

# Fudan University

**Department: Department of Chinese Language and Literature**

**Date: 8/23/2024. Classroom: H2217 and online.**

<b>Course Code</b>	CHIN130244.01						
<b>Course Title</b>	Psycholinguistics						
<b>Credit</b>	2	<b>Experiment (including Computer) Credit</b>	0	<b>Practice Credit</b>	0	<b>Aesthetic Education Credit</b>	0
<b>Credit Hours Per Week</b>	2	<b>Education on The Hard-Working Spirit Credit Hours</b>	0	<b>Language of Instruction</b>	0	<b>Honors Course</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Course Nature</b>	<input type="checkbox"/> Core General Education Course <input type="checkbox"/> Specific General Education Course <input type="checkbox"/> Basic Course in General Discipline <input type="checkbox"/> Others				2+X Major : <input type="checkbox"/> Professional Core Course <input type="checkbox"/> Professional Advanced Course <hr/> Non 2+X Major : <input type="checkbox"/> Professional Compulsory Course <input checked="" type="checkbox"/> Professional Elective Course		
<b>Course Objectives</b>	<p>In general, by the end of the course, you will be able to:</p> <ul style="list-style-type: none"> <li>• understand the major theories and models of language processing and production;</li> <li>• become familiar with some of the major findings in psycholinguistics;</li> <li>• feel comfortable reading and discussing research articles about psycholinguistics;</li> <li>• have working knowledge of psycholinguistic experimental paradigms;</li> <li>• be familiar with a variety of empirical tools used by psycholinguists to study language comprehension and production; and be able to study linguistic issues from a psycholinguistic perspective.</li> </ul> <p>More specifically,</p> <ul style="list-style-type: none"> <li>• if students have become familiar with some of the major findings in psycholinguistics, they should be able to discuss the results they obtain in the in-class experiments by completing 5 worksheets.</li> <li>• if students have understood the major theories and models of language processing and production, they should be able to summarize and provide critiques on HW1 and HW2. The former is about speaker normalization, and the latter is about sentence processing.</li> <li>• if students have learned the knowledge of psycholinguistic experimental paradigms, they should be able to provide revisions regarding the experiments they do in class and the experiments in the articles they read, especially those in HW1 and HW2.</li> </ul>						

	<ul style="list-style-type: none"> <li>if students can study linguistic issues from a psycholinguistic perspective, they should be able to provide future directions for the articles they read in class. They should also be able to complete the final section of the worksheets, HW1 and HW2.</li> </ul>
<b>Course Description</b>	<p>This course offers an introduction to the interdisciplinary field of psycholinguistics. It covers research areas such as speech perception, word recognition, sentence processing, speech production, and neurolinguistics. In this course, you will develop a basic understanding of how human language (including sign language) is organized, how speech perception is possible, how we access words in the mental lexicon, how language is used in the comprehension and production of words and sentences, and how linguistic knowledge is represented and structured in the brain. This course will also stimulate you to acquire research experience in the laboratory, focusing on the psychological processes of language use from an information processing perspective.</p> <p>Major research findings and theories in each area will be discussed in class. We will also closely examine a number of empirical studies in order to understand how psycholinguistic issues have been approached and how research in this field has been applied to the study of language use. In addition, you will become familiar with some of the research tools used in psycholinguistic research through hands-on laboratory activities. You will be encouraged to explore the implications of psycholinguistic findings for language acquisition and learning.</p>
<p><b><u>Course Requirements:</u></b></p> <ul style="list-style-type: none"> <li><b>Examinations (40%)</b> There will be two in-class, closed book exams (20% each). No make-up exam will be allowed only if you receive ADVANCE approval or if you provide documentation of illness. The make-up exam must be scheduled within a week of the original exam. The midterm exam will focus on the topics covered between Week 1 and Week 7. The final exam will focus on the topics covered between Week 9 and Week 16 (inclusively). Detailed study guides will be provided.</li> <li><b>Summaries (30%)</b> You will be asked to write short summaries (about 3-4 pages long) of two journal articles in psycholinguistics (15% each). Papers longer than 6 pages of text will NOT be accepted. In these summaries, you will be asked to consider the results of psycholinguistic studies and interpret the findings in light of our class discussions. All summaries should be submitted by the BEGINNING OF CLASS on the day they are due. Detailed guidelines will be provided.</li> </ul> <p>I will be happy to look at drafts of papers during office hours if you have questions. Do not leave writing assignments until the last minute before the deadline.</p> <p><u>Late assignment policy:</u> The first summary is due on <b>Wednesday, November 6<sup>th</sup></b>. The second</p>	

summary is due on **Wednesday, December 11<sup>th</sup>**. Papers will lose 20% of their total grade for EACH late day they are late. Papers will NOT be accepted 4 days after they are due.

