

Psychology 520: Psycholinguistics

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Fall 2005

Tuesdays, 10:00-1:00

Psychology A, Room 256

We will examine topics in the psychology of language, including: language and thought, the production and comprehension of utterances, discourse, pragmatics, speech errors, reading, the mental lexicon, paralinguistic aspects, children's acquisition of a first language, and applications. We will consider theories and evidence from psychology, along with viewpoints from linguistics and computational linguistics.

Class will meet once per week. Attendance, both physical and mental, is expected; if you need to miss a class, please arrange this with me in advance. Each week there will be assigned readings to complete before class. Assignments consist of very short (2-3 page) papers and involve working with text and conversational data. Approx. 1/3 of your grade will be based on the take-home midterm exam, approx. 1/3 on the four assignments, and approx. 1/3 on the final paper. Your grade will also take into account the quality of your class participation.

BACKGROUND TEXT: Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge: MIT Press

REQUIRED READINGS: A selection of articles and chapters, listed on the next few pages, available on-line

TOPICS:

Aug 30	Introduction and overview	
Sept 6	Language and thought	
Sept 13	Speech perception and word recognition	
Sept 20	Word meaning and the mental lexicon	
Sept 27	Sentence processing	<i>(Assignment #1 due)</i>
Oct 4	<i>Rosh Hashanah (no class)</i>	
Oct 11	Information, discourse structure & referring	<i>(Assignment #2 due)</i>
Oct 18	Pragmatics	
Oct 25	Speaking	<i>(Assignment #3 due)</i>
Nov 1	Conversation	
Nov 8	Pointing, pausing, tune, and turn	<i>(MIDTERM DUE)</i>

Nov 15	Text processing and discourse	
Nov 22	Reading	<i>(Have paper topic approved)</i>
Nov 29	Language acquisition	
Dec 6	Applications of psycholinguistics	<i>(Assignment #4 due)</i>
Dec 13		<i>(TERM PAPER DUE)</i>

Optional Session: *Just Enough Statistics*

A session will be scheduled for those who need or wish to have a brief introduction to statistical methods for language experiments. If you're not trained in stats, you should aim for an intuitive grasp of how to read and report experimental results, as well as know how to recognize some common mistakes.

Note: If you have a physical, psychological, medical or learning disability that may affect your ability to carry out assigned course work, we urge you to contact the staff in the Disabled Student Services office (DSS). Its address is Rm.128 of ECC (Education Communication Center) and phone numbers 632-6748 or TDD 632-6749. DSS will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

READINGS*

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Aug 30 Introduction and overview

Tanenhaus, M. K. (1988). **Psycholinguistics: An overview**. In F. Newmeyer (Ed.), *The Cambridge Survey of Linguistics, Vol. IV, Psychological and biological aspects of language*. Cambridge: Cambridge University Press, pp. 1-37.

Hockett, C. F. (1960). **The origin of speech**. *Scientific American*, 203(3), pp. 88-96.

LEVELT, Ch. 1: The speaker as information processor

Optional:

Fodor, J. (1985). **Precis of the modularity of mind**. *Brain and Behavioral Sciences*, 8, 1- 5.

Gazzaniga, M. (1998). **Language and the brain (Ch. 8)**. In

Sep 6 Language and thought

Whorf, B. L. (1956). **Languages and logic**. In J. B. Carroll (Ed.), *Language, thought and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, Massachusetts: MIT Press, pp. 233-245.

Pullum, G. K. (1991). *The Great Eskimo Vocabulary Hoax*. Chicago: University of Chicago Press. pp. 159-171.

Boroditsky, L. (in press). *Linguistic Relativity*. To appear in: *The Encyclopedia of Cognitive Science*. MacMillan Press.

Boroditsky, L. (2001). *Does language shape thought? English and Mandarin speakers' conceptions of time*. *Cognitive Psychology*, 43, 1-22.

Sep 13 Speech perception and word recognition

Samuel, A. G. (1986). *The role of the lexicon in speech perception*. In *Pattern recognition by humans and machines: Speech perception* (vol.1), pp. 89-111.

Spivey, M. J., & Marian, V. (1999). Cross talk between native and second languages: Partial

activation of an irrelevant lexicon. *Psychological Science*, 10, 281-284.

Dell, G. S. & Gordon, J. K. (2003). Neighbors in the lexicon: Friends or foes? In N. O. Schiller & A. S. Meyer (Eds.), *Phonetics and phonology in language comprehension and production: Differences and similarities*. Berlin: Mouton de Gruyter, pp. 9-37.

