



MSc/Dip Psycholinguistics

PROGRAMME HANDBOOK

2008–9

Psychology

School of Philosophy, Psychology and Language Sciences
University of Edinburgh





MSc/Dip Psycholinguistics 2008–9

This booklet is a guide to the MSc/Dip Programme in Psycholinguistics throughout the course of study. It complements and augments the information in (a) the *University Regulations*, (b) the *Code of Practice for Taught Postgraduate Programmes*, and (c) the *Taught Masters Handbook* for the School of Philosophy, Psychology and Language Sciences (PPLS). In cases where the information in this document and others might appear to be in conflict, the *Regulations* and *Code of Practice* (available via <http://www.hss.ed.ac.uk/Postgraduate/>) serve as the final legal authority.

We consider it each student's responsibility to make themselves familiar with the contents of this handbook as well as with the *Taught Masters Handbook* and the *Code of Practice*. Please do not hesitate to contact the Programme Director or the Programme Secretary if you have questions about anything in this handbook, or about the Programme in general.

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1. Arrival and Orientation

Welcome to Edinburgh University and to the Psycholinguistics MSc. When you arrive, your first port of call should be to see the Programme Secretary, Toni Noble, who can be found in the 1.06, Dugald Stewart Building. The chances are that if you are reading this handbook, you have already done this.

Over the coming weeks there are a number of events organised, which you should plan to attend. These broadly fall into two categories: *obligatory* events introduce you to the course, allow you to register your selection of optional courses, and give you basic health and safety training to comply with the University's codes of practice; *social* events allow you to meet other postgraduate students in the School and in the wider Language Science community in Edinburgh. The dates and venues for these events are given below.

Obligatory Events

Course Orientation

11:00, Wed Sep 17 2008: Rm F21, 7 George Sq

This initial meeting is held by the MSc course team in Psychology. As well as an introduction to studying at Edinburgh you will have a chance to meet academic staff at the department, including the Programme Director for MSc Psycholinguistics, Dr Martin Corley. The session will also introduce you to the course structure and to the available options. Normally this session lasts around 1½ hours.

Academic Standards Meeting

14:00, Wed Sep 17 2008, Rm F21, 7 George Sq

This session covers academic standards, including the writing of original essays and research papers.

Health and Safety Orientation

15:00, Wed Sep 17 2008: Rm F21, 7 George Sq

In this meeting you will be introduced to Health and Safety measures and precautions to be taken while working in Psychology.

Course Selection

9:30–12:30, Fri Sep 19 2008: Rm F8, 7 George Sq

You should arrange a meeting between these times with the Programme Director to register your choice of optional courses for the MSc. To arrange a meeting, please sign up on the sheet that you will find outside the Programme Director's office.

Social Events

School Reception

16:00, Wed Sep 17 2008: TBC

A chance to meet all of the MSc students (and Programme Directors) in PPLS. Drinks and nibbles provided.

Language at Edinburgh Reception

16:00, Thu Sep 18 2008: TBC

Language at Edinburgh covers researchers interested in any aspects of Language Science, primarily in the School of Philosophy, Psychology and Language Sciences and the School of Informatics. Drinks and nibbles provided.

1.1. Administrative Structure

Academic responsibility for the MSc/Dip in Psycholinguistics lies with *Psychology*, previously the Department of Psychology, now a constituent of the *School of Philosophy, Psychology and Language Sciences* (PPLS), within the College of Humanities and Social Sciences (CHSS). The course is taught by members of the School, with contributions from staff from other parts of the University.

The administration of the MSc Programme is handled mainly by the *Programme Director* and the *Programme Secretary* (who also administers other MSc and PhD programmes in PPLS). The Programme has an *External Examiner* whose role is to support the Programme in ensuring that the academic standard is maintained at the appropriate level and that student performance is properly judged against this. Academic responsibility for all postgraduate teaching in Psychology filters through the *Psychology Postgraduate Advisor* to the *School Postgraduate Committee*.

The Programme Director is responsible for the smooth running of the MSc in Psycholinguistics, and is also available as a first line of support if you encounter any problems (see section 1.2). The Programme Director is usually initially designated as the supervisor for all students on the Programme; when you progress to the dissertation stage, a new supervisor suitable for your chosen dissertation topic will be allocated. The Deputy Programme Director can also be contacted in urgent cases where the Programme Director is not available.

Table 1: MSc/Dip in Psycholinguistics: Administration 2008–9

Name	Tel. Ext.	Room	Email
<i>Programme Director</i>			
Dr Martin Corley	50 6682	rm F8, 7 George Square	Martin.Corley@ed.ac.uk
<i>Deputy Programme Director</i>			
Dr Holly Branigan	50 8387	rm US46, 7 George Square	Holly.Branigan@ed.ac.uk
<i>Programme Secretaries</i>			
Ms Toni Noble	51 3188	rm 1.06, Dugald Stewart Building	Toni.Noble@ed.ac.uk
Ms Lynsey Buchanan	51 3188	rm 1.06, Dugald Stewart Building	Lynsey.Buchanan@ed.ac.uk
<i>External Examiner</i>			
Prof TBC	TBC		TBC
<i>Psychology Postgraduate Advisor</i>			
Prof Sergio Della Sala	51 3242	rm F6, 7 George Square	Sergio@ed.ac.uk
<i>Chair of School Postgraduate Committee</i>			
Dr Simon Kirby	50 3494	rm 1.09, Dugald Stewart Building	simon@ling.ed.ac.uk
<i>Head of Psychology</i>			
Professor Fernanda Ferreira	51 1761	rm TBC, 7 George Square	hod.Psych@ed.ac.uk
<i>Head of PPLS</i>			
Professor Bob Ladd	51 3083	rm 7.05, Dugald Stewart Building	Bob.Ladd@ed.ac.uk

Ultimately responsible for the MSc are the *Head of Psychology* and the *Head of PPLS*. You should not normally need to contact them directly. Table 1 lists the current holders of each of the posts mentioned above.

Appendix B contains a list of current members of the Language and Cognition group in Psychology, who are primarily responsible for the teaching of this MSc and supervision of dissertation projects.

1.2. Help and Advice

If you have any questions or concerns about any aspects of your academic life in the MSc programme, you should feel free to consult members of staff. The Programme Director is available as a first line of support and advice for any scholarly or personal issues which may arise while you are on the programme. It is your responsibility to inform the Programme Director immediately of any problems that are interfering with your coursework or progress, including any religious or medical requirements that might affect your participation in any aspect of the course. In general, it is most important that you let us know of any concerns you have, whether these affect the course generally or yourself personally. Do not 'bottle up' any problems or anxieties that may interfere with your progress on the course. Share them with us at an early stage, and we will do our best to help and advise you.

The *Psychology Postgraduate Advisor* is available to all postgraduate students in psychology as an alternative source of support. They can help with matters not directly related to the MSc, such as the process of application for further postgraduate study.

For certain matters, the Programme Director may direct you to the Head of Psychology or of the School. If you have complaints about the Programme Director, you should contact the Head of Psychology in the first instance. Other sources of specialist academic and pastoral support are listed in Appendix III of the *Code of Practice for Taught Postgraduate Programmes*.

1.3. Communications

Much of the communication for the programme is done by email. You will get a university account when you matriculate, normally of the form `A.N.Other@sms.ed.ac.uk`. This account is accessible via any web browser. Your university account is the one we will be using for communications related to the MSc programme, so if you decide to use another account (such as hotmail) for this purpose, you *must* ensure that mail is correctly forwarded from your university account.

It is important that you keep the Programme Secretary informed of any changes in your accommodation address and telephone number, so that we know how to contact you at all times throughout the course. Please also let us know of any changes in your permanent (home) address, so that the University's records can be amended.

Feedback

Student feedback and evaluation is a valued input to curriculum and programme review and development at the University of Edinburgh. Formally, students may be asked to complete evaluation forms on each course they take. Students are also advised to complete the annual University questionnaire for taught postgraduate students, details of which will be made available during May/June. Representatives are also welcome to participate in the Edinburgh University Students' Association. Informal feedback is welcome at any time.

The MSc student group will be asked to elect one or more representatives to liaise with the course staff and to raise any matters of importance at the departmental Staff-Student Liaison meetings and the School Postgraduate Group. You should also talk to these representatives about any matters you wish to raise regarding the MSc programme.

