

SPAN 597A//LING597A: Sentence Processing

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Office hours: Tuesdays and Thursdays from 8:00 am to 9:00 am and by appointment

COURSE STRUCTURE:

This is a survey course which covers core topics in adult bilingual language processing and provides direct experience with some of the most common research techniques employed by investigators to research issues related to language processing.

Class meetings are divided into three parts. The first part will be devoted to the presentation of background for a new topic or subtopic. This will be done by me. During the second part, students will present papers discussing empirical research related to bilingual or monolingual sentence processing. The third part of the course provides some hands-on experimental techniques employed in the study of language processing. Students will be introduced to the software and hardware to run studies that use self-paced reading tasks and eye-movement records as tools for investigation.

CLASS MEETINGS

The class meets from 11:15 to 12:30 on Tuesday & Thursday.

COURSE REQUIREMENTS:

The week prior to each class meeting, students are required to email me one (1) question/comment/thought on the reading(s) assigned for the following class meeting (i.e., readings assigned for Tuesdays). The questions will be used to structure classroom discussions. All questions must be submitted the Sunday prior to a class meeting, by midnight. **The first email assignment is due on January 29.**

During the semester, students are also required to present (1) research paper to the class. Students are asked to select the article that they will be present to the class and to post it on ANGEL a week prior to the presentation.

Finally, students will be required to submit a final research paper, proposing an experiment to investigate an empirically motivated question on the topic of monolinguals (adult or child) or bilingual sentence processing. **A bibliography for the paper is due on March 20** and an **abstract of no more than 500 words on March 27**. **The full document is due on May 01.**

COURSE GRADE:

E-mail questions:	13 points
Class presentation:	30 points
Bibliography	10 points
Abstract	10 points
Final Paper:	37 points
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TOTAL	100 points

Academic Integrity. The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy-49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Disability Access Statement. The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

TENTATIVE WEEKLY CALENDAR (NOTE: ON DAYS IN WHICH TWO OR MORE READINGS ARE ASSIGNED, I HAVE INDICATED THE MUST-DO READING WITH AN **)

January 15: Course Introduction

January 17: Introduction to Language comprehension

Mitchell, D.M. (1994). Sentence Parsing. In M. Gernsbacher (Ed.), *Handbook of Psycholinguistics* (pp. 375-410). New York: Academic Press.

January 22: Introduction to Language comprehension—an update (cont.)

Pickering, M. J., & van Gompel R., P. G. (2006). Syntactic parsing. In M. J. Traxler and M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics, second edition* (pp. 455-505). New York: Academic Press.

January 24: Models of sentence comprehension: Principle-Based Accounts.

Frazier, L., & Clifton, C. (1997). Construal: Overview, Motivation and Some New Evidence. *Journal of Psycholinguistic Research*, 2, 277-295.

January 29: Models of Sentence Comprehension: Evidence from the processing of relative clauses

Carreiras, M., Clifton, C. (1999). Another word on parsing relative clauses: Eyetracking evidence from Spanish and English. *Memory & Cognition*, 27, 826-833.

January 31: Processing relative clauses in bilinguals

Dussias, P. E. & Sagarra, N. (2007). The effect of exposure on syntactic parsing in Spanish-English bilinguals. *Bilingualism: Language & Cognition*, 10, 101-116.

February 05: Models of Sentence Comprehension: Constraint-based Models

MacDonald, M.C., & Siedenber, M. (2006). Constraint-satisfaction accounts of lexical and sentence comprehension. In M. J. Traxler and M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics, second edition* (pp. 581-613). New York: Academic Press.

February 07: Models of Sentence Comprehension: Evidence from the use of verbal information

Garnsey, S., Pearlmutter, N., Myers, E., & Lotocky, M. (1997). The contribution of verb bias & plausibility to the comprehension of temporarily ambiguous sentences. *Journal of Memory and Language* 37, 58-93.

