



Linguistics Modules - Module Information Sheet

2021/22

1. General information

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| Module Code | PLIN0033 | Title | Psycholinguistics: General Processing | | | | | Credits | 15 |
| Module Tutor | Richard Breheny | | | Contact | r.breheny@ucl.ac.uk | | | | |
| Other tutor(s) | | | | | | | | | |
| Module available at the following levels | | | | | | | | | |
| Level 4 UG | | Level 5 UG | X | Level 6 UG | X | Level 7 UG | X | Level 7 PG | X |
| Module description | | | | | | | | | |
| An introduction to real-time language processing. This module will explore how humans represent, comprehend, and produce language. We will examine core properties of mental representations and processes involved in understanding language, and how linguistic processes unfold in real time. | | | | | | | | | |
| Prerequisites | PLIN0003 - Intro to Generative Grammar A or equivalent | | | | | | | | |
| Timetable | https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReg=Y&moduleId=PLIN0033 | | | | | | | | |
| Week by week summary | | | | | | | | | |
| Week 1 – Introduction; Experimental design and methods | | | | | | | | | |
| Week 2 – Lexical access (part 1) | | | | | | | | | |
| Week 3 – Lexical access (part 2) | | | | | | | | | |
| Week 4 – Parsing: structural ambiguities (part 1) | | | | | | | | | |
| Week 5 – Parsing: structural ambiguities (part 2) | | | | | | | | | |
| Week 6 – Processing long-distance dependencies | | | | | | | | | |
| Week 7 – Long-distance dependencies and Prediction | | | | | | | | | |
| Week 8 – Interpreting Pronouns | | | | | | | | | |
| Week 9 – Is language processing “good enough”? | | | | | | | | | |
| Week 10 – Grammar and parsing | | | | | | | | | |
| Information for students on other programmes and Affiliate/intercollegiate students: | | | | | | | | | |
| If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to pals.lingteachingoffice@ucl.ac.uk | | | | | | | | | |

2. Teaching

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| Teaching methods and tutorial/lab arrangements | |
| Each week students will attend a 1-hour lecture and a 1-hour tutorial, both on Friday morning. | |
| Communication | |
| Your main tool for communicating with the instructor should be the Moodle forum. This will enable everybody to see both your question and the answer and to join in the conversation. If your question is of a private nature or otherwise inappropriate for the Moodle forum, please send me an email. I will reply to any query within two working days. | |
| Workload | |
| Overall workload for the module will include attendance, private reading, revision and assessment, which add up to 188 hours. | |
| Core texts | |
| Fernández, Eva M., & Cairns, Helen Smith (2010). Fundamentals of Psycholinguistics. Chichester, UK: Wiley-Blackwell. ISBN 9781405191470. | |

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| Libraries and other resources |
| Lecture slides will be made available on Moodle. In addition, students will be given references to key texts in Psycholinguistics. All such texts will be available via the library. |
| Additional information |
| Submission procedures: Submission of assignments is via Moodle Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module. |
| Recording |
| Lectures for this module are recorded and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons. |
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3. Assessment

| <i>Level 4/5/6 undergraduate</i> | | |
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| Mode of assessment | Weight | Format |
| Exam (include duration) | | |
| Coursework (include word count) | 25% | Short answer questions |
| (Add more if needed) | 25% | Short answer questions |
| (Add more if needed) | 50% | Short answer questions |
| <i>Other assessment information</i> | | |

| <i>Level 7 postgraduate</i> | | |
|-------------------------------------|--------|------------------------|
| Mode of assessment | Weight | Format |
| Exam | | |
| Coursework | 25% | Short answer questions |
| (Add more if needed) | 25% | Short answer questions |
| (Add more if needed) | 50% | Short answer questions |
| <i>Other assessment information</i> | | |

4. Types of feedback

| Types of feedback students on this module can expect to receive | This type of feedback is provided (X) |
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| Generic tutor feedback | |
| Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task) | X |
| Electronic feedback to the whole group (eg see oral feedback above) | X |
| Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc) | X |
| Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class) | X |
| Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group) | X |
| <i>Other generic tutor feedback (please give details)</i> | |
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| Automated feedback | |
| Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught. | |
| Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated) | |
| <i>Other automated feedback (please give details)</i> | |
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| Specific, targeted tutor feedback | |

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| Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes) | X |
| Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught) | |
| Electronic responses to queries from individual students are provided (as above) | X |
| Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark) | X |
| On-script comments in the body of individual summative coursework | X |
| Indication of achievement against set marking criteria (eg for an individual essay or a lab report) | X |
| Feedback using a standard feedback form (eg essay feedback form or lab marking forms) | X |
| Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project | |
| Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle) | |
| <i>Other specific, targeted tutor feedback (please give details)</i> | |
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| Feedback from people other than module staff | |
| Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding) | X |
| Self-feedback (eg students evaluating their own coursework, worksheet answers, etc) | X |
| Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc) | |
| <i>Other feedback from those not teaching module (please give details)</i> | |
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| Feedback related to examinations | |
| A mock examination is given to help students prepare for the final exam | |
| Marks for the previous year provided online , with a breakdown of marks for individual questions | |
| Samples of real student work , such as coursework, exam essays, and projects from previous students on the module. | |
| <i>Other exam-related feedback (please give details)</i> | |
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5. Specific transferable skills (categorised into skill areas)

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| Transferable students on this module can expect to develop | |
| Academic | |
| Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes | X |
| Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate | X |
| Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically | X |
| Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data | X |
| Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome | X |
| Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result | X |
| Self-management | |
| Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process. | X |
| Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe | X |
| Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes | X |
| Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness | X |

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| Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes | X |
| Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects | X |
| Communication | |
| Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow | X |
| Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you | X |
| Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes | X |
| Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions | X |
| Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages | |
| Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress | X |
| Working with others | |
| Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose | X |
| Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground | X |
| Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success | |
| Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit | X |
| Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others | X |
| Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals | |
| Other transferable skills developed in this module | |
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