1.4. Facilities

Offices and Computer Facilities

Because student numbers are difficult to predict at the beginning of the year, all incoming postgraduate students are initially assigned space in a large shared office (usually room G26, 7 George

Square). Offices for the year are assigned in early October. MSc students are normally provided with space in a shared office containing desks, computers, and lockers.

The Admiral's Lab, in 7 George Square, is a suite especially designed for computer-based experimentation. It consists of several cubicles (two designed for dialogue studies), each of which contains one or two fast PCs together with the latest version of E-Prime.

Among other facilities, the Department also maintains a Dual Purkinje Image eyetracker, for reading experiments, together with several head-mounted eyetrackers (two of which are housed in Informatics) which can be used for Visual World experiments.

For details of keys to rooms and swipe cards to access the Psychology building, contact Davy Wilkinson (D.Wilkinson@ed.ac.uk), rm G9, tel 50 9869.

For details of access to the Departmental Computing Facilities, the Admiral's Lab, and other general computing queries, contact Mike Allerhand (Michael.Allerhand@ed.ac.uk), rm F22, tel 50 3455.

Library

The School maintains a library (the Psychology and Haldane Philosophy library) which has many relevant journals and books. The library is situated in room G3, 7 George Square, and is open to all MSc students. The School librarian, Karen Fleet (K.Fleet@ed.ac.uk) is usually available to help with library matters. This library is a valuable resource for class preparation and research.

The Main Library (EURL) is situated in George Square, and contains one of the larger ranges of journals and books in the UK. The library also contains public access computer facilities. Access to the online catalogue is via <http://www.lib.ed.ac.uk/>.

Mail

Any mail for you will be put in the filing cabinet under your name in the post room, G20.

Other Facilities

You are strongly encouraged to make use of the staff and postgraduate common room on the ground floor in 7 George Square. Many staff and postgraduate students try and drop in for coffee at around 11am, but the room is always available, and contains a microwave, fridge, fresh drinking water, and coffee-making facilities.

1.5. Residence and Leave of Absence

You are expected to remain in residence throughout the two semesters. If you need to be absent you must get prior permission from the Programme Director. It is also important for you to be in residence at the time of the External Examiner's visit at the end of Semester 2, which may be just after the end of courses depending on the External Examiner's other commitments. Do not make plans to be away from Edinburgh at this time until the date of the visit has been confirmed.

You should also plan to remain in or near Edinburgh during the summer months when you are carrying out dissertation work. In exceptional cases, *with the agreement of your dissertation supervisor and the Programme Director*, you may be able to arrange to carry out the work elsewhere. If so, you should ensure that you remain in contact during this period: we must know where you are and how to get hold of you, and you must have the means to be in touch with us (ideally email access).

This is a full-time course. You are strongly recommended not to take on outside employment. If you feel that you must, you should keep it to a minimum, and try to ensure that it does not interfere with your academic work, or jeopardise your grades. If you must work, you should consult the Programme Director or another member of the teaching staff.

2. Programme Specification

The **MSc in Psycholinguistics** is made up of modules totalling **180 credits**. 120 credits are gained through coursework over two semesters; the remaining 60 credits are awarded for a *dissertation*, reporting research work of which the bulk is normally carried out after the second semester.

The **Diploma in Psycholinguistics** is made up of modules totalling **120 credits**, comprising the coursework, but not the dissertation, that make up the MSc. A Diploma may also be awarded if the coursework or dissertation submitted for the MSc are considered to be below the standard normally required for an MSc.

2.1. Programme Modules

Table 2: MSc in Psycholinguistics

Module	Code	Dept	Semester	Credits
Core Modules (modules totalling 70 credits to be taken)				
Language Production	P00499	Psychology	1	10
Dialogue	P00500	Psychology	1	10
Sentence Comprehension	P00497	Psychology	1	10
Discourse Comprehension	P00498	Psychology	1	10
Visual Word Recognition	P00511	Psychology	2	10
Introduction to Research Preparation and Presentation for Psycholinguistics	P00502	Psychology	2	10
<i>EITHER</i> Introduction to Statistics and Experimental Design	P00262	LEL	1	10
<i>OR</i> Psychology Methodology 1	P00503	Psychology	1	10
Optional Modules (modules totalling 50 credits to be taken)				
Concepts and Categorisation	P00501	Psychology	2	10
Introduction to Phonology and Phonetics	P00329	LEL	1	10
Introduction to Syntax	P02029	LEL	1	10
Introduction to Semantics	P02218	LEL	1	10
First Language Acquisition	P00248	LEL	1	20
Psychology Methodology 2	P00504	Psychology	2	10
Second Language Acquisition	P00249	LEL	2	20
Developmental Syntax	P00251	LEL	2	10
Developmental Phonology	P00252	LEL	2	10
Maturational Constraints on Language Acquisition	P00253	LEL	2	10
Origins and Evolution of Language	P01593	LEL	1	10
Simulating Language	P00218	LEL	2	20
Further Postgraduate Modules^a				10/20
Dissertation (required for completion of MSc)				60

^aThese modules can be taken with the permission of the programme organiser.

The coursework component, totalling 120 credits, is undertaken by candidates for both the MSc and Diploma. Each student takes seven core modules (worth 70 credits), plus additional option

modules totalling 50 credits. Table 2 details the core modules, plus recommended option modules. Note that some option modules may have specific entry requirements (such as programming skills), and that the timetables given in Section 3 may have changed after the publication of this handbook. It is your responsibility to check the relevant documentation.¹

Exceptions to Programme Requirements

In some cases it may be possible to take optional modules not recommended in Table 2 following discussion with the Programme Director. Additionally, students able to display expected levels of training or research skills in particular areas may, exceptionally and with the agreement of the Programme Director, replace a core module with an additional option module.

Extra Modules

It is not possible to take more than 120 credits of coursework for the MSc.

Assessment

Assessment differs between modules. Candidates will normally be required to submit some coursework, attend an examination, or some combination of the two. In addition to the formal assessments above, candidates may additionally be expected to carry out other assignments (for example, presentations to the class).

Details of particular assessment requirements, where known, are given in the details of modules below. For modules not listed in this handbook, it is up to the candidate to ensure that they know what is expected of them, and to submit coursework or attend exams as appropriate.

'Essay Modules'

With the exception of Psychological Methodology 1 and 2, modules taught within Psychology are assessed by means of essay assignments, to be submitted shortly after the module ends. The relevant modules are: Language Production; Sentence Comprehension; Dialogue; Discourse Comprehension; Visual Word Recognition; Research Preparation and Presentation for Psycholinguistics; Concepts and Categorisation (option module).

For each of these modules, a 3,000-word essay should be submitted (for details of how to submit see the *Taught Masters Handbook*). Normally, students are free to choose a suitable title in consultation with the Module Organiser Appendix A gives more advice on essay-writing, and on the formatting of essays.

Note that the deadlines for essays generally apply to two modules at any one time. It is your responsibility to organise your time so that both essays can be submitted by the deadline: consult the Module Organiser about a suitable title early, and allow time to obtain relevant articles etc.

2.2. Submitting Written Work

All essays for Psychology-taught modules (see 'Essay Modules' above), and the dissertation, should be in APA format (see section A.3), and should be submitted to the Programme Secretary, Toni Noble, room 1.06, Dugald Stewart Building, according to the directions in the *Taught Masters Handbook*. There are penalties for work submitted late without prior permission (normally from the Module Organiser with the agreement of the Programme Director).

For non-PPLS modules, please seek submission information from the organiser of each module attended. If you are in doubt as to who this is, please contact the Programme Director.

¹Details of *all* University modules can be found at <http://www.drps.ed.ac.uk/> (see section 3.3).

Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, the work of another for one's own benefit. Plagiarism is academically fraudulent, and is viewed by the University as a serious disciplinary offence. We reserve the right to evaluate any piece of work submitted for the MSc using the UK academic 'TurnItIn' service, whether plagiarism is initially suspected or not. TurnItIn compares written work to printed and internet resources as well as previously-submitted student work. TurnItIn does not make any decision as to whether the submitted work is plagiarised or not, but helps academics make informed decisions about the degree of originality in a student's work. For more advice about plagiarism and how to avoid it, see the *Taught Masters Handbook*.

2.3. Dissertation

Candidates for the MSc write a dissertation of approximately 15,000 words (excluding appendices) after completing the taught component of the course. *By the middle of the second semester*, students should have discussed potential dissertation projects with members of staff and should have agreed a dissertation supervisor, with whom they are expected to keep in close contact throughout their research. Appendix B lists researchers in the Language and Cognition group in Psychology together with brief synopses of their research interests, and may prove helpful in selecting potential supervisors.