- **Worksheets (20%)**

You will be asked to complete experiments, analyze experimental data, and complete lab worksheets out of class. These experiments and lab worksheets will be available on our E-Learning website. It is therefore crucial that each week you visit our E-Learning website, do the experiments and analyze the results as directed, and complete the lab worksheet. Each worksheet is worth 4% (5 worksheets). Worksheets are due on the dates listed in the Course Schedule section below and will be collected in class.

Late worksheet policy: Late worksheets will NOT be accepted unless advanced approval has been given to the student, in which case they should be submitted within a week of the original due date.

- **Attendance Requirement (10%)**

You are required to attend class, arrive on time, and attend the weekly class discussions. If you miss class, you are responsible for getting any information you may have missed.

**Other Information and Resources:**

- **Academic Misconduct:** Plagiarism, knowingly misrepresenting the source of any academic work, and all other forms of cheating are instances of academic misconduct and will be handled accordingly.
- **Communication:** Communication is crucial. If you find you are having difficulty with any part of the course, please don't hesitate to get in touch with me right away, so that we can work together to do something about it. Likewise, if you find that or any part of this course is something you particularly enjoy or find interesting, do let us know, and we can help you with ways to experience more linguistics, with finding opportunities to do linguistic research, and with how you can learn more about considering a Linguistics major or minor.
- **Online Platform:** Please check our E-Learning website (<http://elearning.fudan.edu.cn>) often. We will use E-Learning to post lecture notes, readings, assignments, announcements, handouts, and other materials.

**Teaching Methods:**

Lecture and discussions

**Course Director's Academic Background:**

Dr. Chien is an Associate Professor in the Department of Chinese Language and Literature at Fudan University. He obtained his Ph.D. in linguistics from the Department of Linguistics at the University of Kansas. Dr. Chien is interested in researching issues in the fields of speech perception and spoken word

recognition using both psycholinguistic and neurolinguistic approaches. He has published several articles in SCI/SSCI journals, such as *Language, Cognition, and Neuroscience, Applied Psycholinguistics*, and *Language and Speech*.

#### **Instructor's Academic Background:**

Dr. Chien is an Associate Professor in the Department of Chinese Language and Literature at Fudan University. He obtained his Ph.D. in linguistics from the Department of Linguistics at the University of Kansas. Dr. Chien is interested in researching issues in the fields of speech perception and spoken word recognition using both psycholinguistic and neurolinguistic approaches. He has published several articles in SCI/SSCI journals, such as *Language, Cognition, and Neuroscience, Applied Psycholinguistics*, and *Language and Speech*.

#### **Members of Teaching Team**

<b>Name</b>	<b>Gender</b>	<b>Professional Title</b>	<b>Department</b>	<b>Responsibility</b>
N/A				

**Course Schedule (Note that the schedule may be updated as we go along, and additional supplemental readings and other materials may be provided to complement the class discussion):**

<b>课次 No.</b>	<b>日期 Date</b>	<b>教学内容 Content</b>	<b>阅读 Reading</b>	<b>作业/实验/实践 Assignment</b>
1	9/4	Introduction, Scope of Psycholinguistics, Experimental Software, Human Subjects in Research	Carroll, Chapter 1	
2	9/11	Historical Context, Linguistic Principles: From Sounds to Meaning	Carroll, Chapter 2; Tanenhaus (1988)	
3	9/18	Psychological Mechanisms: Memory, Bottom-Up Processing, Top-Down Processing	Carroll, Chapter 3; Baddeley (2003)	
<i>Week 1-3 online click experiment (Worksheet 1)</i>				
4	9/25	Speech Perception, Acoustic Variability, Perceptual Constancy	Carroll, Chapter 4, pp. 68–91; Nygaard & Pisoni (1995)	<b>Worksheet 1 DUE</b>
6	10/9	The Internal Lexicon: Dimensions, Lexical Activation and Competition	Carroll, Chapter 5; Tanenhaus & Brown-Schmidt (2008), pp. 1105–1109	
7	10/16	The Internal Lexicon:	Marslen-Wilson (2007,	<i>Summary 1</i>

		Morphological Processes, Semantic Organization, Word Recognition Models	except section 11.2.2); Traxler (2012), Chapter 3, pp. 97–116	<i>assigned</i>
<i>Week 4-6 online Ganong experiment (Worksheet 2)</i>				
8	10/23	Sentence Comprehension and Sentence Processing	Carroll, Chapter 6, pp. 130–141; Traxler (2012), Chapter 4, pp. 141–166	<b>Worksheet 2 DUE</b>
9	10/30	<b>Midterm Exam (Weeks 1-7)</b>		
10	11/6	Sentence Comprehension and Sentence Processing	Tanenhaus & Trueswell (1995), pp. 226–246; Tanenhaus & Brown-Schmidt (2008), pp. 1109–1113	<b>Summary 1 DUE</b>
<i>Week 8-10 online priming experiment (Worksheet 3)</i>				
11	11/13	Production of Speech and Language: Slips, Linguistic Plans, Production Models	Carroll, Chapter 8, pp. 192–216; Bock (1995), pp. 181–200	<b>Worksheet 3 DUE;</b> <i>Summary 2 assigned</i>
12	11/20	Biological Foundations of Language, Aphasia	Carroll, Chapter 13, pp. 354–379; Blumstein (1995)	
13	11/27	ERP and Language	Kaan (2007)	
<i>Week 11-13 online word-by-word reading experiment (Worksheet 4)</i>				
14	12/4	ERP and Language		<b>Worksheet 4 DUE</b>
15	12/11	Psycholinguistics of Bilingualism	Traxler (2012), Chapter 11	<b>Summary 2 DUE</b>
16	12/18	A Cognitive Neuroscience Perspective on Second Language Acquisition	Ullman (2005)	
<i>Week 14-16 online hemispheric experiment (Worksheet 5)</i>				
17	12/25	<b>Final exam (Weeks 9-16) 8:30-10:30</b>		<b>Worksheet 5 DUE</b>

