Psychology 520: Psycholinguistics
Spring 2016

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Office Hours: By appointment

Learning Outcomes:

1. Discuss the major concepts and phenomena that form the basis of knowledge about the psychology of language.
2. Examine the methods psychologists use to explore aspects of language processing and language acquisition.
3. Integrate various types of theories that organize predictions and evidence with respect to the psychology of language.
4. Skillfully interpret and form educated opinions on issues related to the psychology of language.

Lecture

Tu 1/26      Introduction
Th 1/28      Basic concepts for psycholinguistics
Tu 2/2       Speech perception
Th 2/4       Speech perception/Lexical access and meaning
Tu 2/9       Lexical access and meaning
Th 2/11      Sentence processing
Tu 2/16      Sentence processing
Th 2/18      Language and memory
Tu 2/23      Reading
Th 2/25      Text comprehension
Tu 3/1       Production
Th 3/3       Production
Tu 3/8       Conversation
Th 3/10      Conversation
Tu 3/22      Non-conventional language
Th 3/24      Language acquisition (*Midterm Exam Due*)
Tu 3/29      Language acquisition
Th 3/31      Language acquisition
Tu 4/5       Language acquisition
Th 4/7       Biology of language
Tu 4/12      Biology of language
Course Requirements

1. Attendance is expected. All absences must be justified.

2. **Take-home midterm and final.** Each exam will require you to write four brief essays (no more than three pages each). Each exam is worth 1/3 of your grade.

3. **Term paper.** In the term paper, you will provide a literature review and propose a new direction for research. The paper should be in range of 10-15 double-spaced pages (including references). The paper should be written in APA style. You will give a brief presentation based on your paper. The paper is worth 1/3 of your grade.

Reading Assignments

**February 2 & 4: Speech perception and word recognition**


**February 4 & 9: Lexical access and meaning**


**February 11 & 16: Sentence processing**


**February 18: Language and memory**


**February 23: Reading**


February 25: Text comprehension


March 1 & 3: Production


March 8 & 10: Conversation


March 22: Non-conventional language


March 24, 29, 31, & April 5: Language acquisition


April 7 & 12: Biology of Language


April 14 & 19: Bilingualism


**April 19 & 21: Second Language Learning**


**April 21 & 26: Language and Thought**


**DISABILITY SUPPORT SERVICES (DSS) STATEMENT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.stonybrook.edu/ehs/fire/disabilities](http://www.stonybrook.edu/ehs/fire/disabilities)

**ACADEMIC INTEGRITY STATEMENT**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including
categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.