國立清華大學課程大綱

科號 Course Number		學分 Credit	3	人數限制 Class Size	
中文名稱 Course Title	心理語言學				
英文名稱 Course English Title	Psycholinguistics				
任課教師 Instructor	蘇宜青				
上課時間 Time	R34n (週四 34n)	上課教室 Room			

課程簡述(必填) (最多 500 個中文字) 本欄位資料會上傳教育部課程網

Brief Course Description (required) (50-200 words if possible, up to 1000 letters

Psycholinguistics is an interdisciplinary field which is related to linguistics, psychology, computer science and neuroscience. The field of psycholinguistics, or the psychology of language, is concerned with discovering the psychological processes that make it possible for humans to acquire and use languages. Conventionally, it addresses four major questions: (1) How people understand spoken and written languages (comprehension)? (2) How people produce language (speech production)? (3) How languages are acquired by children as their mother tongue (L1 acquisition) or by people who have already acquired their first language (L2 acquisition)? (4) Which areas in the brain are involved in the processes of language formulation and understanding? The goal of this course is to provide a hands-on introduction to the state-of-the-art in psycholinguistics through reading articles addressing these issues and learning how to use some experimental tools to complete the lab assignments to gain basic concepts in designing psycholinguistic experiments.

請輸入課程內容「中文暨英文關鍵字」至少 5 個, 每個關鍵字至多 20 個中文, 以半形逗點分隔 (必填)

Please fill in at least 5 course keywords (up to 40 letters for each keyword) and use commas to separate them.(required)

(1) language comprehension; (2) language production; (3) language acquisition; (4) language and the brain; (5) language and aging

課程大綱 Detailed Course Syllabus

● 課程說明(Course Description)

● 指定用書(Text Books)

None

● 參考書籍(References)

To be distributed in class

● 教學方式(Teaching Method)

Instructor's lectures and students presentation/discussion

● 教學進度(Syllabus)

(Tentative)

Week	Topic
1	Introduction
2	Jackendoff, R. (2002). *Foundations of Language*. Oxford University Press. (p. 3-57)
3	*Jackendoff, R. (2002). *Foundations of Language*. Oxford University Press. (p. 58-103)

Gleitman, L., and Newport, E. (1995) The invention of language by children: Environmental and biological influences on the acquisition of language. In L. Gleitman and M. Liberman (eds.) *Language: An Invitation to Cognitive Science*, vol. 1 (2nd edition).

| 4 | Speech Perception |

Jusczyk, P. (1997) *The Discovery of Spoken Language*. (Chapter 4).

| 5 | Syntax Acquisition |

*Crain, S., and Thornton, R. (2006) Acquisition of syntax and semantics. In M. J. Traxler and M. A. Gernsbacher (eds.) *Handbook of Psycholinguistics*, 2nd edition. San Diego, CA: Academic Press.

Guasti, T. (2001) Language Acquisition: The Growth of Grammar. Cambridge, MA: MIT Press. (Chapter 4)

| 6 | Processing—Sentence Comprehension |

Pickering, M. J., and van Gompel, R. P. G. (2006) Syntactic parsing. In M. J. Traxler and M. A. Gernsbacher (eds.) *Handbook of Psycholinguistics*, 2nd edition. San Diego, CA: Academic Press.

| 7 | Tanenhaus, M. K., and Trueswell, J. C. (2006) Eye movements and spoken language comprehension. In M. J. Traxler and M. A. Gernsbacher (eds.) *Handbook of Psycholinguistics*, 2nd edition. San Diego, CA: Academic Press. |

8	Processing—Sentence Production
	*Ferreira, F., and Engelhardt, P. E. (2006) Syntax and production. In M. J. Traxler and M. A. Gernsbacher (eds.) *Handbook of Psycholinguistics*, 2nd edition. San Diego, CA: Academic Press.
	Griffin, Z. M., and Ferreira, V. S. (2006) Properties of spoken language production. In M. J. Traxler and M. A. Gernsbacher (eds.) *Handbook of Psycholinguistics*, 2nd edition. San Diego, CA: Academic Press.
9	Neurolinguistics
	Sprouse, Jon, & Lau, Ellen F. (2013) Syntax and the brain. In Marcel del Dikken (ed.) *The Cambridge Handbook of Generative Syntax* (pp. 971-1005). New York, USA: Cambridge University Press.
10	Parallels between Children and Adults
	*Kim, C. S., Gunlogson, C., Tanenhaus, M. K., & Runner, J. T. (2015) Context-driven expectations about focus alternatives. *Cognition*, 139, 28-49.
11	Romoli, J., Khan, M., Sudo, Y., & Snedeker, J. (2015) Resolving temporary referential ambiguity using presupposed content. In F. Schwarz (ed.), *Experimental Perspectives on Presuppositions,* Studies in Theoretical Psycholinguistics 45, 67-87. Springer International Publishing Switzerland.
12	Lago, S., Sloggett, S., Schlueter, Z., Chow, W. Y., Williams, A., Lau, E., & Phillips, C. (2017): Coreference and antecedent representation across languages. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 2017.
13	Computational Models
	*Pearl, L., & Sprouse, J. 2015. Computational modeling for language acquisition: A tutorial with syntactic islands. *Journal of Speech, Language, and Hearing Research, 58*, 740-753.
	*Pearl, L. 2010. Using computational modeling in language acquisition research. In E. Blom & S. Unsworth (eds). *Experimental Methods in Language Acquisition Research*, John Benjamins.
	Elman, J. 1993. Learning and neural networks: the importance of starting small. *Cognition*, 48, 71-99.
	Rohde, D. & Plaut, D. 1999. Language acquisition in the absence of explicit negative evidence: how important is starting small? *Cognition, 72*, 67-109.
14	*Lignos, C. & Yang, C. (2016) Morphology and language acquisition. In Stump, G. & Hippesley, A. (eds.) *The Cambridge Handbook of Morphology*. Cambridge University Press. (Ch 27).
	Yang, C., Crain, S., Berwick, R.C., Chomsky, N., & Bolhuis, J.J. (In Press). The growth of language: Universal Grammar, experience, and principles of

	computation. *Neuroscience and Biobehavioral Reviews*. doi:10.1016/j.neubiorev.2016.12.023
15	Language and Aging
	*Marini, A., & Andreetta, S. (2016) Age-related effects on language production: A combined psycholinguistic and neurolinguistic perspective.
	*DeDe, G., & Flax, J. K. (2016) Language comprehension in aging. In H. H. Wright (ed.) *Cognition, Language and Aging*. Philadelphia, PA: John Benjamins Publishing Co.
16	Students' Final Project Presentation

● **成績考核(Evaluation)**

1. Lab Assignments (200%)
2. Weekly reading questions/comments (20%)
3. Class Presentation and Participation (20%)
4. Class project (40%):

● **可連結之網頁位址 相關網頁(Personal Website)**