



PLIN Modules – Module Information Sheet (2022/23)

1. General Information

- **Module Code:** PLIN0033
- **Title:** Psycholinguistics: General Processing
- **Credits:** 15
- **Module Tutor:** Wing Yee Chow **Contact:** wingyee.chow@ucl.ac.uk
- **Module Available at the following levels:**
 - **Level 4 UG:** Yes
 - **Level 5 UG:** Yes
 - **Level 6 UG:** Yes
 - **Level 7 UG:** Yes
 - **Level 7 PG:** Yes

- **Module Description:**

The module aims to provide an introduction to real-time language processing, exploring 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:** [UCL Timetable](#)
- **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

- **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.

- **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.

- **Recordings:**

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

3. Assessment

- Level: 4/5/6 UG and 7 PG

Mode of Assessment	Weight	Format
Coursework 1	25%	Short answer questions
Coursework 1	25%	Short answer questions
Coursework 1	50%	Short answer questions

Table 1. Assessment Formats and Weightings

4. Types of Feedback

Types of feedback students on this module can expect to receive.

4.1 Generic Tutor Feedback

Type of Feedback	Provided
Oral feedback is given to the whole class (e.g. this may be about coursework, an in-class or online task).	Yes
Electronic feedback to the whole group (e.g. see oral feedback above).	Yes
Printed feedback to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	No
Coverage of topics in class which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	Yes
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	Yes

Table 2. Generic Tutor Feedback

4.2 Automated Feedback

Type of Feedback	Provided
Tests / quizzes within Virtual Learning Environment (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.	No

Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	No
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Table 3. Automated Feedback

4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	Yes
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	Yes
Electronic responses to queries from individual students are provided (as above)	Yes
Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	Yes
On-script comments in the body of individual summative coursework	Yes
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	Yes
Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	Yes
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.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	Yes

Table 4. Specific Targeted Tutor Feedback

4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	Yes
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No

Feedback from seminar tutors: Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. poster, Research Project presentations etc)	Yes
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Table 5. Feedback from People other than Module Staff

5. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

5.1 Academic

Type of transferable skill	Provided
Learning Actively – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	Yes
Understanding Data – Able to filter and organise information to develop an argument and work toward a conclusion, based on a statistical analysis where appropriate.	Yes
Thinking Critically – Able to consider claims made against the evidence available and to develop one’s own view systematically	Yes
Using Sources – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	Yes
Solving Problems – Able to use systematic approaches to overcome difficulties in producing a desired outcome	Yes
Managing Projects – Able to plan a coordinated set of tasks and enact over time to produce a substantial result	No

Table 6. Academic transferable skills

5.2 Self-Management

Type of transferable skill	Provided
Reflecting on Learning – Able to review dispassionately one’s approaches to learning and the outcomes and progressively improve the process	Yes
Managing Time – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	Yes
Being Creative/Innovative – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	Yes

Assessing Oneself – Able to identify one’s own strengths, weaknesses, progress made and action needed to improve effectiveness	Yes
Being Independent – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	Yes
Managing Resources – Able to allocate and conserve funds and other resources on a day to day basis and to support projects	No

Table 7. Self-management transferable skills

5.3 Communication

Type of transferable skill	Provided
Writing – Able to communicate in textual forms (essay, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	Yes
Listening – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	Yes
Using Information Technology – Able to use digital technology for managing information and to mediate communication for learning and other purposes	Yes
Presenting – Able to speak to an audience, using visual aids as appropriate and respond to questions	No
Communication globally – Able to understand and manage factors affecting communication across cultures, including means of monitoring progress	No
Planning and making decisions – Able to identify steps needed to work towards global and communicate them, including means of monitoring progress	No

Table 8. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	No
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	No
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	No
Understanding others – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	No
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	No

Managing change – Able to adapt to changing circumstance and maintain focus on the group's declared goals	No
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Table 9. Working with others transferable skills