The dissertation will be on a substantive issue in Psycholinguistics, and will normally involve experimental work or (on occasion) computational modelling. The supervisor will give advice on reading and research design, comment on draft material, and offer general encouragement. More information on the rights and responsibilities of students and supervisors during the dissertation stage can be found in section 7.2 of the *Code of Practice for Taught Postgraduate Programmes*.

The finished dissertation will normally be closely modelled on a journal article from the relevant area. In other words, it will standardly comprise: a statement of the aims of the research; a critical review of the relevant literature with reference both to substantive theory and to issues of methodology and research design; a piece of empirical research; a discussion; a reference list; and appendices as appropriate. Candidates are encouraged to see publication in a refereed journal as an achievable additional goal of the dissertation process.

The dissertation is worth 60 credits, and thus constitutes $\frac{1}{3}$ of the work which makes up the MSc. Satisfactory performance in coursework/exams *and* in the dissertation is required for the award of an MSc degree. The dissertation should demonstrate that the author is able to take primary responsibility for the planning, completion, and presentation of a research project, or in other words it should indicate that the student is capable of PhD-level work.

The submission deadline for the dissertation is **4pm on 21 Aug 2009**. For details of how to submit, see the *Taught Masters Handbook*.

Dissertation Supervision

Although your dissertation supervisor will guide you through the research process, you will find yourself having to learn a number of skills (depending on your research interests) throughout the course of the dissertation. These may range from programming and operating an eyetracker to using large-scale databases of word frequencies: it is up to you to master these skills and use them to enhance your work. In other words, your supervisor is there to *help* you but will not be able to do the work *for* you. You should also bear in mind that he or she may not be available at all times throughout the summer (conferences and international collaborations tend to intervene, and even academics need holidays!).

Dissertation Drafts

Candidates may wish to give drafts of their dissertations to their supervisors for comment prior to the submission date. If you wish to do this, please note the following points: (a) supervisors must be given a minimum of a week to provide comments; and (b) no comments will be provided on the General Discussion or other concluding sections of the dissertation.

Confusion has sometimes arisen in the past over written work which did not get a good mark or which failed in spite of being seen by a supervisor on one or more occasions. The complaint has been that the student should not have been “allowed” to hand the work in until it was “sure” to pass well. The system does not work that way. Supervisors can offer advice, but they cannot be expected to guarantee anything: they are not responsible for your work—you are.

2.4. Other Activities

While you are at Edinburgh we treat you as a full member of the Language and Cognition group, but it is up to you to make the most of the opportunities that are available to you. You will be *required* to take part in the Psycholinguistics Postgraduate Conference (see below), and you are *strongly encouraged* to take part in other relevant activities, some of which are detailed here.

The Language and Cognition group meet once weekly (currently Wednesdays 11am); there is usually coffee and biscuits, and often a discussion of relevant literature or presentation of current research. You are *strongly* encouraged to attend this meeting where possible: it is a good opportunity to get to know your colleagues, to ask informal questions of your module organisers or supervisors, and to gain an overview of the broad range of research interests within the group.

Additionally, relevant research seminars run throughout the year. Of particular interest will be the Psychology series, the ICCS series (which focuses on cognitive science), and *Linguistic Circle* (run by LEL): details on the course homepage (via <http://www.psy.ed.ac.uk/postgrad/msc/>).

Psycholinguistics Postgraduate Conference

Around the end of Semester 2, students in the Language and Cognition group arrange a conference for Postgraduates. All MSc and PhD students are required to make a presentation of their current research: generally, MSc students are asked present either a poster or a short talk (ca. 10 min) detailing their proposed dissertation research. Past experience shows that this is an excellent opportunity to refine ideas about your dissertation and get feedback from the group, so you should approach this as an opportunity, rather than a challenge. It also allows you to gain some practical experience in presentation methods (covered in more detail in the core module *Research Preparation and Presentation for Psycholinguistics*), an important part of your academic training.

2.5. Assessment Procedures

All submitted work will normally be marked by two members of staff teaching on the programme, at least one of whom will have taught at least part of the relevant module.

Calculation of Marks

The University Postgraduate Common Marking Scheme is used in marking all assessable components of the course, including the dissertation. This marking scheme is briefly summarised in Table 3. Appendix A gives guidance on what markers are looking for in submitted work, and the *Taught Masters Handbook* gives full details on the criteria used in awarding marks.

Agreement of Marks

Marks returned by the first and second markers are converted into internal marks according to the following criteria:

Table 3: University of Edinburgh Postgraduate Common Marking Scheme

Mark	Grade	Description
70%–100%	A1–A3	An excellent performance, satisfactory for a distinction
60%–69%	B	A very good performance
50%–59%	C	A good performance, satisfactory for a masters degree
40%–49% ^a	D	A satisfactory performance for the diploma, but inadequate for the masters degree
0%–39% ^b	E–H	Fail for the diploma

^aFor the dissertation, a mark of 47%–49% may be used to denote the possibility that by minor revision the work may be upgraded to masters standard.

^bFor the dissertation, a mark of 37%–39% may be used to denote the possibility that by minor revision the work may be upgraded to diploma standard.

1. if the two marks returned differ by 10% or more, or the marks are either side of a “boundary” (e.g., 40% (pass boundary), 50% (MSc/Diploma boundary) or 70% (distinction boundary)), the first and second markers are required to meet and discuss an appropriate mark to be returned to the student.
2. if agreement cannot be reached, the work will be marked by a third marker (normally the Programme Director or Deputy Programme Director) who will arbitrate between the markers.
3. in all other cases (e.g., difference of less than 10% and no boundary crossed), the average mark will be taken and returned to the student.

Feedback

For Psychology-taught modules, students are given an agreed mark on their course work as it is marked, normally within about 3 weeks of the submission deadline, together with comments from the markers. Similar arrangements generally apply to other modules. *These marks are provisional* and have no official status until they are approved or modified by the Board of Examiners. They are intended purely as an early guide to the level you are achieving. The Programme Secretary or Programme Director will let you know when marks are available for collection, usually from the Programme Secretary (room 1.06, Dugald Stewart Building).

Formal Assessment

The Board of Examiners (consisting of Programme teachers, the External Examiner, and representatives from PPLS) convenes twice a year to consider candidates’ progress. The first meeting (at or just after the end of Semester 2) determines whether candidates have completed coursework appropriately, and assesses whether the work constitutes an overall pass.

During their visit for the first meeting, the External Examiner may request to meet some or all of the current Psycholinguistics students. The selection may include borderline candidates (who are interviewed alone) or a cross-section of the rest of the course (generally interviewed in small groups). These meetings have 3 purposes: (a) to assess the general standards of the course; (b) if necessary, to meet borderline candidates whose work will already have been internally assessed, giving them an opportunity to display what they know; and (c) to provide students with an opportunity to express their comments and suggestions on the degree programme. Following any meetings with students and the meeting of the Board, the coursework results become available, and candidates can find out whether they have been permitted to proceed to dissertation. MSc candidates who are allowed to proceed will be expected to submit the dissertation by 4pm on 21

Aug 2009. If a candidate does not achieve the required coursework mark at this stage, they may be awarded the Diploma, or may fail.

The second examiners' meeting (usually in September) assesses overall performance in the degree, including the dissertation, and assigns a grade of Distinction, Pass, Diploma (i.e., award of Diploma but not MSc), or Fail. The examiners can also propose that the dissertation be returned for minor corrections. These must be made by an agreed date before the degree can be awarded.

This examination procedure follows University guidelines: a full description can be found in Section 8 of the *Code of Practice for Taught Postgraduate Programmes*. Procedures for appeals are described in Section 10.3.

2.6. Assessment of Final Grade

Award of Masters Degree

In order to obtain an MSc in Psycholinguistics, you must normally:

- gain 120 credit points from the coursework (i.e., gain a mark of 40% or higher in each module);
- obtain a weighted mean mark² of 50% or above for the coursework;
- achieve a mark of 50% or above in the dissertation.

You are permitted to proceed to dissertation only if the coursework component satisfies the first two conditions above. The decision is made at the end of Semester 2 by the Board of Examiners (see section 2.5). The final mark awarded for the degree will reflect the credit points associated with each component of the course—i.e., the mark is obtained from:

- 66.67% average coursework mark;
- 33.33% dissertation mark.

