

**Linguistics 480/810, Introduction to Language Production**  
**Mondays 2:30-5:20, AQ 4150**

**Contact information**

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Webpage: see anderei.net for syllabus, Canvas page for readings

**Course description**

Language production is an area of psycholinguistics that studies how speakers turn messages into utterances. Theories of language production propose concrete mechanisms that associate prelinguistic messages with lexical entries and grammatical functions, and then associate grammatical functions and lexical entries with sentence trees and actual words. Words in complete sentences are also processed by a phonological component that encodes phonological representations similar to the ones found in generative phonology, and then the result is converted to a speech plan for speaking. Studying language production is therefore a good way of putting to use many of the central concepts from linguistic science in the study of a concrete behavior.

This course will survey the empirical and theoretical issues raised by language production research. In particular, we will review the principal empirical findings in this research, including a set of psychological effects found in speech errors and different kinds of priming effects. We will use this evidence as a way of assessing some of the principal debates that arise in production research, like the role of linguistic categories and processes in production behavior, symbolic vs subsymbolic processing (=connectionist networks), and serial vs. parallel processing of language. Students taking this class will establish foundations in this research area by reading the original literature documenting these empirical and theoretical results.

**Course goals**

- Production research: give an overview of the models and empirical results of language production research
- Critical analysis: learn to evaluate and critically assess contemporary research
- Problem solving: to hone skills in organizing linguistic data and finding patterns
- Cogent written expression: to develop scientific writing skills for linguistic analysis, including clear and explicit characterizations of linguistic patterns, hypotheses, and argumentation

**Exams and course assignments**

In-class exams: there are two in-class exams which will ask questions about the materials we've read and discussed, and also synthesize them in the context of new problems.

Take-home final: the last exam will be an extended problem or question; it will be in the form of a 3 to 5 paragraph essay. See below for explicit instructions for this year's final.

Summaries: each student will write one page summaries of three articles

N.b.: department policy with regard to exams is as follows: If you have to miss an exam because of illness, you are required to contact me prior to the exam. You may notify me by e-mail. When you return to class, I will need a note from your medical doctor specifying the date of your absence and the reason. I will call the doctor to

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confirm the note. Following departmental policy, make-ups for exams will not be given. If you have a doctor's note for the date of one of the exams, the weight of that exam will be added to the other exam and to other assignments. Unexcused absence from an exam will result in a grade of 0 for it. Further, under no circumstances will students be allowed to write exams early. If you have travel or work plans during the semester, you are responsible for ensuring that they do not conflict with the examination schedule.

### Weighting of coursework

In-class exams ( <b>Feb. 1, Mar. 14</b> )	60%
Take-home final (due Apr 15)	20%
Summaries (see due dates below)	20%

### Schedule

Note: this schedule may change and new articles may be added to the readings.

Jan. 11, Course introduction, consensus model, overview of the problems and approach  
Readings: Bock and Levelt (1994)

Jan. 18, Speech errors I: Scan-copy model  
Readings: Shattuck-Hufnagel (1979), Shattuck-Hufnagel and Klatt (1979)

Jan. 25, Speech errors II: Spreading-activation model  
Reading: Dell (1986), Dell (1988)  
**Due: one-page summary of Dell (1986), up to page 305 only**

Feb. 1, **EXAM 1, first 1 ½ hour of class**  
Lecture: Phonological well-formedness  
Reading: Dell et al. (1993), Wilshire (1998)

Feb. 15, Syllable I: syllable and word structure in language production  
Reading: Shattuck-Hufnagel (1992), Goldrick (2011)  
**Due: one-page summary of Shattuck-Hufnagel (1992)**

Feb. 22, Syllables II: word and syllable encoding in Mandarin  
Reading: Chen et al. (2002), Chen (2000)

Feb. 29, Lemma selection, Weaver++ model  
Reading: Levelt et al. (1999); see also: Roelofs (1992)

Mar. 7, Metrical representations and syllables in Weaver++  
Reading: Roelofs and Meyer (1998), Ferrand et al. (1996)

Mar. 14, **EXAM 2, first 1 ½ hour of class**  
Lecture: Methodological issues, review of models  
Reading: Bock (1996)

Mar. 21, Syllabaries and articulation  
Readings: Levelt and Wheeldon (1994), Crompton (1982), Frisch and Wright (2002)

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**Due: one-page summary of Levelt and Wheeldon (1994)**

Mar. 28, Syntactic priming

Readings: Chang et al. (2006), Loebell and Bock (2003)

Apr. 4, Agreement attraction and marking and morphing theory

Readings: Eberhard et al. (2005), Bock (2011)

Apr. 11, The role of frequency in language production

Reading: Dell (1990), Stemberger (1991), Frisch (1996)

**Take-Home Final:** Essays based on Griffin and Ferreira (2006) review article

**Due: Apr 15, 5pm**

*Format and questions for the take-home exam.*

First, read the entire article and take copious notes. Then, select three of the 15 ‘properties’ discussed in the article and write three short (one page, single space) essays addressing the questions below.

Remember: it’s not the length that counts, it’s the content and relevance of your essays. In all essays, do not just restate what is given in the text. Draw on the readings and discussions from class and support your answer thoroughly and carefully with an original essay.

Essay 1. Pick one property and explain it in your own terms. Then explain the evidence for that property in your own terms. No sentence fragments or incomplete logic allowed. You may choose to support this with spontaneous speech error studies or an experimental study, but be explicit on how the given evidence supports the stated property.

Essay 2. Pick another property and explain it in your own terms. Then explain in your own terms how a theoretical model we have discussed (e.g., the spreading-activation model) accounts for the property. Make it clear what principles of the model predict the property.

Essay 3. Pick another property, explain it in your own terms. Then pick two theoretical models we have discussed in class, and argue that the property supports one of these models over another. Again, be explicit what aspects of the successful model account for the facts, and what is missing in the other model.

**Bibliography**

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