

LING 5328: Psycholinguistics – Revised 3/18/2020
Spring 2020

Course Information

Descriptions of major assignments and examinations:

- Course engagement
- 3 article presentations
- Questions and comments for each article
- Manuscript of the final paper
- Final paper

Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.

Important Information about the Assignments:

Attendance/Course Engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.***

Questions and comments for each article: We will read articles from primary literature related to the topic of interest for each class. You are expected to read each article and come up with 1-3 substantive questions or comments. These questions should be posted on the Canvas Discussion Board no later than **9am on Tuesday for the week's readings**. You do not have to post questions or comments on articles that you will be presenting.

Article Presentations: For the remainder of the article presentations, you should post a handout or slides on the article that you are presenting on the Discussion board on Canvas. If the article has primary data, you should minimally provide (a) a complete bibliographical reference (in APA format) for the article, (b) the general question(s) examined, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique. If the article is a literature review, you should provide a complete bibliographical reference (in APA format) for the article with a summary of the literature as well as your comments/critique. **In addition to the handout/slides, you should also respond to each of your classmates' questions/comments directly on the Discussion board. Both the handout/slides and the responses should be posted on the Discussion board 3pm on Thursday.**

Final Paper: You will develop a project in Visual Word Recognition. This project can be an extended literature review, a short review with a research design proposal (with predicted outcomes), or a study that you conduct. Please make sure that the final paper includes a theoretically-motivated research question no matter what your final product is.

You should discuss the final product with your instructor during the first class. Throughout the semester, you should check in with your instructor with the progress of your project. **The manuscript of the final paper should be submitted to Canvas by 5/5 9am.** The final paper should be submitted to Canvas by 5/14 9am.

Late Submission of Assignments:

If you need more time to complete an assignment, make sure to contact me *before it is due* to make the necessary arrangements. Late work is *not* accepted.

Grading Information

Grading:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Your final grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%):

- 10% Course engagement
- 27% 3 article presentations (9% x 3 = 27%)
- 33% Questions and comments for each article (1.5% x 22 readings = 33%)
- 10% **Manuscript of the final paper**
- 20% Final paper

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Naoko Witzel

Important Dates:

5/5 – Submit the manuscript of your final paper on Canvas by 9am

5/14 – Submit your final paper on Canvas by 9am

Outline of Topics:

WEEK 10 (questions and comments by 3/24, presenter posts handout/slides and respond to comments by 3/26) / Morphological processing

- Feldman, L. B., O'Connor, P. A., & del Prado Martín, F. M. (2009). Early morphological processing is morphosemantic and not simply morpho-orthographic: A violation of form-then-meaning accounts of word recognition. *Psychonomic Bulletin & Review*, *16*, 684-691.
- Diependaele, K., Sandra, D., & Grainger, J. (2005). Masked cross-modal morphological priming: Unravelling morpho-orthographic and morpho-semantic influences in early word recognition. *Language and Cognitive Processes*, *20*, 75-114.

WEEK 11 (questions and comments by 3/31, presenter posts handout/slides and respond to comments by 4/2) / Is orthographic and morphological processing universal?

- Velan, H., & Frost, R. (2009). Letter-transposition effects are not universal: The impact of transposing letters in Hebrew. *Journal of Memory and Language*, *61*, 285-302.
- Perea, M., Abu Mallouh, R., & Carreiras, M. (2014). Are root letters compulsory for lexical access in Semitic languages? The case of masked form-priming in Arabic. *Cognition*, *132*, 491-500.

WEEK 12 (questions and comments by 4/7, presenter posts handout/slides and respond to comments by 4/9) / Phonological processing

- Tang, R., & Witzel, N. (in press), The role of phonology in processing morphologically complex words. *Psychonomic Bulletin & Review*.
- Rastle, K., & Brysbaert, M. (2006). Masked phonological priming effects in English: Are they real? Do they matter? *Cognitive Psychology*, *53*, 97-145.

WEEK 13 (questions and comments by 4/14, presenter posts handout/slides and respond to comments by 4/16) / Phonological processing and semantic processing

- Price, I. K., Witzel, N., & Witzel, J. (2015). Orthographic and phonological form interference during silent reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *41*, 1628-1647.
- Perea, M., & Gotor, A. (1997). Associative and semantic priming effects occur at very short stimulus-onset asynchronies in lexical decision and naming. *Cognition*, *62*, 223-240.

WEEK 14 (questions and comments by 4/21, presenter posts handout/slides and respond to comments by 4/23) / *Semantic processing*

- Rodd, J. M. (2004). When do leotards get their spots? Semantic activation of lexical neighbors in visual word recognition. *Psychonomic Bulletin & Review*, *11*, 434-439.
- Bell, D., Forster, K., & Drake, S. (2015). Early semantic activation in a semantic categorization task with masked primes: Cascaded or not? *Journal of Memory and Language*, *85*, 1-14.

WEEK 15 (questions and comments by 4/28, presenter posts handout/slides and respond to comments by 4/30) / *Semantic processing and newer theoretical development*

- Witzel, N. (2019). Can masked synonym priming replicate masked translation priming? *Quarterly Journal of Experimental Psychology*, *72*, 2554-2562.
- Gomez, P., Ratcliff, R., & Perea, M. (2008). The Overlap Model: A model of letter position coding. *Psychological Review*, *115*, 577-601.

WEEK 16 (questions and comments by 5/5, presenter posts handout/slides and respond to comments by 5/7) / *Newer theoretical development*

- Kinoshita, S., & Norris, D. (2010). Masked priming effect reflects evidence accumulated by the prime. *The Quarterly Journal of Experimental Psychology*, *63*, 194-204
- Grainger, J., & Ziegler, J. C. (2011). A dual-route approach to orthographic processing. *Frontiers in Psychology*, *2*: 54.