COURSE SYLLABUS

Course number and title
Linguistics 548: Auditory and visual word recognition and lexical processing

Description of Course
This course focuses on lexical processing, and will review the principal models and mechanisms from psycholinguistic theory aimed at explaining how word recognition works in both the auditory and the visual modalities.

Locations and Times
Class meets from 1 pm until 3.30 pm on Wednesdays in Building XXX, Room XXX.

Instructor Information
Name: Adam Ussishkin
Office Location: Douglass 312
Telephone number: 626-7121
E-mail address: ussishki@email.arizona.edu
Office Hours: Wednesdays, 9-10 am and by appointment
Course homepage: http://d2l.arizona.edu

Course Objectives and Expected Learning Outcomes
Students in this course will learn about a variety of models that have been proposed to explain lexical processing. These models include: the Search model, the Logogen model, interactive models, the Cohort models, the Neighborhood Activation Model, TRACE, Merge, and Shortlist models. These models are based on a range of important phenomena that will also be a focus of the class. Students will also gain familiarity and experience using software and equipment to design and carry out their own research as part of their final project for the class.

Learner outcomes: by the end of this course, students will:
Be able to compare and contrast a range of psycholinguistic models of word recognition.
Understand how a variety of factors interact to affect lexical processing.
Understand the similarities and differences between auditory vs. visual word recognition.
Know how to design and carry out their own experiment on lexical processing

Topics
Models: the Search model, the Logogen model, interactive activation models, the Cohort models, the Neighborhood Activation Model, TRACE, Merge, and Shortlist models.

Phenomena: word frequency effects, familiarity effects, form similarity and neighborhood effects, the top-down vs. bottom-up controversy, lexical competition, bilingual lexical processing, and morphological effects.

Skills: this class will include a research component enabling students to develop expertise using software for designing and carrying out experiments (DMDX).
Course Format and Teaching Methods
Lecture and in-class discussion.

Required Texts
All readings will be made available on d2l; see below for bibliography.

Required/Recommended Knowledge
No previous experience in psycholinguistics is required for this class.

Grading Policy
University policy regarding grades and grading systems is available at:
http://catalog.arizona.edu/2013-14/policies/grade.htm

Grade Distribution for this Course:
A: 90 – 100%
B: 80-89.9%
C: 70-79.9%
D: 60-69.9%
E: below 60%

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies, which are available at http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete and http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal respectively.

Grade break-down:
Attendance: 10% of final grade

Participation in class: 10% of final grade

Final project: 80% of final grade
The final project encompasses the bulk of your grade in this course. As such, you should begin working on the final project no later than the third week of the semester, in close consultation with the instructor. The final project will involve the following steps:
1. meeting with the instructor to determine a feasible experiment that you are interested in,
2. designing and running an experiment that relates in some way to any of the topics covered over the course of the semester,
3. analyzing the results of the experiment,
4. and writing up the results the same way you would for a publication.
To help you with your data collection, you will have access to the instructor’s lab facilities.

Late Work Policy
As a rule, work will not be accepted late except in case of documented emergency or illness. You
may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

**Attendance Policy**
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: [https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)

**Course schedule (subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Introduction to lexical processing</td>
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<tr>
<td>4</td>
<td>Feb 1</td>
<td>Form similarity effects</td>
<td>Luce and Pisoni (1998)</td>
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<td>5</td>
<td>Feb 8</td>
<td>Lexical competition and lexical uniqueness points</td>
<td>Marslen-Wilson and Welsh (1978)</td>
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<td>6</td>
<td>Feb 15</td>
<td>Models with and without feedback</td>
<td>McClelland and Elman (1986)</td>
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<td>7</td>
<td>Feb 22</td>
<td>Differences between visual vs. auditory word recognition</td>
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<td>8</td>
<td>Mar 1</td>
<td>Visual masked priming</td>
<td>Forster and Davis (1984)</td>
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<tr>
<td>9</td>
<td>Mar 8</td>
<td>Auditory masked priming</td>
<td>Kouider and Dupoux (2005)</td>
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<td>10</td>
<td>Mar 15</td>
<td>No class – spring break</td>
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<td>11</td>
<td>Mar 22</td>
<td>DMDX tutorial/workshop</td>
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<tr>
<td>12</td>
<td>Mar 29</td>
<td>Auditory masked priming tutorial/workshop</td>
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<td>Apr 5</td>
<td>Bilingual lexical processing</td>
<td>Gollan et al. (1997)</td>
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<td>Date</td>
<td>Event Description</td>
<td>References</td>
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<td>Apr 12</td>
<td>Form priming in auditory word recognition</td>
<td>Slowiacek and Hamburger (1982)</td>
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<td>Apr 26</td>
<td>Wrap-up/leftovers</td>
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<td>May 3</td>
<td>Student final presentations of research projects</td>
<td>Final project due on d2l at 5 pm</td>
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**Final project Format**

Students are required to submit their final project as a PDF file to the “Assignments” section of d2l by 5 pm on the last day of class.

**Bibliography** (All of these will be available as PDF files on d2l)


**Classroom Behavior**
To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Notification of Objectionable Materials**
Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

**Accessibility and Accommodations**
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
**Student Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

The University Libraries have some excellent tips for avoiding plagiarism, available at [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**Additional Resources for Students**

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy).

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

UA Academic policies and procedures are available at [http://catalog.arizona.edu/policies](http://catalog.arizona.edu/policies).

Student Assistance and Advocacy information is available at [http://deanofstudents.arizona.edu/student-assistance/students/student-assistance](http://deanofstudents.arizona.edu/student-assistance/students/student-assistance).

**Confidentiality of Student Records**


**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.