Award of Masters Degree with Distinction

A distinction will be awarded if you achieve an outstanding performance (grade A; 70% or more) in the dissertation. This must normally be supported by a weighted mean mark of 70% or above in 120 credits worth of modules.

Award of Diploma

Those who are not eligible for the MSc may be awarded the Diploma in Psycholinguistics if a mark of at least 40% is achieved as a coursework average mark, or a mark of between 40–49% is achieved in the dissertation. If you are eligible to proceed to the dissertation, but choose not to do so, you may be awarded the Diploma.

2.7. Progression to PhD

Candidates wishing to be considered for higher degree registration (MLitt, PhD) should normally achieve an overall average of 65% or above. This will ensure that an application is considered seriously, but it will *not* guarantee acceptance.

Statistics and Methods

If you intend to study for a PhD in Psycholinguistics, you will require a thorough understanding of psychological methods and appropriate statistical analyses. For this reason, we normally require PhD students to have a pass in *Psychological Methodology 1*. If you have a good statistical

²Mean marks are weighted by the number of credits gained from each module.

and methodological background (for example, if your first degree was in Psychology or a related discipline), you should therefore consider taking this course as one of your core MSc courses.

However, if you have little or no previous experience in psychological methods or statistics, it may be more appropriate to take *Introduction to Statistics and Experimental Design* during your MSc year. This course provides a foundation in methods and statistics and will help you acquire the skills necessary for MSc dissertation work. If you progress to PhD, you will be expected to pass *Psychological Methodology 1* during the first year of study.

The Programme Director can advise you on which is the most appropriate course to take for the MSc: the descriptions in section 3.2 give additional information about the content and level of each course.

3. Module Details

The following pages give details of modules for the MSc in Psycholinguistics. Although every effort has been made to ensure accuracy, it is possible that some details will change after the publication of this handbook. Please ensure that you check for updates to the information provided here. All modules are listed on the University *Degree Regulations and Programmes of Study* website, <http://www.drps.ed.ac.uk/> (see section 3.3 for more details on using this website).

3.1. Core Module Tutorials

Table 4: Tutorial Venues and Dates 2008–9

Semester 1	Wednesdays 9:30–10:50 Sem Rm 2, Chrystal Macmillan Building
Wed Oct 8 2008	Visual Word Recognition
Wed Oct 8 2008	Language Production
Wed Oct 22 2008	Visual Word Recognition
Wed Oct 22 2008	Language Production
Wed Nov 12 2008	Sentence Comprehension
Wed Nov 19 2008	Dialogue
Wed Nov 26 2008	Sentence Comprehension
Wed Dec 3 2008	Dialogue
Semester 2	Fridays 9:30–10:50 1.01, Dugald Stewart Building
Fri Jan 23 2009	Discourse Comprehension
Fri Feb 6 2009	Discourse Comprehension

Five of the core modules on the Programme have associated tutorials. There are two tutorials to accompany each module, running on alternate weeks concurrently with the modules. The date of the first tutorial for each module is given in the module details in section 3.2 below.

Table 4 gives an overview of all the tutorials, together with venue details, for each semester.

3.2. Core Modules

A brief description of each of the core modules is given below. Students on the Psycholinguistics programme are normally expected to attend *seven* of these modules: either *Introduction to Statistics and Experimental Design* or *Psychological Methodology 1*, together with the remaining core modules (see section 2.1 for more detail).

Details of times and locations of the modules below are correct at the time of writing, but please note that they are subject to change.

Runs: Semester 1, weeks 1–8

Time: Tuesdays and Fridays 15:00–15:50, plus labs

Introduction to Statistics and Experimental Design

Location: 3.10/3.11 DSB (Tu); 3.02 Appleton (Fr)

First Meeting: Tue Sep 23 2008

Module Organiser: Dr Ellen Bard

Introduction to Statistics and Experimental Design runs throughout Semester 1. You should take *either* this module *or* Psychological Methodology 1.

This module is primarily designed for MSc students who lack practical experience with experimental design and statistics. Students with advanced knowledge of experimental design or commonly used statistics for the behavioural sciences should select Psychological Methodology 1.

This module should teach you how to approach the design and analysis of scientific studies of human behaviour. It will impart general principles of experimental research, issues of importance in the design of studies, ways of thinking about and treating the results. The main goal of the scientific enterprise is to know more with more certainty and less effort. The module should have direct impact on your own project work, saving you much time and many lines of prose which you could otherwise waste in trying to understand what your own data mean.

Assessment

This module is assessed by means of written project work at the end of the semester.

Module Provider: LEL

Runs: Semester 1, weeks 1–10

Time: Thursdays 16:10–18:00

Psychological Methodology 1

Location: S1 (see practical arrangements below)

First Meeting: Thu Sep 25 2008

Module Organiser: Dr Jim Brockmole

Psychological Methodology 1 runs throughout Semester 1. You should take *either* this module *or* Introduction to Statistics and Experimental Design.

This module is taught to MSc students and undergraduates in Psychology and constitutes a medium-to-advanced level statistics module. Familiarity with SPSS, and with basic-level statistics including 2×2 ANOVA, is normally expected. The module aims to give a thorough grounding in regression, ANOVA and its variants, and factor analysis, as well as teach the requisite SPSS skills. Throughout the module the emphasis is on choosing appropriate analyses for different datasets.

Note that there will be MSc-specific **practical sessions** for this course in **Room 3.02, Appleton Tower** in lieu of lectures on the dates below.

Thu Oct 9 2008	ANOVA practical session
Thu Oct 30 2008	no class
Thu Nov 20 2008	Factor Analysis practical session
Thu Nov 27 2008	Single case studies practical session

Assessment

This module is assessed by practical exercises. Each student will be required to produce a brief report or statistical analysis based on each of the practical sessions; each submission will be equally weighted.

Module Provider: Psychology

Runs: Semester 1, weeks 1–5

Time: Tuesdays 11:10–13:00

Language Production

Location: S37, 7 George Square

First Meeting: Tue Sep 23 2008

Tutorials: fortnightly, Wednesdays 9:30–10:50

First Tutorial: Wed Oct 8 2008

Module Organiser: Prof Martin Pickering

Language Production runs for five weeks. It precedes *Dialogue* in the same timeslot.

This module examines current models and experimental evidence with respect to the production of individual words, sentences, and utterances in dialogue, including self-monitoring and self-repair.

Students on this module will normally be expected to make a presentation to the class on a paper or papers selected by the module organiser.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Mon Nov 10 2008**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 1, weeks 2–6

Time: Fridays 9:00–10:50

Visual Word Recognition

Location: S37, 7 George Square

First Meeting: Fri Oct 3 2008

Tutorials: fortnightly, Wednesdays 9:30–10:50

First Tutorial: Wed Oct 8 2008

Module Organiser: Dr Richard Shillcock

Visual Word Recognition runs for five weeks. It precedes *Sentence Comprehension* in the same timeslot.

The module will concentrate on key issues in the study of visual word recognition. Some of the questions addressed are: How are written words represented in the brain? What are the mechanisms by which we can convert a written word into its pronunciation? How do we acquire and organise our knowledge about words? How do we access the meaning of words? What can we learn from the study of patients who suffered brain damage? Do different systems underlie first and second language use?

Students on this module will normally be expected to make a presentation to the class on a paper or papers selected by the module organiser.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Mon Nov 10 2008**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 1, weeks 7–11

Time: Tuesdays 11:10–13:00

Dialogue

Location: S37, 7 George Square

First Meeting: Tue Nov 4 2008

Tutorials: fortnightly, Wednesdays 9:30–10:50

First Tutorial: Wed Nov 19 2008

Module Organiser: Dr Holly Branigan

Dialogue runs for five weeks. It follows on from *Language Production* in the same timeslot.

This module aims to provide an advanced understanding of current psycholinguistic research on dialogue, including both its comprehension and its production. We examine the cognitive, linguistic and social foundations of dialogue research, and consider dialogue as a joint activity, dialogue as alignment, audience design, and disfluency.

Students on this module will normally be expected to make a presentation to the class on a paper or papers selected by the module organiser.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Wed Dec 17 2008**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 1, weeks 7–11

Time: Fridays 9:00–10:50

Sentence Comprehension

Location: 1.01, Dugald Stewart Building

First Meeting: Fri Nov 7 2008

Tutorials: fortnightly, Wednesdays 9:30–10:50

First Tutorial: Wed Nov 12 2008

Module Organiser: Dr Martin Corley

Sentence Comprehension runs for five weeks. It follows on from *Visual Word Recognition* in the same timeslot.