February 12: Models of Sentence Comprehension: Evidence from the use of verbal information

**Kim and Trueswell (1998). How to prune a garden path by nipping it in the bud: Fast priming of verb-argument structure

Novick, J., Kim A., & Trueswell J. (2003). Studying the grammatical aspect of word recognition: Lexical priming, parsing and syntactic ambiguity resolution, *Journal of Psycholinguistic research*, 32, 57-75

February 14: Processing verbal information in bilinguals

**Frenck-Mestre & Pynte (1997). Frenck-Mestre, C., and Pynte, J: 1997. Syntactic ambiguity resolution while reading in second and native languages. *The Quarterly Journal of Experimental Psychology* 50A, 119-48.

Dussias, P. E., & Cramer Scaltz, T. R. (in press). Spanish-English L2 speakers' use of subcategorization bias information in the resolution of temporary ambiguity during second language reading. *Acta Psychologica*.

February 19: Processing of filler-gap dependencies

Juffs, A., & Harrinton, M. (1995). Parsing Effects in Second Language Sentence Processing: Subject and Object Asymmetried in Wh-Extractions. *Studies in Second Language Acquisition*, 17, 483-516.

**Williams, J., Möbius, P., and Kim, C: 2001. Native and non-native processing of English wh-questions: Parsing strategies and plausibility constraints. *Applied Psycholinguistics* 22, 509-40.

February 21: **Presentation**

February 26: The use of syntactic traces during filler-gap resolution

Love, T. Mass, E., Swinney, D. (2003). The Influence of Language Exposure on Lexical and Syntactic Language Processing. *Experimental Psychology*, 50, 204-216.

February 28: **Presentation**

March 04: The role of plausibility

Dussias, P. E., & Piñar, P. (*revisions invited*). Effects of language working memory and plausibility in the reanalysis of *wh*-gaps by Chinese-English bilinguals. *Second Language Research*.

**Williams, J. N: 2006. Incremental interpretation in second language sentence processing. *Bilingualism: Language and Cognition* 9, 71-88.

March 06: **Presentation**

March 11-March 13: Spring break

March 18: The role of sentence context

Folk, J., & Morris, R. (2003). Effect of syntactic category assignment on lexical ambiguity resolution in reading: An eye-movement analysis, *Memory & Cognition*, 31-87-99

March 20: **Presentation**

March 25 : The role of sentence context

Schwartz, A., & Kroll, J. F. (2006). Bilingual lexical activation in sentence context. *Journal of Memory and Language*, 55, 197-212

March 27: **Presentation**

April 01 : The role of Individual Differences

**Hahne, A. (2001). What's the difference in second-language processing? Evidence from event-related brain potentials. *Journal of Psycholinguistic Research*, 30, 251-266.

Hahne, A., and Friederici, A. (2001). Processing a second language: late learners' comprehension mechanisms as revealed by event-related brain potentials. *Bilingualism, Language and Cognition*, 4, 123-141.

April 03 : Presentation

**April 08: **Workshop of regression by Prof. Natasha Tokowicz
U. Pittsburgh****

April 10: Summary- non-native processing

Clashen, H., and Felser, C: 2006. Grammatical processing in language speakers. *Applied Psycholinguistics* 27, 3-42.

April 15: **Presentation**

April 17: Dependency Locality Theory

Gibson, E. (1988). Linguistic complexity: Locality of syntactic dependencies. *Cognition*, 68-1-76

April 22: **Presentation**

April 24: **Presentation**

April 29: Language production

Hoshino, N., Dussias, P. & Kroll, J. (2003). In preparation.

Nicol, J., Teller, M. and Greth, D. (2001). The production of verb agreement in monolingual, bilingual and second language learners. In J.L. Nicol (Ed.), *One mind, Two Languages: Bilingual Language Processing*. Blackwell.

**Greth, D. and Nicol, J. (2003). Effects of learning Spanish on speaking English: subject-verb agreement as a case study.

May 01: **Presentation**