

LING/PSYCH 615: PSYCHOLINGUISTICS
Winter 2007, 121:30-1:18 MW, ScottLab 245
Modified: 16 Jan 2006

INSTRUCTOR: Anton Rytting (1st 2 sessions: Shari Speer)

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Office hours: TBA, By appointment.

READINGS Available via download from course page on Carmen, as noted here

OR in the Linguistics Mailroom, Oxley 222, 2 boxes marked "Ling 615"
(by request, if any have difficulties with Carmen)

COURSE REQUIREMENTS / GRADES:

Each week we will read two to four book chapters and/or articles. Generally, these will include overview readings on the topic for the week, and an empirical paper (or two) in the area. The first meeting of the week, the instructor will lecture, giving an overview and background information. At the second meeting, a student team will present and lead class discussion on the empirical article(s). Students will be required to give at least 2 presentations, and to write a 10-15 page research project proposal. A one-page abstract of the proposal, including a proposed reference list, is due 2/14. An annotated reference list, a set of example materials, and a description of the general method is due 2/28, by 5pm. The completed research proposal is due the last Friday of scheduled classes, by 5pm on 3/9. Assignments due at 5pm can be placed in the instructor's mailbox in Oxley 222. Grades will be based 20% on participation in class discussion, 40% on presentations, and 40% on the proposal.

TENTATIVE SCHEDULE:

1/3	Brief overview, course organization (SPEER)
1/8	NO CLASS
1/10	Psycholinguistic approaches to language processing, & some history (SPEER)
1/15	MLK DAY, NO CLASS
1/17	Speech Perception
1/22,1/24	Spoken Word Processing
1/29,1/31	Visual Word Recognition/Words in Context
2/5,2/7	Processing Words in Context
2/12,2/14	Sentence Processing: modular, depth first models
	ABSTRACT, REFERENCE LIST DUE IN CLASS
2/19,2/21a	Sentence Processing: constraint-based models
2/21b,2/26	Sentence Processing: Prosody
	ANNOTATED BIBLIOGRAPHY, EXAMPLE MATERIALS, & METHOD SECTION DUE 5PM
2/28,3/5a	Language Acquisition
Friday 3/2	Second Language Acquisition
3/5b, 3/7	Computational Modeling
3/9	RESEARCH PROPOSAL DUE 5PM

READING LIST & PRESENTATION ASSIGNMENTS

1/3,10 **PSYCHOLINGUISTIC APPROACHES TO LANGUAGE PROCESSING, & SOME HISTORY**

Rayner, K. & Clifton, C.E. (2002). Language processing. In D. Medin (ed), *Handbook of Experimental Psychology*, 3rd edition, Vol 2, Memory and Cognitive Processes, pp 261-316. [Available on Carmen](#).

1/17 **SPEECH PERCEPTION**

Yeni-Komshian, G. (1998). Speech perception. Ch 3 In J. Berko Gleason and N. Bernstein Ratner (eds.), *Psycholinguistics*. NewYork, HBJ. [Available on Carmen](#).

Miller, J.L. (1990). Speech perception. In D. Osherson & H. Lasnick (eds.), *An invitation to Cognitive Science*, Vol 1, pp 69-93. [Available on Carmen](#).

1/22 **SPOKEN WORD PROCESSING**

Cutler, A. (1995). Spoken word recognition and production. Ch 4. In Miller, J. & Eimas, P. (Eds.) *Handbook of perception and cognition: Speech, Language and Communication*. Vol. 11. San Diego: Academic Press. [Available on Carmen](#).

Norris, D. (2005). How do computational models help us build better theories? In A. Cutler, (Ed.) *Twenty-First Century Psycholinguistics: Four Cornerstones*. [Available on Carmen](#); <http://www.mrc-cbu.cam.ac.uk/~dennis/Norris4cornersChap20.pdf>.

