Syllabus

PRODUCTION OF SPoken LANGUAGE - 37853

Last update 01-12-2013

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 1

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Avital Deutsch

Coordinator Email: avital.deutsch1@mail.huji.ac.il

Coordinator Office Hours: Wednesday, 9:15_10:00

Teaching Staff:
Prof Avital Deutsch
Course/Module description:
The seminar discusses fundamental issues about the language production system. The discussion is based on empirical evidence of two types: spontaneous, natural speech errors and findings derived from experimental manipulations. The main models of speech production are presented. The discussion focuses on the nature of the production process: whether it fits a serial model (e.g., Levelt and colleagues' WEAWER++ model), a cascade model or an interactive mode of operation. The discussion includes empirical evidence supporting the psychological reality of lexical, syntactic, morphological and phonetics level of representation. The discussion focuses on topics 4-9 listed under course content. Topics 1-3 constitute an introduction to the main discussion.

Course/Module aims:
Familiarizing the students with the domain of language production by introducing the main theoretical models and main issues of this domain. Providing experience in understanding empirical research into theoretical issues via a few selected topics from the literature.

Learning outcomes - On successful completion of this module, students should be able to:
see course aims

Attendance requirements(%):
100

Teaching arrangement and method of instruction: Lectures and active discussions based on students' reading of experimental literature

Course/Module Content:
1. Introduction: A general scheme of the units that compose the system of production. Introducing the basic issues about the operation of the system: serial vs. parallel operation; autonomic units operating in discrete stages or mutual interactions between the various components.
2. Macro and micro planning of the pre-verbal message.
3. The structure of the pre-verbal message: propositional representation, thematic roles.
4. Lexical access: the structure of lexical units. Three levels of representation: the lemma level, the lexeme (phonological level of representation) and the phonetic level.
5. Evidence supporting the distinction between the conceptual, pre-verbal level and the lexical level.
6. Evidence supporting the claim for distinct lexical processes of lemma selection, morpho-phonological encoding and phonetic encoding.
7. Discussing lexical characteristics: frequency effect and grammatical gender effect.
8. Building syntactic structure: incremental process; syntactic priming; the independence of syntactic processes from conceptual influences (discussing attraction errors).

**Required Reading:**
Reading requirements include selected items from the bibliography list, about one item per week. The exact item required for each lecture will be announced at the end of each lecture.


Bock, K. J. (1986b) Syntactic persistence in language production. Cognitive Psychology, 18,


Chang, F., Dell, G. S., Bock, K., & Griffin, Z. M. (2000). Structural priming as implicit


Cognition, 31 (3), 428-442.


Experimental Psychology: Learning, Memory, and Cognition, 30(2), 483-497.


**Additional Reading Material:**
none

**Course/Module evaluation:**
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 100 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

**Additional information:**
none