This module provides an advanced understanding of current psycholinguistic research in sentence comprehension. We study the nature of the human sentence processor, looking at its architecture particularly in relation to the mechanisms used to resolve syntactic and semantic ambiguities. Methodological and theoretical issues are considered alongside each other.

Students on this module will normally be expected to make a presentation to the class on a paper or papers selected by the module organiser.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Wed Dec 17 2008**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 2, weeks 1–5

Time: Mondays 16:10–18:00

Discourse Comprehension

Location: S37, 7 George Square

First Meeting: Mon Jan 12 2009

Tutorials: fortnightly, Fridays 9:30–10:50

First Tutorial: Fri Jan 23 2009

Module Organiser: Dr Patrick Sturt

Discourse Comprehension runs for five weeks.

We study the way in which people understand text and discourse, addressing questions such as discourse focus, anaphora and reference. Methodological and theoretical issues are considered alongside each other. Topics covered include anaphora and verbal anaphora, discourse influences and thematic roles, and the processing of causality information.

Students on this module will normally be expected to make a presentation to the class on a paper or papers selected by the module organiser.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Mon Mar 2 2009**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 2, weeks 1–5

Time: Tuesdays 9:00–10:50

Research Preparation and Presentation for Psycholinguistics

Location: 1.01, Dugald Stewart Building

First Meeting: Tue Jan 13 2009

Module Organiser: Dr Martin Corley

Research Preparation and Presentation for Psycholinguistics runs for five weeks. It follows on from *Language Processing in the Visual World* in the same timeslot.

This module is designed to cover in detail the methodologies used for psycholinguistic research, issues in experimental design, and presentation of findings in posters, talks, and journal papers. In part the module serves as a foundation for the dissertation, and in part it illustrates the variety of techniques and designs that inform psycholinguistics, enabling students to critically assess the experiments reported by others in the literature.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Mon Mar 2 2009**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

3.3. Option Modules

Students on the Psycholinguistics programme are expected to take option modules worth *50 credit points*. The list below includes details of the modules in LEL that are most relevant to your studies. In principle, you are allowed to take modules offered by other units of the university (such as Informatics), *as long as you can show that they are relevant to your research interests*. However, you need to obtain the Programme Director's approval if you wish to take modules not listed in Table 2 on page 6.

The Programme is designed such that the majority of core modules are taught in Semester 1. You are therefore strongly advised to concentrate on Semester 2 for the majority of your options. You will be asked to make a final selection of options for Semester 2 towards the end of Semester 1.

Enrolment

Modules with six or more takers will certainly run and those with less than three will not. Between these two figures, a decision is made on a case-by-case basis.

Auditing Modules

You are allowed to 'audit' a module: i.e., follow it without including it in your list of assessed options. However, auditors are not included in tutorials (where these apply), although they *are* expected to take part in any 'workshop' activities that take place during the module. A module with a small number of takers cannot run for auditors only.

Information on Option Modules

All modules offered at Edinburgh University are listed on the *Degree Regulations and Programmes of Study* website, <http://www.drps.ed.ac.uk/>. This is a primary source of information when deciding which modules to attend or audit. To find relevant modules, click on '2008-9' and then look under 'Courses' for the search function. Figure 1 gives some hints on finding modules that are most likely to be relevant to psycholinguistics.

Figure 1: Searching for relevant modules on the DRPS website. The vast majority of relevant modules are offered from PPLS, and are Postgraduate modules at SCQF level 11 (see highlighted parts of the form).

Other relevant websites, which may give further information on module content, times, etc., are:

for *Psychology*-provided modules <http://www.psy.ed.ac.uk/postgrad/msc/>
 for *LEL*-provided modules <http://www.ling.ed.ac.uk/teaching/postgrad/modules/>
 for *Informatics*-provided modules <http://www.inf.ed.ac.uk/teaching/courses/>

List of Option Modules

Each module listed below is followed by the associated number of credit points (in square brackets). Not all of the modules listed below will run every year. For updated details, check the websites above.

Runs: Semester 2, weeks 7–11**Time:** Tuesdays 9:00–10:50**Concepts and Categorisation****Location:** 1.01, Dugald Stewart Building**First Meeting:** Tue Feb 24 2009

Module Organiser: Dr Jools Simner

This course aims to provide a high level of understanding about how humans, as language machines, categorise their experiences from the world around them. The course will cover questions such as how similar objects are categorised as the same or different concepts (e.g., are penguins and canaries more different than they are similar?) and whether similar types of objects (e.g., all fish) might be tagged with linguistically similar names. We'll also ask how categories are encoded at basic levels in the brain using evidence from amomic patients (who might be unable to name fruit, for example, but not animals). Finally, we'll consider how the brain creates abstract linguistic representations for concrete sensory experiences, using examples from brain imaging and synaesthesia.

Assessment

This module is assessed by means of a 3,000-word essay (submission deadline **Mon Apr 6 2009**). For details of essay submission, see section 2.2 (p. 7).

Module Provider: Psychology

Runs: Semester 1, weeks 1–9**Time:** Mondays and Thursdays 9:00–9:50**Introduction to Phonetics and Phonology [10]****Location:** G6, Dugald Stewart Building**First Meeting:** Thu Sep 25 2008

An intensive introduction to phonology and phonetics. It presupposes no background in the field but recognises that many students will have some familiarity with some of the ideas and terminology. It devotes considerable attention to practical problems (transcription, interpretation of instrumental records) that will be relevant for the areas covered by the participating MSc modules. It is explicitly *not* restricted to the phonology and phonetics of English.

Module Provider: LEL

Runs: Semester 1, weeks 1–10

Time: Thursdays 11:10–13:00

Introduction to Syntax [10]

Location: G6, Dugald Stewart Building

First Meeting: Thu Sep 25 2008

The overall aim of this module is to provide an introduction to theoretical syntax. The course is based on the syntactic approach referred to as Principles and Parameters, though the concepts covered are important to most current syntactic frameworks, even if the vocabulary is different.

The main objectives of this module are to provide students with an overview of the kinds of things which need to be explained by a syntactic theory; an overview of analyses which have been developed to explain them; and the ability to analyse data in terms of core syntactic concepts such as displacement/movement, constituency, agreement, etc.

Module Provider: LEL

Runs: Semester 1, weeks 1–9

Time: Mondays and Wednesdays 11:10–12:00

Introduction to Semantics [10]

Location: Seminar Room 4, Chrystal Macmillan Building

First Meeting: Mon Sep 22 2008

This module provides a description of salient semantic phenomena mainly exemplified from English, and of their analysis in terms of current linguistic theory.

The main objectives of this module are to provide students with a basic knowledge of the relevant phenomena; and to allow them to develop an ability to discover general patterns in, and to formulate generalisations over, sets of relevant data.

Module Provider: LEL

Runs: Semester 1, weeks 1–9

Time: Tuesdays, Thursdays and Fridays 14:00–14:50

First Language Acquisition [20]

Location: 3.10 Dugald Stewart Building

First Meeting: Tue Sep 23 2008

This module provides an introduction to the acquisition of phonetics, phonology, morphology, syntax, and the lexicon by young monolingual children. Topics covered include the roles of contextual factors, cognitive mechanisms and linguistic universals, bootstrapping, developmental continuity and issues of learnability.

Module Provider: LEL

Runs: Semester 1, weeks 1–10

Time: Mondays and Thursdays 16:00–16:50

Cognitive Neuroscience of Language [10]

Location: TBA

First Meeting: Mon Sep 22 2008

This course is set up as an advanced introduction to the cognitive neuroscience of language. How do we use language? What are the brain bases of language? This course endeavours to provide a state-of-the-art survey on the current knowledge of the way the brain organises itself to represent and process various types of language-related knowledge (from words to sentences, spoken or written).

Module Provider: Informatics

Runs: Semester 2, weeks 1–10

Time: Thursdays 16:10–18:00

Psychological Methodology 2 [10]

Location: S1

First Meeting: Thu Jan 15 2009

Module Organiser: Dr Jim Brockmole

Psychological Methodology 2 runs throughout Semester 2.

