

Psychology and Neuropsychology of Language
(Psychology G4470)
Tue 4:10-6:00 pm
614 Schermerhorn Hall

Prof. Michele Miozzo mm1150@columbia.edu

Office Hours: By appointment (356 Sch Ext)

Course objectives The course reviews recent studies on the production of words in spoken language. Besides acquiring knowledge on the brain and cognitive mechanisms involved in spoken word production, the course aims at teaching how to (a) critically read scientific papers on the topic, (b) evaluate research paradigms applied to the study of word production, and (c) analyze current models on word production and derive predictions to test such models. The course focuses on a prominent model of word production proposed by Levelt and collaborators. The first few classes of the course are devoted to understand the claims and assumptions of the model. Later in the course, students are asked (a) to identify aspects of the model they want to investigate in detail; (b) to derive critical predictions concerning each of these aspects; (c) to review the literature to find data of interest for assessing these predictions; (d) to propose a new experiment; and (f) to improve and expand the model to accommodate for challenging findings and account for aspects of word production not previously covered in the model.

Classes are conducted in a seminar-like style and students are expected to participate actively in class discussions. Readings and class assignments will prepare the students to class discussions. Students are also expected to take turn in presenting and leading discussions.

Readings consist of scientific papers. Most of these papers will be selected by the students under the professor's supervision. Chapters in the *Oxford Handbook of Word Production* (Miozzo, Goldrick, & Ferreira, in press) present the most recent reviews that students can consult for organizing their literature search. All readings are available on CourseWorks.

Final grades will depend on: (1) class participation (15%); (2) class assignments (45%); (3) final paper (40%).

Class Calendar

Week 1	(Jan. 21) Course Introduction
Week 2	(Jan. 28) What's stored about words? Class assignment: Definition of basic terms
Week 3-4	(Feb. 4 & 11) A model of word production: Levelt et al. (1999) Reading: Levelt, W. J. M., Roelofs, A., & Meyer, A. S. (1999). A theory of lexical access in speech production. <i>Behavioral and Brain Sciences</i> , 22, 1-75.

- Week 5** (Feb. 18)
 What's missing? Bilingualism
 Reading: Kroll, J. F., & Gollan, T. H. Speech planning in two languages: What bilinguals tell us about language production. *Oxford Handbook of Word Production*
- Week 6** (Feb. 25)
 What's missing? Writing
 Readings: Miceli, G., & Costa, V. The role of lexical and sublexical orthographic in writing. *Oxford Handbook of Word Production*
 Rapp, B., & Fisher-Baum, S. Representation of orthographic knowledge. *Oxford Handbook of Word Production*
- Weeks 7** (Mar. 4)
 What's missing? The neural bases of word production
 Readings: Race, D. S., & Hillis, A. E.. Neural bases of word representations for naming. *Oxford Handbook of Word Production*
 Indefrey, P., & Levelt, W. J. M. (2004). The spatial and temporal signatures of word production components. *Cognition*, 92(1-2), 101-144.
- Week 8** (Mar. 11)
 Proposal of area of investigation & research question
 Meeting with Prof. Michele Miozzo
- Week 9** (Mar. 18)
 Spring break
- Week 10-13** (Mar. 25-Apr. 15)
 Discussion of papers relevant to student projects
 Submission of project proposal; reviewers are assigned (Apr. 8)
 Readings: Papers assigned by students
- Week 14-15** (Apr. 22-29)
 Project presentation & reviewer suggestions