



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Introduction to Psycholinguistics / Psicholingvistikos įvadas	

Academic staff	Core academic unit(s)
Coordinating: prof. dr. Julija Korostenskienė	Faculty of Philology Institute of Foreign Languages
Other:	

Study cycle	Type of the course unit
First cycle	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures and seminars, student's independent work	Autumn	English

Requisites	
Prerequisites: None	Co-requisites (if relevant): None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	81	32	49

Purpose of the course unit		
<p>To develop:</p> <ul style="list-style-type: none"> • general competences: analytical and critical thinking, independent work and time-management skills, intercultural communication, and effective teamwork • subject competences: a solid foundation in linguistic knowledge, emerging research skills, and the ability to examine language as a cognitive and social phenomenon 		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - Explain fundamental theories and concepts in psycholinguistics, including its development, research trends and interaction with other sciences; - Analyze the relationship between linguistic structures and cognitive processes (language perception, production and acquisition), applicable research methods; learn to analyse and interpret their own and others' linguistic behaviour, and understand how linguistic mechanisms function in everyday life; 	<p>Active teaching/learning methods: brainstorming, group discussion, pair work, practical experiments, case studies, problem solving, and viewing short video materials for illustration</p> <p>Traditional methods: Lectures, presentation of theory with PowerPoint slides, problem solving, working with scientific sources (information search and processing), completion of individual tasks, and preparation for practical classes and tests</p>	<p>Tests (open-ended and closed-ended questions), analysis of linguistic structures, completion of practical and theoretical tasks, and responses to instructor questions</p>

- effectively use a substantial glossary of psycholinguistic terms; read specialist literature, report on psycholinguistic topics in writing and orally, and present their ideas on a wide range of language-related issues;	Classical methods: reading and analyzing scholarly literature, raising questions, developing hypotheses, seeking solutions to problems raised	Completion and public presentation of a team project, including answering colleagues' questions; and completion and written submission of an individual project
- Gain introductory experience with experimental methods used in psycholinguistic research and learn to evaluate them at a basic level; - Apply software tools for illustrative psycholinguistic tasks and gain hands-on experience with selected experimental procedures;	Active learning methods: participating in experiments, group discussions, problem solving	Task completion, project work, effective cooperation, and moderation of group discussions
- Find relevant information from a variety of sources and process it with regard to the practical goals or research question; - identify the psycholinguistic dimension of a language-related problem, select and analyse relevant academic literature, choose appropriate methods for analysis, and locate suitable empirical evidence; - effectively relate theoretical knowledge to its practical application	Lectures, discussions, viewing video materials, work with scholarly literature, analysis of case studies, and problem solving.	Completion of written homework reflections, participation in in-class activities, carrying out practical and illustrative mini-experiments, completion of assigned tasks, and participation in question-and-answer sessions
- Apply knowledge of psycholinguistics to real-life language use and media contexts	Self-study, preparation for class activities, completion of written reflections, and preparation for presentations	Effective cooperation: participating in discussions and moderating group conversations

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Themes of Psycholinguistics	1		1				2	3	Active listening to lectures, note-taking, reading and discussing texts intended to build theoretical background, searching for additional information in scholarly literature and online sources, and participating in mini-experiments and discussions of their results
2. Linguistic Principles	1		1				2	4	
3. Psychological Mechanisms	2		2				4	4	
4. Language Comprehension	3		3				6	4	
5. The Internal Lexicon	2		2				4	4	
6. Sentence Comprehension and Memory	2		2				4	4	
7. Discourse Comprehension and Memory	2		2				4	4	
8. Production of Speech and Language	1		1				2	4	
9. Conversational Interaction	1		1				2	4	
10. Language Acquisition	1		1				2	3	
Preparation for the exam								11	
Total	16		16				32	49	

Assessment strategy	Weight %	Deadline	Assessment criteria
Continuous assessment: seminar participation, completion of assigned tasks, short in-class and take-home exercises, and engagement in analytical activities.	40	Regularly during the semester	<p>Students are required to attend seminars, complete class and homework assignments and discuss them during class, participate in discussions, and deliver projects.</p> <p>Criteria for assessment: preparedness, quality of content, coherence and depth of analysis, involvement, and creativity (see Grading Rubric for Work During Seminars below).</p> <p>If a student has missed 30% or more of the seminars during the semester, they will be asked to take a colloquium prior to being admitted to the examination.</p>
Group project completion	15	End of semester	Team project presentation will take the form of a brief in-class report and a submitted presentation, as specified by the instructor
Written examination (2 theoretical questions)	25 and 20	During examination time	<p>10 points:</p> <p>Two open-type questions, totaling 45% of the final grade (20% and 25%), with a maximum of 5 points per question. The difference in percentages reflects the nature of the questions:</p> <ul style="list-style-type: none"> - Question 1 is based on course material and is assigned randomly (25%); - Question 2 is prepared by the student individually (a written report on an academic article on a topic in the field of psycholinguistics, selected by the student) (20%). <p>The following criteria are assessed: completeness of the answer, precision, ability to provide examples, and justification of claims.</p> <p>5 points – excellent knowledge. The topic is clearly explored, illustrated, and claims are justified.</p> <p>4 points – good knowledge. Some minor errors are present; some claims lack justification or examples.</p> <p>3 points – average knowledge, some serious mistakes are made. The topic is not substantially developed, the claims are left unjustified, no examples are provided.</p> <p>2 points – knowledge is below average (meets minimum requirements). The topic is superficially presented, analysis is lacking, and serious mistakes are present.</p> <p>1 point – The paper barely meets minimum academic requirements. Numerous mistakes, no analysis, unjustified statements, and no examples.</p> <p>0 points – the paper does not meet the minimum requirements of an academic assignment.</p> <p>A note on attendance and calculation of the final grade for the course:</p> <p>- The student who has missed more than three seminars, may be asked to attend an oral colloquium or take a test on Moodle in order to be admitted to the final exam.</p>

		<p>- The student who has missed more than 30% of seminars will not be admitted to the exam. An exception may be made in grave circumstances (e.g., a disease), in which case the student must inform the instructor and provide official written evidence.</p> <p>- The student who has not attended seminars regularly, but has completed all written assignments, may not expect a final grade higher than 8 (eight).</p> <p>AI use and language policy:</p> <p>All submitted work must be produced independently by the student and reflect their reasoning process. The use of generative AI tools (e.g. ChatGPT or similar systems) for producing assignment content is not permitted.</p> <p>Occasional grammatical or stylistic errors will not be penalised, provided that meaning is clear and ideas are communicated coherently.</p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Carroll, D.	2007	The Psychology of Language	5th ed.	Thomson: Wadsworth
Traxler, M., Gernsbacher, M.A.	2006	The Handbook of Psycholinguistics	2nd ed.	New York: Academic Press
Sedivy, J.	2019	Language in Mind: An Introduction to Psycholinguistics	2 nd ed.	OUP
Recommended reading				
O'Grady, W.	2004	Contemporary Linguistics: An Introduction.	5th ed.	Harlow: Pearson Education Limited.
Field, J.	2003	Psycholinguistics: A Resource book for Students	1 st ed.	Routledge
Cowles, W.	2011	Psycholinguistics 101.		Springer: Publishing Company
Aitchinson, J.	2008	The Articulate Mammal: An introduction to Psycholinguistics.	5th ed.	NY: Routledge
Pinker, S.	1994	The Language Instinct: the New Science of Language and Mind.		London: Penguin Books
Miscellaneous videos and podcasts from online platforms		e.g., youtube.com, BBC Radio 4's <i>The Mind of the Listener</i>		