This module builds on Psychological Methodology 1, aiming to provide students with the full range of methodology skills required for research and project work in psychology. Topics covered include experimental and questionnaire design, qualitative analysis, power analysis, and neuroimaging.

Module Provider: Psychology

Runs: Semester 2, weeks 1–9

Time: Mondays, Wednesdays and Thursdays 9:00–9:50

Second Language Acquisition [20]

Location: 3.10/3.11 Dugald Stewart Building

First Meeting: Mon Jan 12 2009

The aim of this module is to give an introduction to research on the acquisition of syntactic and phonological competence in a second language by adult learners. Topics covered include different modes of learning, the role of Universal Grammar, the role of input and negative evidence, theories of the learner's initial state and final state.

Module Provider: LEL

Runs: Semester 2, weeks 1–9

Time: Mondays and Thursdays 11:10-12:00

Bilingual First Language Development [10]

Location: 1.01 Dugald Stewart Building

First Meeting: Mon Jan 12 2009

The aim of this course is to survey current research on bilingual first language development—the simultaneous learning of two (or more) languages in early childhood. It provides an overview of major empirical issues and findings concerning the phenomenon and their implications for acquisition research and linguistic theory.

Module Provider: LEL

Runs: Semester 2, weeks 1–9

Time: Tuesdays and Fridays 12:10–13:00

Maturational Constraints on Language Acquisition [10]

Location: 1.17 DSB (Tu); 5.05 DHT (Fr)

First Meeting: Tue Jan 13 2009

The aim of this module is to survey current research on age-related effects on first and second language acquisition. It provides an overview of issues relevant to the critical period hypothesis, ultimate attainment and near-nativeness.

Module Provider: LEL

Runs: Semester 2, weeks 7–11

Time: Thursdays 14:00–15:50

Disorders of Language Function [10]

Location: S37, 7 George Square

First Meeting: Thu Feb 26 2009

The course will begin with an introduction to the different medical, psychological and linguistic traditions and the way in which they have shaped the methods and models of aphasia research. The course will then examine the main types of aphasia and demonstrate how specific neuropathological mechanisms can influence the pattern of language breakdown observed in aphasic patients. It will draw on observation of different neurological conditions, including stroke as well as different forms of neurodegeneration such as progressive aphasia and semantic dementia. The insights won from the study of aphasia will be discussed in the context of current research in other areas of neuroscience.

Module Provider: Psychology

Runs: Semester 1, weeks 1–9

Time: Mondays, 14:00–15:50

Origins and Evolution of Language [10]

Location: 3.10/3.11, Dugald Stewart Building

First Meeting: Mon Sep 22 2008

A survey of the main issues in the evolution and origins of the human language faculty and of actual human languages. The module sets out a basis of relevant facts accumulated from a range of disciplines within and outwith Linguistics, including animal behaviour, evolutionary theory, computer modelling, genetics, language acquisition, paleontology, and archaeology.

Module Provider: LEL

Runs: Semester 2, weeks 1–9

Time: Mondays, Thursdays and Fridays 14:00–14:50

Simulating Language [20]

Location: 1.17, Dugald Stewart Building

First Meeting: Mon Jan 12 2009

This module surveys the ways in which computational models have been used to advance linguistic theory. In particular, the module focuses on how models have been used to examine language learning, language change, and language evolution. Although its subject is computational modelling, this module does not require prior computational or mathematical training.

Module Provider: LEL

A. Writing Essays for Core Modules³

This appendix is designed to help with the essays for the 7 'essay modules' (see section 2.1) and the MSc dissertation. Section A.2 covers the issues in writing an argumentative essay, and should be helpful for option modules as well. Section A.3 covers the format requirements for essays submitted to Psychology; although these requirements are unlikely to differ substantially from those for option courses, it is your responsibility to check with the appropriate Module Conveners that other formatting conventions do not apply. In the *Taught Masters Handbook* you can find detailed information on the marking scheme used throughout the course.

A.1. Choosing a Topic

You can begin to work on your essay for each module as soon as you want. In general, the choice of an essay topic will not be dependent on an understanding of all topics covered by the classwork of a given module: whereas each module is designed to give you an overview of a particular area, in the essay you are expected to demonstrate a detailed knowledge of theoretical (and possibly methodological) issues concerning a topic of your choice. This will allow you to go into much greater depth than is possible during classes, and your essay will, of necessity, cover areas which are not explicitly addressed by the course material.

To select a topic, you should normally begin with a vague idea of a topic that is of interest to you, and find some relevant material to read. Once you are starting to become familiar with the relevant literature, you should be able to generate the core thesis of your essay (this might be a claim about the subject, or a question that has provoked debate in the literature, for example). You should be able to summarise the thesis into a couple of sentences (beginning *What my essay is about is...*). With a little further reading, you should be able to refine your thesis and come up with an essay title.

During this process, you should feel free to consult your Module Convener, who will normally be able to point you in the direction of relevant literature, or help you refine the question that you aim to address in the essay.

Sources of Information

A prime consideration in essay-writing is that of how to obtain relevant information. Clearly the libraries (see section 1.4) are the most essential resource, and your module organiser should be able to point you at readings relevant to your topic of interest. However, you should also have the skills to search for information yourself (module organisers don't know everything; nor will they be impressed if you've simply read and regurgitated what they've suggested). Two primary sources of relevant information which the University subscribes to are *Web of Knowledge* (<http://wok.mimas.ac.uk/>) and *PsycInfo* (available via <http://www.lib.ed.ac.uk/resources/databases/findlita.shtml#p>). These are searchable databases of journal articles (Web of Knowledge) and other printed material (PsycInfo), which should make the task of finding relevant literature much easier. You should take some time to ensure that you become familiar with them.

Many recent journal articles, including those from journals published by the APA, are available electronically to users at Edinburgh University. To find these, go to the library website (<http://www.lib.ed.ac.uk/>) and select 'electronic journals'.

A.2. Writing Argumentative Essays

Once you have chosen a topic, you should produce an argumentative essay of 3,000 words. This section contains basic advice on writing argumentative essays, which may be of use if you come

³Parts of this section have been compiled from documents originally written by Marielle Lange, Mits Ota, and Sue Widdicombe.

from a more technical background.

Organisation

Essays should have a beginning, a middle, and an end. The introduction should rehearse the issues raised by the title; the main body of the essay should take these issues one by one, discussing and illustrating them; the conclusion will pull together the various strands of argument and contain a final and extended statement of your position on the topic addressed.

You should ensure that paragraphs contain ideas, theories, and experiments which make sense when considered together—don't scatter them through the essay as you remember them or come across them. Although there are of course exceptions to every rule, a good essay will rarely address a topic by considering relevant literature in chronological order.

Style

The language of the essay should be scientific, but this does not mean that it should be written in a high-flown manner which doesn't come naturally to you (on the other hand, you shouldn't resort to slang). The target audience for your essay is the "intelligent layperson"—ideally, anyone should be able to follow your ideas and arguments. If you don't think they would be able to, it could be the case that *your* understanding of the issues is at fault—time for a re-think?

Essays are not formally penalised for minor grammatical errors. However, poor grammar can affect your mark in 2 ways:

1. if the grammar renders a section incomprehensible, then the marker must assume you don't know the correct story;
2. a continuous series of grammatical errors, which the marker has to waste time deciphering and correcting, will produce a feeling of irritation (quite rightly) and this will affect the final mark (again, quite rightly).

It is clearly to your advantage, therefore, to proof-read and spellcheck your essays before submission.

Quality

Your marker will be trying to find evidence of an interested, enquiring mind, a scientific/scholarly approach, logical and consistent presentation, and adequate reading around the subject. High marks will go to those who show an awareness of alternative experiments, theories, and authorities, as well as those who are clearly thinking for themselves.

An essay will generally gain a high mark if it:

- is logically structured;
- presents a clear and sustained argument;
- demonstrates an authoritative understanding of conceptual and factual material;
- moves beyond basic subject matter to consider complexities;
- demonstrates an ability to synthesise material effectively;
- shows evidence of independent insight;
- is well presented and adequately formatted.

The following list of dos and don'ts may also be useful when preparing written coursework:

Do

- Make your work as accessible and easy to read as possible. For instance, use plenty of 'sign-posts': section headings, overviews, previews, summaries, well-labelled figures or tables, etc.

- Observe the normal academic conventions. Acknowledge sources, including page numbers where appropriate. Include a properly set out list of references restricted to items actually cited in your text.
- Bear in mind that your readers have to get through a fairly large number of projects on similar topics. Make sure you describe your aims and objectives clearly at the beginning and bring the work to a close efficiently at the end.

