.140–144; Bock et al. 2006
Week 8 10/9–10/13	Grammatical Encoding FC p.144–153; Vigliocco et al. 1997 article selection for HW4 due	Structural priming Pickering & Branigan 1999 HW4 due
Week 9 10/16–10/20	LAB DAY: Experiment Design Arunachalam 2013	Phonological Encoding FC p.153–167; Dell 1995 HW5 due
Week 10 10/23–10/27	EXAM 2: Production	LAB DAY: Data Coding Expt data collected
Week 11 10/30–11/3	LAB DAY: Data Analysis Expt data coded Gopen & Swan 2018 (skim)	Transition Day + Intro to Language comprehension
Part 3: Language Comprehension		
Week 12 11/6–11/10	Speech Perception FC p.169–197 Expt 1 write-up due	Lexical Access Allopena et al. 1998
Week 13 11/13–11/17	Lexical Ambiguity FC p.197–203, Schaneveldt, Meyer & Becker 1976	Structure Building FC p.204–224
M Nov 20–F Nov 24 THANKSGIVING BREAK—NO CLASS Enjoy your break!		

Week 14 11/27–12/1	Dealing with Ambiguity FC p.224–234	LAB DAY: Group projects
Week 15 12/4–12/8	EXAM 3: Comprehension	Group Project Presentations Final Project submissions and EC due by 5pm F 12/8
Experiment Proposals are due by 5p T December 12th (the end of our scheduled exam time).		

Additional Policies and Resources

Accessibility

<http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

This semester is likely to be chaotic in ways that we can't yet anticipate. Please know that I care about your mental, emotional, and physical health and are open to finding creative solutions to any issues that may come up. I am dedicated to making sure this course and its associated content are accessible to all students. If you encounter any material that is not easily accessible to you (e.g., file sizes too large for internet capacity, text incompatibility with e-readers), or if there are other issues that affect your ability to make progress, please let me know as soon as possible so that we can find a solution. In addition, any student who would like to discuss accommodations for a qualified disability is requested to speak directly to the **Office of Disability Services for Students** (Wells Library, Suite W 302; iubdss@indiana.edu; 812-855-7578) and to me as early as possible in the semester (preferably within the first week of class). These services are confidential, but they may take time to put into place, and they are not retroactive.

Attendance

Regular engagement is essential to achieving the learning outcomes of this course. You are expected to attend and to arrive on time for all lectures and discussion sections. When possible, please inform me in advance if you must miss class. You are responsible for all notes, announcements and handouts given out in class. If you would like to obtain materials for a class that you missed for reasons other than an emergency or documented illness, first speak to a friend in the class. And please visit my office hours if there is something that requires clarification! Final grades may be lowered up to 10% in cases of noticeably poor attendance.

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations (<https://vpfaa.indiana.edu/faculty-resources/teaching-resources/religious-observances-information.html>). The form must be submitted at least 2 weeks prior to the anticipated absence.

Emotional Wellbeing and Support

<http://healthcenter.indiana.edu/counseling/>

If you are struggling with your emotional well-being, please consider contacting IU's Counseling and Psychological Services (CAPS: 812-855-5711). The instructional team for this course is happy to listen to you, but we have no counseling training and the folks at CAPS do. In addition, we may be legally required to report certain things that you share with us (e.g., reports of sexual assault, suicidal thoughts).

Inclusion

Respect for cultural and biological diversity are central to the field of Linguistics. From both a scientific and a human perspective, there is value in considering the different opinions, backgrounds, and experiences that individuals contribute to the classroom. As we share ideas in this course, we may not always agree with each other, but we will work together to maintain an atmosphere of openness and respect for all perspectives. If you witness or experience a bias incident on campus, you may report it online at biasincident.indiana.edu or by calling the Dean of Students Office (812-855-8187).

Land Acknowledgement

We wish to acknowledge and honor the Indigenous communities native to this region, and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the myaamiaki, L nape, Bodw wadmik, and saawanwa people as past, present, and future caretakers of this land.

