

# Advanced Psycholinguistics

## 高級心理語言學

Fall 2026      Thursday 14:10-17:00      文學院 (Humanities) 413  
編號 (Course code number): 1306560

### TENTATIVE SCHEDULE

#### Me:

James Myers (麥傑)

Office: 文學院 247

Tel: x31506

Email: Lngmyers at the university address

Office hours: Thursday 10:00-noon, or by appointment (made at least 24 hours ahead)

#### Goals:

This class will teach you lots of stuff about how the mind/brain processes language, and how to read and write original research articles. However, the only way in which this class is “advanced” is that you will learn about all sorts of topics that go beyond the introductory psycholinguistics class. So you do NOT need prior experience with psycholinguistics to take this class!

#### Grading:

20% Class participation

40% Leading discussion

40% Term paper (due 12/14)

#### What the class is like:

This class is a discussion class. All we will do is read papers (real ones, not from a textbook) and discuss them together. So class participation means you discuss: you read, think, talk, and respond to others’ ideas.

Every week somebody will lead the discussion on the week’s reading(s), using a handout with questions to inspire us to discuss together. The questions should be organized in a logical way to make sure we address the most important issues in the paper, situating them in a larger context, but your questions should also allow us to clarify smaller points in the paper that may be confusing. You are encouraged to ask questions that even you don’t know how to answer, but you are the one responsible to bring the focus back to the big issues if we get lost. Post your questions to the eCourse2 system by 12 noon on class day, so I can download them and show them in class.

By 11/19 (but the earlier the better), you should choose a topic of your own to write about. The only restriction is that it has to report your own new psycholinguistic experiment on real people, even if it doesn’t relate directly to any of the class readings. After you choose your topic, the class discussions will then turn to focus on papers that *you* choose to help you with *your* project.

At the end of the semester (12/17), everybody will give a short, informal, ungraded presentation of their research, just to get feedback from everybody. The paper is due one week later (12/24) as a PDF emailed to me by 5 pm. The paper should be about 10-20 pages, in “English”, with formatting like the real papers we read. I’ll grade them in the usual way (style, logic, theory).

Obviously, you should submit your classwork on time and shouldn’t plagiarize. Moreover, when writing your discussion questions, presentation, and term paper, you cannot use AI for anything except English help, unless you check with me first (e.g., it may be OK to use AI to help with data management, but the precise usage matter, so don’t start until you check with me).

**Schedule**

\* marks due dates for things relating to your paper

Week	Topic/Activity	Readings	Leaders
9/10	What is psycholinguistics anyway?	(no reading)	Myers
9/17		TBA (to be announced)	TBA
9/24		TBA	TBA
10/1	Possible topics include:	TBA	TBA
10/8	- The evolution of human language	TBA	TBA
10/15	- The processing of sign language	TBA	TBA
10/22	- The processing of reading & writing	TBA	TBA
10/29	- Formal models of language processing	TBA	TBA
11/5		TBA	TBA
11/12		TBA	TBA
11/19	<b>*Discuss paper topics</b>		
11/26	Your choice!	TBA	TBA
12/3	Your choice!	TBA	TBA
12/10	Your choice!	TBA	TBA
12/17	<b>*Presentations [last class]</b>		
12/24	<b>*TERM PAPER DUE</b>		

**Readings**

TBA, but maybe something like these:

- Arnon, I., Carmel, L., Claidière, N., Fitch, W. T., Goldin-Meadow, S., Kirby, S., ... & Fisher, S. E. (2025). What enables human language? A biocultural framework. *Science*, 390(6775), eadq8303.
- Chamalaun, R. J., Schmitz, T., & Ernestus, M. T. (2025). Silent morphological information in a word's spelling also affects natural reading behavior. *Morphology*, 35(3), 417-448.
- Piantadosi, S. T. (2024). Modern language models refute Chomsky's approach to language. In E. Gibson & M. Poliak (Eds.) *From fieldwork to linguistic theory: A tribute to Dan Everett*, (pp. 353-414). Berlin: Language Science Press. <<https://langsci-press.org/catalog/book/434>>
- Wienholz, A., & Lieberman, A. M. (2025). Tracking effects of age of sign language acquisition and phonology in American Sign Language sentence processing. *Memory & Cognition*, 53(7), 2009-2027.
- Xu, Z., Yang, Y., Yuan, T., Feng, G., & Cai, Z. G. (2025). Neural substrates associated with character amnesia in Chinese handwriting: A functional near-infrared spectroscopy study. *Journal of Cognitive Neuroscience*, 37(11), 2053-2071.