



Linguistics: Psycholinguistics, LINN21, 7.5 credits

Reading list approved by by teaching committee 1 at the Centre for Languages and Literature on 4 December 2013.

Obligatory literature

- Casasanto, D. (2008). Who's afraid of the Big Bad Whorf? Cross-linguistic differences in temporal language and thought. *Language Learning*, 58, 63-79.
- Chanquoy, L. (2010): Revision processes. In: Beard, R., Myhill, D., Nystrand, M. and Riley, J. (eds.). *The SAGE Handbook of Writing Development*. (pp. 80-97). Sage Publications. ISBN: 1412948460.
- Cloutman, L., Gottesman, R., Chaudhry, P., Davis, C., Kleinman, J., Pawlak, M., Herskovits, E., Kannan, V., Lee, A., Newhart, M., Heidler-Gary, J. and Hillis, A. (2009). Where (in the brain) do semantic errors come from? *Cortex*, 45, 641–649.
- Crutch, S. and Warrington, E. (2003). Preservation of propositional speech in a pura anomic: The importance of an abstract vocabulary. *Neurocase*, 9, 465-481.
- Cutler, Anne (1994). Segmentation problems, rhythmic solutions. *Lingua* 92, 81-104.
- Eales, L. (1985). Song learning in zebra finches: Some effects of song model availability on what is learnt and when. *Animal Behaviour*, 33, 1293-1300.
- Estes, Z. and Jones, L. (2009). Integrative priming occurs rapidly and uncontrollably during lexical processing. *Journal of Experimental Psychology: General*, 138, 112-130.
- Gopnik, A. Choi, S. and Baumberger, T. (1996). Cross-linguistic differences in early semantic and cognitive development. *Cognitive Development*, 11, 197-227.
- Johansson Falck, M. and Gibbs, R. (2012). Embodied motivations for metaphorical meanings. *Cognitive Linguistics*, 23, 251-272.
- Kroodsma, D. and Pickert, R. (1984). Sensitive phases for song learning: effects of social interaction and individual variation. *Animal Behaviour*, 32, 389-394.
- Kutas, M., and Federmeier, K. D. (2000). Electrophysiology reveals semantic memory use in language comprehension. *Trends in Cognitive Sciences*, 4, 463-470.
- Loftus, E. 1975. Leading questions and the eyewitness report. *Cognitive psychology*, 7, 560-572.
- Majid, A., Bowerman, M., Kita, S., Haun, and Levinson, S. (2004). Can language restructure cognition? The case for space. *Trends in Cognitive Sciences*, 8, 108–114.
- Matthews D., Lieven, E., Theakston, A. and Tomasello, M. (2006). The effect of perceptual

- availability and prior discourse on young children's use of referring expressions. *Applied Psycholinguistics*, 27, 403–422.
- McCutchen, D. (2000): Knowledge, processing and working memory: Implications for a theory of writing. *Educational Psychologist*, 35, 13-23.
- Michel, G. and Tyler, A. (2007). Critical period: A history of the transition from questions of when, to what, to how. *Developmental Psychobiology*, 46, 156-162
- Sachs, J. 1967. Recognition memory for syntactic and semantic aspects of connected discourse. *Perception and psychophysics*, 2, 437-442.
- St George, M., Kutas, M., Martinez, A., and Sereno, M. 1999. Semantic integration in reading: engagement of the right hemisphere during discourse processing. *Brain*, 122, 1317-1325.
- Wagner, A. and Ernestus, M. (2008). Identification of phonemes: Differences between phoneme classes and the effect of class size. *Phonetica*, 65, 106-127.
- Wilson, N. and Gibbs, R. (2007). Real and Imagined Body Movement Primes Metaphor Comprehension. *Cognitive Science*, 31, 721-731.

(appr. 400 pages in total)

Additional material will be distributed in class

Almost all the articles are available electronically from the University Library.