Don't

- Don't swamp the reader with everything you know.
- Don't simply summarise what you have read or what you have heard. Regurgitation (no matter how accurate) will not get you a high mark. Your work should build upon what other people have done, not restate it.
- Don't forget to proof-read. The use of word-processing equipment makes the need for proof-reading more, not less, urgent. Although spelling checkers catch spelling mistakes, they do not notice nonsense.
- Don't write 'literary' essays. Unless you are very good at it (and most people aren't) 'artistic' writing is a mistake. Clarity is the first quality we look for in scientific writing, not elegance.
- If English is not your mother-tongue, don't worry excessively about the minutiae of grammar etc. but do your best to seek advice.

A.3. Essay and Dissertation Format

Submitted written work should be 1.5 line spaced and should be in 12pt text. In other respects, it should closely follow the recommendations of the *Publication Manual of the American Psychological Association* (5th edition), which is available in university libraries. Dewey (2006) links to a number of online resources which provide further information on APA style.

In brief, you should minimally observe the following conventions:

- Use an author-year citation style (e.g., *Mitchell and Corley (1994) supported earlier findings suggesting late effects of discourse in parsing (Mitchell, Corley, & Garnham, 1992), which were later challenged by...*). If there are three or more authors, use *et al.* in all but the first citation (e.g., *subject- and object-relatives did not appear to differ in reading times (Mitchell et al., 1992, experiment 1), contrary to...*). Use *in press* or *submitted* to refer to items that have not yet appeared in print (e.g., *stutterers appear to judge errorful speech more critically (Lickley, Hartsuiker, Corley, Russell, & Nelson, in press), but in a different way...*).
- Always give page numbers for quotations.
- Caption and number tables *above* each table, and be sure to use meaningful captions.
 - It is usually wrong to use vertical lines in tables.
- Caption and number figures *below* each figure, and be sure to use meaningful captions.
- Don't present the same data in a figure *and* a table unless there's a very good reason for doing so.
- Use section (and, if necessary, subsection) headings.

- When reporting experimental research (e.g., in a dissertation) provide an abstract of around 120 words.
- Prefer 'participant' to 'subject', and take care to write in a way which is gender-neutral unless gender is specifically at issue in what you write.

References

"References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text" (APA, 2001, p. 215).

The papers cited above are included in APA format below, as a starting guide to APA reference format. If you are not familiar with the format, you are strongly advised to check *at least* the resources listed by Dewey (2006) before submitting an essay.

References for This Section

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

Dewey, R. A. (2006). *APA style resources*. Retrieved September 5, 2006 from <http://www.psywww.com/resource/apacrib.htm>.

Lickley, R. J., Hartsuiker, R. J., Corley, M., Russell, M., & Nelson, R. (in press). Judgment of disfluency in people who stutter and people who do not stutter: Results from magnitude estimation. *Language and Speech*. (Actually published in 2005: This entry is only an example.)

Mitchell, D. C., & Corley, M. (1994). Immediate biases in parsing: Discourse effects or experimental artifacts? *Journal of Experimental Psychology: Learning, Memory and Cognition*, 20(1), 217–222.

Mitchell, D. C., Corley, M., & Garnham, A. (1992). Effects of context in human sentence processing: Evidence against a discourse-based proposal mechanism. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 18(1), 69–88.

B. Members of the Language and Cognition Research Group

This appendix lists current members of the group, together with their contact details and research interests. As well as providing an overview of language research in Psychology, it should prove useful as a guide to potential dissertation supervisors.

Note that a number of members of LEL and Informatics have related research interests and may also be able to supervise dissertations, subject to their agreement and the approval of the Programme Director.

L&C Teaching Staff

Thomas Bak

thomas.bak@ed.ac.uk

is interested in disorders of language (aphasias) caused by different neurological diseases, such as stroke or various forms of neurodegeneration. Topics of particular interest are the relation between language and other cognitive domains and the dissociation between processing of verbs/actions and nouns/objects. He is also interested in cross-linguistic studies of aphasia and in the influence of bilingualism on cognitive functions.

Holly Branigan

Holly.Branigan@ed.ac.uk

is interested in the processes and representations underlying language production. Particular areas of interest include how speakers tailor their utterances to suit their audience (for example in human-computer interaction), how the properties of a given language constrain production processes, and how speakers in a dialogue mutually influence each other.

Martin Corley

Martin.Corley@ed.ac.uk

is interested in the production and comprehension of errors and hesitations in speech (e.g., consonant substitutions, filled pauses such as *um*). Under what conditions do such errors arise, what do they tell us about the process of speech production, and can listeners profit from their non-arbitrary distribution?

Morag Donaldson

morag.donaldson@ed.ac.uk

is interested in the development of language, both in children who show typical development and in those with (specific) language impairments. A major focus is on semantic development (e.g., characterising how word meaning develops with age). In particular, Morag is interested in how children deploy cohesive devices (causal connectives such as *because*, verb-phrase anaphors such as *do it*) in wider discourse contexts.

Fernanda Ferreira

fernanda.ferreira@ed.ac.uk

is interested in both language comprehension and production. In comprehension, she examines questions such as the following: How do people parse sentences? How does the comprehension system recover from garden-paths? Do we sometimes create underspecified representations during processing? How do the visual and linguistic systems work together? In production, her research focuses on sentence planning, including syntactic choice and the generation of prosodic structures. Another important issue is the relationship between prosody and disfluency in production.

John Henderson

John.M.Henderson@ed.ac.uk

is interested in the cognitive processes involved in skilled reading, including the processes that control eye movements. He is also interested in the interface between visually and linguistically derived representations and in how vision and language are integrated in complex real-world environments. John uses a variety of methodologies including eyetracking and functional neuroimaging to study these topics.

Louise Kelly

Louise.Kelly@ed.ac.uk

is interested in dyslexia, reading and word recognition. She is currently interested in how Dyslexia impacts on Self-Concept and Self Esteem. Her recent work on dyslexia has also looked the relationship between sound and spelling and her work has used an eye-tracker to obtain a precise record of dyslexic and other readers' eye-movements during reading. Louise is also interested in dyslexia in adulthood and examining which adaptations in the workplace impact on dyslexic performance.

Antje Nuthmann

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Antje is interested in how the dynamics of perceptual, oculomotor, and language-related processes control where and when we move our eyes in skilled reading. Antje is also interested in computational modelling of these processes.

Martin Pickering

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Martin Pickering is interested in language production, language comprehension, dialogue, bilingualism, and reading. Some of his main interests are syntactic and semantic interpretation of sentences during reading, syntactic (or structural) priming (i.e., the tendency to repeat grammatical form and its implications), the interaction between comprehension and production during dialogue, and the extent to which bilinguals integrate information from their languages. He is also interested in the relations among psychological, linguistic, and social approaches to language use.

Richard Shillcock

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is interested in the interaction between language and the brain, in both normal and impaired cases. Richard is working on a connectionist model of reading which reflects the division between brain hemispheres, and aims to encapsulate data about the reading of text and words obtained from normal readers and from dyslexics.

A secondary research interest is in visual attention, and its impairments.

Jools Simner

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is interested in: the processing of pronouns and verbal anaphors; the planning of cause and consequence in language; global and local coherence in text comprehension; synaesthesia and its relationship to language processing.

Patrick Sturt

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Patrick Sturt's research interests cover a wide range of topics relating to the moment-by-moment processes of human sentence comprehension. In his experimental work he uses on-line techniques (predominantly eye-tracking during reading), to investigate the time-course of the computation of grammatical and anaphoric relations. In his theoretical and modelling work, he concentrates on theories of incremental parsing and dynamic grammar formalisms.

L&C Research Staff and Postgraduates

Jens Apel

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is interested in the interaction between eye movements and language production. Jens is also interested in regressive eye movements during reading.

Paul Brocklehurst

P.H.Brocklehurst@sms.ed.ac.uk

is interested in the causes and mechanisms that lie behind disfluencies in both normal and stuttered speech. His work currently involves a study of the relationships between speakers' motives and perceptions (for example, of the specific requirements of speaking situations), their differing monitoring styles, and patterns of disfluency.

