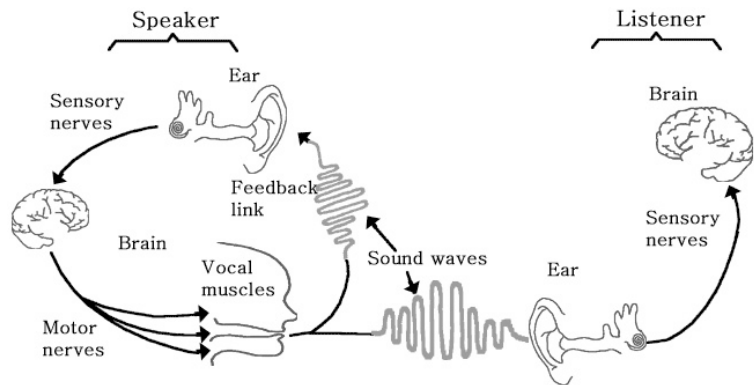


Instructor: Rachel M. Theodore
433 Nightingale Hall
617.373.5551
r.theodore@neu.edu

TA: David Richters
201 Nightingale Hall
617.373.5057
d.richters@neu.edu



The speech chain (Denes & Pinson, 1992)

Office hours for Rachel Theodore are Thursdays, 2 - 3:30 PM. Tutorial sessions with David Richters will be scheduled by appointment. Specific arrangements will be discussed in class.

Course description and objectives

This is a laboratory course in psycholinguistics, which is the study of language processing. The course revolves around four experiments that we conduct in class on different aspects of language processing including language and memory, word recognition, word segmentation, and the perception of individual speech sounds.

For each experiment, we discuss background reading which consists primarily of previous research on the specific experimental question and from this we develop specific hypotheses to be tested. We analyze and interpret the data we collect, discuss follow-up experiments, and consider the broad implications of the findings for human language and cognitive functioning. For each experiment, students write lab reports in the form of a journal article, generally following APA style.

For the first three lab reports, students receive detailed written feedback, go over the comments in individual tutorial sessions, and submit a revised report. This fourth lab report serves as a “take-home final” and is not revised.

Overall, the course provides an opportunity to learn, in depth, about four selected issues in the area of psycholinguistics. In addition to these specific issues, the course provides an opportunity to learn general research skills in psycholinguistics including how specific questions in this domain can be translated into experiments; to gain hands-on experience conducting experiments, analyzing data, and interpreting data; and to gain experience writing scientific reports.

Course grading

Students are required to attend each class meeting and to participate in each of the four experiments. Because of the nature of the lab course, attendance is critical; if a student cannot attend a specific class session because of an emergency, he or she should contact the instructor as soon as possible to discuss the situation. Late assignments will not be accepted.

The course grade will be based on class participation and the four lab reports according to the following rubric:

Lab Report 1	20%
Lab Report 2	20%
Lab Report 3	20%
Lab Report 4	30%
Class Participation	10%

Lab reports must be typed. Detailed information about each lab report will be provided in class. Grades for class participation will take into account attendance both for class and tutorial sessions, participation during lecture, as well as adherence to course deadlines.

Course outline

Language & Memory	Jan 12	Introduction to course
	Jan 19	Run Experiment 1
	Jan 26	Background discussion for Experiment 1
	Feb 2	Discuss results of Experiment 1
Word Recognition	Feb 9	Run Experiment 2 <i>Lab Report 1 due</i>
	Feb 16	Background discussion for Experiment 2 <i>Lab Report 1 returned</i>
	Feb 23	Discuss results of Experiment 2 <i>Lab Report 1 Revision due</i>
Word Segmentation	Mar 2	Run Experiment 3 <i>Lab Report 2 due</i>
	Mar 16	Background discussion for Experiment 3 <i>Lab Report 2 returned</i>
	Mar 23	Discuss results of Experiment 3 <i>Lab Report 2 Revision due</i>
Speech Perception	Mar 30	Run Experiment 4 <i>Lab Report 3 due</i>
	Apr 6	Background discussion for Experiment 4 <i>Lab Report 3 returned</i>
	Apr 13	Discuss results of Experiment 4 <i>Lab Report 3 Revision due</i>
	Apr 24	<i>Lab Report 4 due</i>

Reading List

All reading materials are available in Snell Library. In addition, packets of required articles are available at the Northeastern University bookstore.

Background Reading

Carroll, D. W. (1999). *Psychology of Language*. (Third Edition). Brooks/Cole Publishing Company.

Galotti, K. M. (1999). *Cognitive Psychology In and Out of the Laboratory*. (Second Edition). Brooks/Cole Publishing Company.

Language and Memory

Sachs, J. S. (1967). Recognition memory for syntactic and semantic aspects of connected discourse. *Perception and Psychophysics*, 2, 437-442.

Bransford, J. D. & Franks, J. J. (1971). The abstraction of linguistic ideas. *Cognitive Psychology*, 2, 331-350.

Roediger, H. L. & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21, 830-814.

Word Recognition

Rosenzweig, M. R. & Postman, L. (1957). Intelligibility as a function of frequency of usage. *Journal of Experimental Psychology*, 54, 412-422.

Munro, M. J. (1998). The effects of noise on the intelligibility of foreign-accented speech. *Studies in Second Language Acquisition*, 20, 139-154.

Nygaard, L. C., Sommers, M. S., & Pisoni, D. B. (1994). Speech perception as a talker-contingent process. *Psychological Science*, 5, 42-26.

Word Segmentation

Cutler, A. (1996). Prosody and the word boundary problem. In J.L. Morgan, & K. Demuth (Eds.), *Signal to syntax: Bootstrapping from speech to grammar in early acquisition*, pp. 87-99. Hillsdale, NJ: Erlbaum.

Flege, J. E. (1984). The detection of French accent by American listeners. *Journal of the Acoustical Society of America*, 76, 692-707.

Jusczyk, P. W., Hohne, E. A., & Bauman, A. (1999). Infants' sensitivity to allophonic cues for word segmentation. *Perception and Psychophysics*, 61, 1465-1476.

Speech Perception

Miller, J. L. (1999). Speech perception. In R. A. Wilson and F. C. Keil (Eds.). *The MIT Encyclopedia of the Cognitive Sciences*, pp. 787-790. Cambridge, MA: The MIT Press.

Miller, J. L. & Volaitis, L. E. (1989). Effect of speaking rate on the perceptual structure of a phonetic category. *Perception & Psychophysics*, 46, 505-512.

Jusczyk, P. W. (1995). Language acquisition: Speech sounds and the beginning of phonology. In J. L. Miller and P. D. Eimas (Eds.). *Speech, Language, and Communication*, pp. 263-301. San Diego: Academic Press.