Optional:

Swinney, D. (1982). The structure and time-course of information interaction during speech comprehension: Lexical segmentation, access, and interpretation. In Mehler, Walker, and Garrett (Eds.), *Perspectives on mental representation*. Hillsdale, N.J. Erlbaum, pp. 151-167.

LEVELT, Ch. 6: Lexical entries and accessing lemmas

Handout for Assignment #1

Sep 20 Word meaning and the mental lexicon

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, 211 – 240

Gerrig, R. J. & Bortfeld, H. (1999). Sense creation in and out of discourse contexts. *Journal of Memory and Language*, 41, 457-468.

Schober, M. F. (1998). Conversational evidence for rethinking meaning. *Social Research*, 65, 511-534.

Optional:

Larson, R. (1990). Semantics (pp. 23-42). In Osherson, D. N., & Lasnik, H., Eds. *An invitation to cognitive science: Language*. Cambridge, MA: MIT Press.

Rumelhart, D. (1979). Some problems with the notion of literal meaning. In: A. Ortony (Ed.), *Metaphor and thought*. Cambridge: Cambridge University Press.

Sep 27 Sentence processing

Garrett, M. F. (1990). Sentence processing (*read only pp. 133 through 158*). In Osherson, D. N., & Lasnik, H., Eds. *An invitation to cognitive science: Language*. Cambridge, MA: MIT Press.

Crain, S. & Steedman, M. (1985). On not being led up the garden path. In: D. R. Dowty, L. Karttunen, & A. M. Zwicky (Eds.), *Natural language parsing: Psychological, computational, and theoretical perspectives*. New York: Cambridge University Press (pp. 320-358).

Ferreira, F, Ferraro, V., & Bailey, K.G.D. (2002). Good-enough representations in language comprehension. *Current Directions in Psychological Science*, 11, 11-15.

Optional:

Van Berkum, J.J.A., Brown, C.M., & Hagoort, P. (1999). Early Referential Context Effects in Sentence Processing: Evidence from Event-Related Brain Potentials. *Journal of Memory and Language* 41, 147-182.

Swinney, D., Prather, P. & Love, T. (2000). The Time-Course of Lexical Access and the Role of Context: Converging Evidence from Normal and Aphasic Processing. In: Grodzinsky, Y., Shapiro, L. P., Swinney, D. A. (Eds.) *Language and the Brain: Representation and Processing*. Academic Press. N.Y., pp.273-294.

LEVELT, Ch. 5: Surface structure

Assignment #1 due

Handout for Assignment #2

Oct 4 **No class - Rosh Hashanah**

Oct 11 **Information, discourse structure, and referring**

LEVELT, Ch. 3: The structure of messages (pp. 70-106); Ch. 4: The generation of messages (pp. 107-160); part of Ch. 7: The encoding of topic, 7.4 & Cohesive encoding, 7.3 (pp. 260-282).

Assignment #2 due

Handout for Assignment #3

Oct 14-16 **SPECIAL EVENT - MORRIS SYMPOSIUM ON LANGUAGE & COGNITION**

Please make every possible effort to attend!

See <http://www.linguistics.stonybrook.edu/events/nyct05/index.htm> for details.

Optional background readings:

Jackendoff, R. (2003). An evolutionary perspective on the architecture. In: *Foundations of Language: Brain, Meaning, Grammar, Evolution*. Oxford: Oxford University Press (pp. 231-266).

Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The faculty of language: What is it, who has it, and how did it evolve? *Science*, 298, 1569-1579.

Oct 18 **Pragmatics**

Grice, H. P. (1975). Logic and conversation. In P. Cole, & J. Morgan (Eds.), *Syntax and Semantics 3: Speech Acts*. New York: Academic Press, pp. 22-40.

Levinson, S. (1983). Conversational implicature (pp. 97-118). In: *Pragmatics*. Cambridge: Cambridge University Press.

Eberhard, K. M., Spivey-Knowlton, M. J., Sedivy, J. C., & Tanenhaus, M. K. (1995). Eye movements as a window into real-time spoken language comprehension in natural contexts. *Journal of Psycholinguistic Research*, 24, 409-436.

Optional:

Metzing, C. & Brennan, S. E. (2003). When conceptual pacts are broken: Partner-specific effects in the comprehension of referring expressions. *Journal of Memory and Language*, 49, 201-213.

Van Berkum, J.J.A., Brown, C.M., & Hagoort, P. (1999). Early Referential Context Effects in Sentence Processing: Evidence from Event-Related Brain Potentials. *Journal of Memory and Language* 41, 147-182.

LEVELT: Ch. 2: The speaker as interlocutor

Oct 25 Speaking and slips of the tongue

Dell, G. S., Burger, L. K., & Svec, W. R. (1997). Language production and serial order: A functional analysis and a model. *Psychological Review*, 104, 123-147.