Zhenguang (Garry) Cai

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is interested in the processing of ellipsis, i.e., how people interpret elliptical sentences (e.g., *John had a walk; Bill did too*). He is also interested in syntactic priming (the tendency for people to repeat linguistic structures they have recently been exposed to) and the processing of long-distance dependencies (sentences that involve wh-movement).

Sasha Calhoun

Sasha.Calhoun@ed.ac.uk

is interested in the use and mental representation of prosody and intonation. She is particularly interested in how prosody is used in the processing and control of information flow in conversation, and how this use of prosody interacts with the rest of the language system. She is also interested in how intonation (i.e., pitch movements) are represented in the brain, especially using connectionist models, and how intonation is then used to convey such a vast array of meanings in speech.

Philip Collard

P.Collard@sms.ed.ac.uk

is interested in the interaction between language and other cognitive systems such as attention and working memory. He is currently using behavioural and neuroimaging techniques to investigate the way attention and memory are affected by the presence of disfluency in speech.

Alice Foucart

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is interested in production and comprehension in second languages, especially how late bilinguals process grammatical gender in French.

Annabel Harrison

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is interested in grammatical agreement, especially subject-verb agreement. She is also interested in alignment in dialogue.

Clare Huxley

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is interested in syntactic processing during language production and comprehension. In particular, Clare is investigating evidence for segmental production of syntax.

Yashyuan Jin

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is interested in processes in oral translation and exploring the relation between working memory and oral translation. His PhD research question is how online measures, e.g., self-paced reading time, can reveal translators' language processing when they are reading for later translation. And given that translators indeed access their target language resource during reading in a source language, would individual differences in working memory constrain their reading times?

Manon Jones

manon.wyn.jones@ed.ac.uk

is interested in the component processes underpinning reading fluency in dyslexic and unimpaired dyslexic adults. She is also interested in how the language (and by extension, reading) system copes when it has to deal with multiple sources of information. Manon is currently using eye-tracking methodology to investigate these issues.

Helene Kreysa

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is interested in how alignment between interlocutors in dialogue is reflected in their eye-movements during speech production and comprehension. Another interest is the conceptual processing of naturalistic scenes.

Cyprian Laskowski

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is interested in the relationships between words, concepts and categorisation. He is investigating how language facilitates coordination of categorisation between people, and whether such coordination causes changes in individuals' categories and concepts.

Gaurav Malhotra

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is interested in investigating computational accounts of cognitive processes underlying language production and comprehension. Specifically, Gaurav is interested in the impact of *sub-symbolic* priming processes in the generation of symbolic representations in dialogue situations.

Janet McLean

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is interested in syntactic and lexical alignment between speakers during dialogue, and in how and when speakers take listeners' knowledge into account.

A separate research area concerns the underlying cognitive processes that are necessary for competent arithmetic, and in particular the roles of short- and long-term memory. Coupled to this is an interest in arithmetic strategy development: what strategies do children use when learning arithmetic, how do these change over time, and what drives the changes?

Kate Messenger

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is interested in first language acquisition of syntactic structures. She is currently using syntactic priming studies to investigate young children's abstract syntactic representations.

Susannah Moat

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is interested in the interface between cognitive and articulatory word production processes. Is there cascading or feedback of information between these two processes? What representations are employed at this interface? To investigate these questions, Suzy builds computational implementations of competing models and compares their ability to account for experimentally obtained data patterns.

Andriy Myachykov

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is interested in the interface between the domain-general (e.g., attention) and the domain-specific (e.g., grammar) mechanisms in language production and comprehension. He is also involved in research on implicit learning of new grammars, aspects of structural priming, and processing of passive voice constructions.

Mateo Obregón-Sargent

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is exploring connectionist models of reading processes as elucidated by behaviours of normal and dyslexic readers.

Claudine Raffray

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is interested in concept combination and the use of novel noun compounds in dialogue.

Matthew Roberts

matthew.roberts@ed.ac.uk

is interested in how we perceive written language from within the relatively unexplored context of binocular vision. He is trying to answer questions such as: Why don't the eyes always fixate the same point in the text? What are the oculomotor and cognitive consequences of fixating different points in a line of text with the two eyes? How do these causes and consequences of binocular disparity differ between individuals? To what extent do linguistic aspects of text, such as the predictability words to the right of fixation, affect oculomotor behaviour such as saccade programming?

He is also interested in formal problems in first language learning, with particular emphasis on statistical learning from the environment. Here he tries to answer questions such as: How do statistical regularities in adult language help children recover from overgeneralizations such as *I'm upping the steps*? Do cooccurrence regularities across different modalities and situations help children to segment speech, learn names for things and actions, and learn aspects of grammar such as verb argument structure?

Michael Schnadt

m.j.schnadt@sms.ed.ac.uk

is interested in language production, and specifically the production of disfluencies and errors in spontaneous speech. He uses primarily behavioural methods to examine issues such as why and when people utilise certain types of disfluency over others, and what factors influence the production of different types of disfluency.

Oliver Stewart

ostewart@staffmail.ed.ac.uk

is primarily interested in the mechanisms by which listeners create and maintain predictions about upcoming words in a sentence, and the way that hesitations in speech (such as the filled pauses *um* and *uh*) interact with these predictions. He is also interested in investigating the beneficial roles that hesitations may play in language comprehension.

C. At-A-Glance Timetables

This appendix is intended to give an overview of important dates and times during the MSc. Table 5 lists important events by date; Figures 2 and 3 give weekly timetables for each semester, including details of some of the more popular optional modules.

Please note that details given here are subject to change. *It is your responsibility to check timings and venues for modules.* As a first port of call, use the DRPS website at <http://www.drps.ed.ac.uk/>. Section 3.3 has further details of courses and how to find information about them.

Table 5: Psycholinguistics MSc 2008–9: Important dates and deadlines

Tue Sep 16 2008	Official arrival date at the University of Edinburgh. You should arrange to see the Programme Secretary, Ms Toni Noble, in the first instance (for contact details, see p. 3). See section 1 for details of important dates during this week.
Mon Sep 22 2008	Start of Semester 1 Core Courses begin
Mon Nov 10 2008	Essays due for Visual Word Recognition, Language Production
Fri Dec 5 2008	Semester 1 teaching ends
Wed Dec 17 2008	Essays due for Sentence Comprehension, Dialogue
Mon Jan 12 2009	Start of Semester 2 Core Courses begin Dissertation choice begins
Mon Mar 2 2009	Essays due for Discourse Comprehension, Research Preparation
Fri Mar 27 2009	Semester 2 teaching ends
Mon Apr 6 2009	Essay due for Concepts and Categorisation (optional module) Presentation
21 Aug 2009	Dissertation Due

Semester 1

	Mon	Tue	Wed	Thu	Fri
09:00–09:50	Intro to Phonology & Phonetics			Intro to Phonology & Phonetics	Group B Courses Visual Word Recog Sentence Comp
10:00–10:50			TUTORIAL SLOT		
11:10–12:00	Intro to Semantics	Group A Courses Language Prod Dialogue	Intro to Semantics	Intro to Syntax	
12:10–13:00					
14:00–14:50		First Language Acquisition		First Language Acquisition	First Language Acquisition
15:00–15:50		Intro to Statistics & Experimental Design (*)			Intro to Statistics & Experimental Design (*)
16:10–17:00	Cog Neurosci Lang	Intro to S & ED practical slot		Cog Neurosci Lang	Intro to S & ED practical slot
17:10–18:00				Psychological Methodology 1 (*)	

Figure 2: 2008–9 course timetables for MSc in Psycholinguistics. Shaded entries refer to optional modules. In Semester 1, candidates take *either* Introduction to Statistics and Experimental Design *or* Psychological Methodology 1.

Semester 2

	Mon	Tue	Wed	Thu	Fri
09:00–09:50	Second Language Acquisition	Group C Courses Research Prep and Presentation for Psycholinguistics	Second Language Acquisition	Second Language Acquisition	TUTORIAL SLOT
10:00–10:50			Concepts and Categorisation		
11:10–12:00	Bilingual First Language Dvpt			Bilingual First Language Dvpt	
12:10–13:00		Maturational Constraints on Language Acq			Maturational Constraints on Language Acq
14:00–14:50	Simulating	Origins Evolution Language		Simulating Language	Simulating Language
15:00–15:50					
16:10–17:00	Discourse Comp (weeks 1–5)			Psychological Methodology 2	
17:10–18:00					

Figure 3: 2008–9 course timetables for MSc in Psycholinguistics. Shaded entries refer to optional modules.