Scharenborg, O., Norris, D., ten Bosch, L. & McQueen, J. (2005). How should a speech recognizer work? *Cognitive Science* 29, 867-918. (Emphasis on sections 1 & 2, pp 867-883.) [Available on Carmen](#).

1/24 **Presenters: Juliana de la Mora, Xizhen Qin, Sandro Sessarego, and Laurel Smith.**

Group meeting: Friday, January 19th @ 11:30 a.m.

Connine, C.M. & Blasko, D.G., & Titone, D. (1993). Do the beginnings of spoken words have a special status in auditory word recognition? *Journal of Memory & Language*, 32, 193-210. [Available on Carmen](#).

Mattys, S., & Samuels, A. (2000). Implications of stress-pattern differences in spoken-word recognition. *Journal of Memory & Language*, 42, 571-596. [Available on Carmen](#).

Mattys, S.L., White, L., & James F.M. (2005). Integration of multiple segmentation cues: A hierarchical framework. *Journal of Experimental Psychology: General*, 134.477–500. [Available on Carmen](#).

1/29 **VISUAL WORD RECOGNITION**

Seidenberg, M. S. (1995). Visual word recognition: An overview. Ch5. In Miller, J. & Eimas, P. (Eds.) *Handbook of perception and cognition: Speech, Language and Communication*. Vol. 11. San Diego: Academic Press. (Emphasis on pp 138-163)

1/31 **Presenters: Warren Francis, Rajakrishnan Rajkumar, Kelli Searfos, and Michael Tat.**

Group meeting: Friday, January 26 @ 2:30 p.m.

Friederici, A., Steinhauer, K., & Frisch, S. (1999). Lexical integration: Sequential effects of syntactic and semantic information. *Memory & Cognition*, 27, 438-453.

Kang, H. & Simpson, G. (2001). Local strategic control of information in visual word recognition. *Memory & Cognition*, 29, 648-655.

2/5 **PROCESSING WORDS IN CONTEXT**

Seidenberg, M. S. (1995). See above. (Emphasis on pp 163-172)

Simpson, G. (1994). Context and the processing of ambiguous words. In M. A. Gernsbacher (ed) *Handbook of Psycholinguistics*. San Diego, Academic Press, 359-374.

- 2/7 **Presenters: Melissa Gibson, Ross Metusalem, Jon Stevens, Jacqueline Vonspiegel.**
Group meeting: Friday, Feb. 2 @ 3:30 p.m.
 Vu, H., Kellas, G., Metcalf, K., & Herman, R. (2000). The influence of global discourse context on lexical ambiguity resolution. Memory & Cognition, 28, 236-252.
 Bock, J.K., & Mazzella, J.R. (1983). Intonational marking of given and new information: Some consequences for comprehension. Memory & Cognition, 11, 64-76.
 Birch, S., & Clifton, C.E. (1995). Focus, Accent, and Argument structure: Effects on language comprehension. Language & Speech, 38, 385-391.
- 2/12 **SENTENCE COMPREHENSION: MODULAR, DEPTH FIRST MODELS**
 Frazier, L. & Clifton, C.E. (1996). Construal. MIT Press. - Ch 1, Ch 2
 Frazier, L., & Clifton, C., Jr. (1997). Construal: Overview and some recent evidence. Invited paper, Journal of Psycholinguistic Research, 26, 277-297.
- 2/14 **Presenters: Jessica Love, Joseph Papio, Kelli Searfos.**
Group meeting: Friday, Feb. 9 @ 11:30 a.m.
 Clifton, C.E. Jr., Speer, S.R., & Abney, S. (1991). Parsing arguments: Phrase structure versus argument structure as determinants of initial parsing decisions. Journal of Memory and Language, 30, 251-271.
 Ferreira, F. & Clifton, C. (1986). The independence of syntactic processing. Journal of Memory and Language, 25, 348-368.
- 2/19 **SENTENCE COMPREHENSION: CONSTRAINT-BASED MODELS**
 Tanenhaus, M. & Trueswell, J. (1995). Sentence comprehension. In Miller, J. & Eimas, P. (Eds.) Handbook of perception and cognition: Speech, Language and Communication. Vol. 11. San Diego: Academic Press.
 MacDonald, Pearlmuter, & Seidenberg, (1994). The lexical nature of syntactic ambiguity resolution. Psychological Review, 101, 676-703.
- 2/21a **Presenters: Pilar Chamorro, Ivan Hovermale, Jessica Love, Ross Metusalem.**
Group meeting: Friday, Feb. 16 @ 11:30 a.m.
 Trueswell, J., Tanenhaus, M., Garnsey, S. (1994). Semantic influences on parsing: Use of thematic role information in syntactic ambiguity resolution. Journal of Memory & Language, 33.
- 2/21b **SENTENCE COMPREHENSION: PROSODY (INTRO)**
 Speer, S.R. & Blodgett, A. (2007). Prosody. In M. Traxler & M.A. Gernsbacher (eds.) Handbook of Psycholinguistics, 2nd Edition. San Diego, Academic Press.
- 2/26 **SENTENCE COMPREHENSION: PROSODY**
Presenters: Pilar Chamorro, Melissa Gibson, Jeonghwa Shin.
Group meeting: Friday, Feb. 23 @ 3:30 p.m.? (resolve conflict)
 Kjelgaard, M.M., & Speer, S.R. (1999). Prosodic facilitation and interference in the resolution of temporary syntactic closure ambiguity. Journal of Memory and Language, 40, 153-194.
Other Papers TBA.