**The design of class discussion or exercise, practice, experience and so on:**

Class discussions and homework assignments are both interactive and informative, which engage students not only in class, but also after class. By these in-class discussions and off-class assignments, students will need to think about psycholinguistic questions and interact with their peers. They will also need to think deeply about what they have learned in class, and apply it to novel psycholinguistic settings. Students will also be trained on writing psycholinguistic articles.

**If you need a TA, please indicate the assignment of assistant:**

Mr. Mingxuan Huang, a doctoral student in linguistics, will answer students' questions and grade students' assignments.

**Grading & Evaluation** (Provide a final grade that reflects the formative evaluation process):

**Your final grade of this course will be given based on the following.**

- Summaries 30%
- Worksheets 20%
- Exams 40%
- Attendance 10%

**Usage of Textbook:** ☒ Yes (complete textbook information form below) ☐ No

**Textbook Information** (No more than two textbooks):

Title	Author	ISBN	Publishing time	Publisher	Type I	Type II
Psychology of Language	David W. Carroll	0495 0996 94	2007/3/29	Cengage Learning	<input type="checkbox"/> Self-compiled Textbook (Published) <input checked="" type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others
					<input type="checkbox"/> Self-compiled Textbook (Published) <input type="checkbox"/> Non-mainland Textbook <input type="checkbox"/> Other Textbook (Published)	<input type="checkbox"/> National Planning Textbook <input type="checkbox"/> Provincial and Ministerial Planning Textbook <input type="checkbox"/> School Level Planning Textbook <input type="checkbox"/> Others

**Teaching References:**

Baddeley, A. (2003). Working memory and language: An overview. *Journal of Communication Disorders*, 36, 189–208.

Blumstein, S. E. (1995). The neurobiology of language. In J. L. Miller & P. D. Eimas (Eds.), *Speech, language, and communication* (2<sup>nd</sup> ed.) (pp. 339–370). San Diego, CA: Academic Press.

Bock, K. (1995). Sentence production: From mind to mouth. In J. L. Miller & P. D. Eimas (Eds.), *Speech, language, and communication* (2<sup>nd</sup> ed.) (pp. 181–216). San Diego, CA: Academic Press.

Emmorey, K. (2007). The psycholinguistics of signed and spoken languages: How biology affects processing. In M. G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 704–721). Oxford: Oxford University Press.

Kaan, E. (2007). Event related potentials and language processing: A brief overview. *Language and Linguistics Compass*, 1, 571–591.

Marslen-Wilson, W. D. (2007). Morphological processes in language comprehension. In M. G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 175–193). Oxford: Oxford University Press.

Nygaard, L. C., & Pisoni, D. B. (1995). Speech perception: New directions in research and theory. In J. L. Miller & P. D. Eimas (Eds.), *Speech, language, and communication* (2<sup>nd</sup> ed.) (pp. 63–96). San Diego, CA: Academic Press.

Tanenhaus, M. K. (1988). Psycholinguistics: An overview. In F. Newmeyer (Ed.), *Linguistics: The Cambridge survey, Vol. 3* (pp. 1–37). New York: Cambridge University Press.

Tanenhaus, M. K., & Brown-Schmidt, S. (2008). Language processing in the natural world. *Philosophical Transactions of the Royal Society*, 363, 1105–1122.

Tanenhaus, M. K., & Trueswell, J. C. (1995). Sentence comprehension. In J. L. Miller & P. D. Eimas (Eds.), *Speech, language, and communication* (2<sup>nd</sup> ed.) (pp. 217–262). San Diego, CA: Academic Press.

Traxler, M. J. (2012). *Introduction to psycholinguistics: Understanding language science* (sections of Chapters 3-4, Chapter 11). Malden, MA: Blackwell.

Ullman, M. (2005). A cognitive neuroscience perspective on second language acquisition: The declarative/procedural model. In C. Sanz (Ed.), *Mind and Context in Second Language Acquisition*, 141-178. Washington DC: Georgetown University Press.