LEVELT: Section 9.5, pp. 351-363. (Also: Review pp. 214-222 from Chapter 6.)

Optional:

Dell, G. S., Schwartz, M. F., Martin, N., Saffran, E. M., and Gagnon, D. A. (1997), Lexical Access in Aphasic and Nonaphasic Speakers, *Psychological Review*, 104, 801-838.

Assignment #3 due by Sunday, October 30 at the very latest.

Nov 1 Conversation, common ground, and audience design

Schober, M.F. & Brennan, S.E. (2003). Processes of interactive spoken discourse: The role of the partner. In Graesser, A.C., Gernsbacher, M.A. & Goldman, S.R. (Eds.). *Handbook of discourse processes*, pp. 123-164. Mahwah, NJ: Lawrence Erlbaum Associates.

Pickering, M. J., & Garrod, S. (2004). Toward a mechanistic psychology of dialogue. *Behavioral and Brain Sciences*, 27, 169-226.

Midterm Exam (take-home Wednesday, Nov. 2)

Nov 8 Paralinguistic aspects of language use

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

Goodwin, C. (1981). Achieving Mutual Orientation at Turn Beginning. In: *Conversational Organization: Interaction between Speakers and Hearers*. New York: Academic Press, pp. 55-94.

Review: LEVELT, Section 2.1.2 (pp. 31-39): Turn-taking, engagement, and disengagement

Optional: LEVELT, Ch. 12: Self monitoring and self repair.

Midterm Exam due Wednesday, Nov. 9

Nov 15 **Text processing and discourse** (*Guest lecture by Richard Gerrig*)

Arvin, N. (2005, May 9). Along the highways. *The New Yorker*, 81, 73-79.

Peracchi, K. A., & O'Brien, E. J. (2004). Character profiles and the [activation of predictive inferences](#). *Memory & Cognition*, 32, 1044-1052.

Rapp, D. N., & Gerrig, R. J. (2005). [Predilections for narrative outcomes: The impact of story contexts and reader preferences](#). *Journal of Memory and Language*, in press.

Nov 22 **Reading**

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, 31-74.

Tallal, P., Miller, S. L., Bedi, G., Byma, G., Wang, X., Nagarajan, S. S., Schreiner, C., Jenkins, W. M., Merzenich, M. M. (1996). [Language comprehension in language-learning impaired children improved with acoustically modified speech](#). *Science*, 271, 81-84.

Merzenich, M. M., Jenkins, W. M., Johnson, P., Schreiner, C., Miller, S. L., Tallal, P. (1996). [Temporal processing deficits of language-learning impaired children ameliorated by training](#). *Science*, 271, 77-81.

Handout for Assignment #4

Child language example (.wav file) for Assignment #4

Nov 29 **Language acquisition**

Pinker, S. (1990). [Language Acquisition](#) (pp. 199-241). In Osherson, D. N., & Lasnik, H., Eds. *An invitation to cognitive science: Language*. Cambridge, MA: MIT Press.

Harris, P. L., de Rosnay, M., Pons, F. (2005). [Language and Children's Understanding of Mental States](#). *Current Directions in Psychological Science*, 14, 69-73.

Dec 6 **Applying psycholinguistics in the real world** (Last class)

Conrad, F.G., & Schober, M.F. (2005). [Promoting uniform question understanding in today's and tomorrow's surveys](#). *Journal of Official Statistics* (20th Anniversary Special Issue), 21,

215 - 231.

DiNardo, A.C., Schober, M.F., & Stuart, J. (2005). [Chair and couch discourse: A study of visual copresence in psychoanalysis](#). *Discourse Processes*, 40, 209-238.

Optional:

Schober, M.F., & Bloom, J.E. (2004). [Discourse cues that respondents have misunderstood survey questions](#). *Discourse Processes*, 38, 287-308.

Shuy, R. (2 chapters). *Language Crimes*. (available in hardcopy from S. Brennan)

Assignment #4 due.

Term paper due Dec 13

Interesting and Amusing Language Links:

[The Linguistic Data Consortium](#)

(Stony Brook has been a member since 1996; we have access to their corpora.)

Accent Archive, by Steven Weinberger

< [Native English Dialects](#)

< [Non-Native Accents](#)

[Latent Semantic Analysis – take it for a test drive!](#)

(Follow the links -> Products -> Intelligent Essay Assessor -> Scoring Content based Essays.

The Right Words – an interesting site from New Zealand about English writing

< <http://www.rightwords.co.nz/wwwindex.html>

< <http://www.rightwords.co.nz/backnews.html>

Gesture focus group: Joins us to discuss articles on gesture and communication
Tuesdays at 5:00!