2/28 **LANGUAGE ACQUISITION/WORD SEGMENTATION**

Presenters: Juliana de la Mora, Sandro Sessarego, Jon Stevens, Michael Tat, Jacqueline Vonspiegel.

Group meeting: Friday, Feb. 23 @ 3:30 p.m.? (resolve conflict)

Jusczyk, P. (1995). Language acquisition: Speech sounds and the beginning of phonology. In Miller, J. & Eimas, P. (Eds.) Handbook of perception and cognition: Speech, Language and Communication. Vol. 11. San Diego: Academic Press.

Johnson, E.K. & Jusczyk, P.W. (2001). Word segmentation by 8-month-olds: When speech cues count more than statistics. Journal of Memory and Language, 44, 548-567.

3/2 **SECOND LANGUAGE ACQUISITION [FRIDAY 11:30 1:18; LOCATION TBA]**

Presenters: Joseph Papio, Xizhen Qin, Jeonghwa Shin, Laurel Smith.

Group meeting: Tuesday, Feb. 27 @ 1:30 p.m.

Readings TBA

3/5 **FIRST LANGUAGE ACQUISITION/WORD SEGMENTATION (COMPUTATIONAL MODELING)**

Christiansen, M., Allen, J., & Mark S. (1998). Learning to segment speech using multiple cues: A connectionist model. Language and Cognitive Processes, 13 (2/3).221–268.

Swingle, D. (2005). Statistical clustering and the contents of the infant vocabulary. Cognitive Psychology, 50.86–132.

http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db%=PubMed&list_uids=15556130&dopt=Abstract.

3/7 **COMPUTATIONAL MODELING OF SPOKEN WORD COMPREHENSION**

Presenters: Warren Francis, Ivan Hovermale, Rajakrishnan Rajkumar, Laurel Smith.

Group meeting: Thursday, March 1 @ 5 p.m.

Norris, D. (2005). How do computational models help us build better theories? In A. Cutler, (Ed.) Twenty-First Century Psycholinguistics: Four Cornerstones. (Redux)

Scharenborg, O., Norris, D., ten Bosch, L. & McQueen, J. (2005). How should a speech recognizer work? Cognitive Science 29, 867-918. (**Emphasis on sections 3-6, pp 883-918.**)