

- o Apply theoretical linguistics to the evaluation of experimental designs and results
- Describe and explain key neurolinguistic findings (e.g., phoneme processing, processing derived words, syntactic processing)
- Describe and critique key neurolinguistic theories (e.g., Tree Pruning Hypothesis, Trace Deletion
 Hypothesis, cue-based retrieval, decompositional theory, prediction in sentence processing)
- Relate experimental findings from different areas of language processing
- Make experimental predictions based on neurolinguistic theories
- Design mini experiments to test theoretical predictions

PLIN0003 Introduction to Generative Grammar A, or equivalent

https://timetable.ud.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0038

1. INTRODUCTION AND NEUROANATOMY1

Course overview. What is neurolinguistics? Linking linguistics to the brain. Single neurons, action

2. NEUROANATOMY2 AND IMAGING TECHNIQUES

Macro-level structures relevant to language. Brodmann areas and cortical lobes. Introduction to the major imaging techniques (fMRI, EEG, MEG, lesion studies, TMS, PET).

3. SPEECH AND SOUNDS

Brain regions engaged in speech perception (fMRI/PET) and evidence for abstract categories (phonemes) in the brain (MEG)

4. CONCEPTUAL SEMANTICS

Semantic Dementia (SD) and Conceptual Knowledge Anterior Temporal Lobe (ATL).

5. WORDS Lexical Access

Lexicon (organization), processes of Lexical Access (electrophysiological data), brain regions engaged in mapping sounds to meaning (aphasia and fMRI data).

6. WORDS Morphological Complexity

Exam	Take home exam.
Coursework	1250 words.

Table 1. Assessment Formats and Weightings

Your grade on both the exam and coursework will reflect both the accuracy of the content of your response and the clarity of expression.

Over length work on the essay will be penalised 5% points. The word count should be provided at the start of the assignment.

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

is given to the whole class (e.g. this may be about coursework, an in-class or	
online task).	
to the whole group (e.g. see oral feedback above).	
to the whole group (e.g. answers to an exercise done in dass, feedback	
relating to general performance on coursework or a task etc).	
which have been raised by members of the class (e.g. in areas	
where students ask for darification/elaboration, these topics are addressed in class).	
to the whole group via the VLE or via email (eg sending replies to	
individual queries to the whole group).	

Table 2. Generic Tutor Feedback

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.	
used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	

Table 3

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	

Ablesources to gather re	e to locate and use appropriate books, journals, websites and other elevant data	
a desired outcome	Able to use systematic approaches to overcome difficulties in producing	
a substantial result	Able to plan a coordinated set of tasks and enact over time to produce	

Table 7. Academic transferable skills

Able to understand and manage factors affecting communication across cultures, including means of monitoring progress