Misconduct of various sorts

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct, including responsibilities to uphold and maintain academic and professional honesty and integrity. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. More information about the Code and how instances of alleged violations are handled is available online. In particular, Part II-G of the Code provides detailed descriptions of types of academic misconduct that will not be tolerated, including cheating, fabrication, and plagiarism. Ignorance of what constitutes misconduct is not a valid excuse. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, or a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

In addition, you should be aware that selling the instructor's notes/study guides or uploading course assignments to the web in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct (Violation of Course Rules). Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual

harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Student Academic Center

<https://sac.indiana.edu/>

If you are struggling academically, or just want to hear about new learning strategies, perspectives, and behaviors that can facilitate academic success, the Student Academic Center offers a range of free on-line and face-to-face resources to support student academic success.

Student Assistance (Administrative, Financial, Food Insecurity, etc.)

<https://studentaffairs.indiana.edu/student-advocates/>

The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis.

<https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

If you have limited access to nutritionally adequate or safe foods, you might be interested in visiting Crimson Cupboard, an on-campus food pantry (located in Campus View Apartments, 800 N. Union St.) that offers free healthy food to IU Bloomington students. Students can visit the pantry once a week.

Student Rights

Any student who believes another person in a class is threatening their personal safety or the class may step out of class without consequence.

Technology

It is your responsibility as a member of our classroom community to avoid the use of technological devices that may distract others. You may use a laptop, tablet, or cell phone during class time for purposes that are related to our class (e.g., note-taking, use of online textbooks, group work, looking up answers to questions, checking the time). Unacceptable or distracting use of these devices is prohibited. No photos, videos, or audio recordings may be made in the classroom without prior permission from Dr. Bunger.

Readings (and examples of APA style!)

- Arunachalam, S. (2013). Experimental methods for linguists. *Language and Linguistics Compass*, 7, 221–232. <https://doi.org/10.1111/lnc3.12021>
- Bauer, L. (2021). *The linguistics student's handbook*, 2nd edition. Edinburgh University Press.
- Bock, K., Konopka, A., & Middleton, E. (2006). Spoken language production: Psycholinguistic approach. In K. Brown (Ed.), *Encyclopedia of language & linguistics, second edition, volume 12* (pp. 103–112). Elsevier.
- Chomsky, N. (2005). Three factors in language design. *Linguistic Inquiry*, 36, 1–22. <https://doi.org/10.1162/0024389052993655>
- Dell, G. S. (1995). Speaking and Misspeaking. In L.R. Gleitman & M. Liberman (Eds.) *An invitation to cognitive science. 2nd Edition*. MIT Press.
- Geschwind, N. (1972). Language and the brain. *Scientific American*, 26, 76–83. <https://doi.org/10.1038/scientificamerican0472-76>
- Gleitman, L., & Papafragou, A. (2005). Language and thought. In K. Holyoak & R. Morrison (Eds), *Cambridge handbook of thinking and Reasoning* (pp. 633–662). Cambridge University Press.
- Gleitman, L. R., & Reisberg, D. (2010). Chapter 10: Language. In H. Gleitman, J. Gross, & D. Reisberg, *Psychology, 8th Edition*. Norton Publishing.
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- Poeppel, D., Emmorey, K., Hickok, G., & Pylkkänen, L. (2012). Towards a new neurobiology of language. *The Journal of Neuroscience*, 32, 14125–14131. <https://doi.org/10.1523/JNEUROSCI.3244-12.2012>
- Schvaneveldt, R. W., Meyer, D. E., & Becker, C. A. (1976). Lexical ambiguity, semantic context, and visual word recognition. *Journal of Experimental Psychology: Human Perception and Performance*, 2, 243–256. <https://doi.org/10.1037/0096-1523.2.2.243>
- Vigliocco, G., Antonini, T., & Garrett, M. F. (1997). Grammatical gender is on the tip of Italian tongues. *Psychological Science*, 8, 314–317. <https://doi.org/10.1111/j.1467-9280.1997.tb00444.x>
- Wagner, L., & McKee, C. (2023). *How to talk language science with everybody*. Cambridge University Press.
- Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Sciences*, 104, 7780–7785. <https://doi.org/10.1073/pnas.0701644104>