Psycholinguistics (LING 4105/6105)
Spring 2026

Course meeting times

Prerequisites: LING 2100, LING 2100E, or LING 2100H
Class meeting time: Tuesdays and Thursdays, 11:35 am – 12:55 pm
Class meeting location: Gilbert 320

Instructor information

Instructor: Prof. Steven Foley

Email: srfoley@uga.edu
                   I will respond to emails within 24 hours

Office hours: TBA
                   and by appointment
                   Gilbert Hall 240

Website: https://stevenrfoley.github.io/

Course description and details

An introduction to psycholinguistic theory and methodology. Topics include phonological perception, lexical access, morphological processing, and syntactic and semantic comprehension. Special focus will be placed on relating these concepts to other domains in cognitive science, including theoretical linguistics, cognitive psychology, and cognitive neuroscience.

Learning outcomes

Upon successful completion of this course you should be able to:
- Understand basic principles of the psycholinguistic study of language processing
- Connect behavioral data with linguistic theory and analysis
- Interpret and evaluate findings from the primary psycholinguistic literature

This course also fulfills the following University-wide learning outcomes:
- Students will be able to express ideas in writing with clarity and fluency.
- Have the ability to express, manipulate, and apply mathematical information, concepts, and thoughts using appropriate mathematical forms, including numeric, graphical, verbal, and symbolic forms for solving a variety of problems
- Explain how knowledge is constructed in the sciences using the scientific method.
- Locate and evaluate reliable sources of scientific evidence to construct arguments, to apply scientific knowledge, and to critically assess real-world issues
- Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic form to frame and devise a solution to a problem
- Evaluate conclusions drawn from or decisions based on quantitative data

Topical outline (exact schedule TBA on eLC)

- Cognitive science of language (Weeks 1–2)
    - ○ 'Theoretical' vs. 'experimental' linguistics
    - ○ Computational, algorithmic, and implementational levels
    - ○ Methods and linking hypotheses
- Speech perception (Weeks 3–5)
    - ○ Phonemic categorization
    - ○ Phonotactic perception
- Lexical access (Weeks 6–8)
    - ○ Competition and coactivation
    - ○ Morphological decomposition
- Sentence processing (Weeks 9–11)
    - ○ Garden path phenomena
    - ○ Parallel vs. serial parsing
    - ○ Prediction
- Other topics (Weeks 12–14)
    - ○ Neurolinguistics
    - ○ L1 and L2 acquisition
    - ○ Language production
    - ○ Large Language Models
    - ○ Experimental semantics and pragmatics

Required course materials

Textbook: None required. Good references are:

Sedivy, Julie. 2019. *Language in Mind: An Introduction to Psycho-linguistics*. Second edition. Oxford University Press.

Warren, Paul. 2012. *Introducing Psycholinguistics*. Cambridge University Press.

Additional materials: All readings will be posted on eLC.

Assessment, grading, and principal course assignments

Course assignments and requirements

Attendance and participation	15%
In-class assignments	30%
Lab assignments	20%
Midterm exam	15%
Final exam	20%

Attendance and participation

It is expected that students come to class as much as possible, having completed any assigned readings, and have reviewed the previous class's material if necessary. They should actively demonstrate this by participating regularly in class discussions, or coming to office hours to discuss assignments and lectures with the instructor.

Attendance will be recorded at the beginning of most lectures. Up to three recorded absences from lecture will be excused. Each additional recorded absence will come at a 10% penalty to the attendance grade. Exceptional circumstances will excuse additional absences, but the student must email the instructor within 48 hours of the missed lecture.

In-class assignments

Three types of assignments have in-class components. First, students will be responsible for submitting discussion questions for scheduled readings. Second, brief writing exercises will task students will explaining concepts and interpreting data in their own words. Third, students will prepare short presentations on readings and lecture topics.

Lab assignments

Students will be expected to be a participant in two or three experiments that will relate to the topics in the class, and also recruit volunteers. These experiments will be conducted on the internet, and will take approximately 30–45 minutes. The experiments will then be analyzed and discussed in class. Afterwards, brief write-ups describing the experimental design, hypotheses, and results will also be assigned.

Midterm exam and final exam

Two long written exams will task students with applying their understanding in their own writing. The format will be short essay responses to questions on cumulative course topics. The midterm will take place during lecture around March 3 (exact date TBA). The final exam will be held during the course's designated final exam period: Tuesday, May 5, 12:00 pm – 3:00 pm.

Additional Requirements for Graduate Students

Students enrolled in LING 6105 will be held to higher standards and be given additional requirements on assignments.

Late policy, make-ups, and regrading

At-home assignments are due at 11:59 pm ET on their respective due dates, unless otherwise instructed. Late penalties apply to items turned after the deadline: 5% for submissions up to 6 hours late; 10% for submissions up to 48 hours late; 20% for submissions up to 3 weeks late; 50% for any submissions later than that. Only two assignments will be accepted late; the third will receive a 0.

Up to two in-class assignments can be made up. To do so, students must email the instructor within one week of the missed class to schedule a make-up time (e.g. office hours). The midterm cannot be made up, except in exceptional circumstances.

Extensions will be granted under exceptional circumstances, but only if the student emails the instructor before the deadline to coordinate.

There will be no regrading of assignments, unless the instructor has made an error.

Final grades

A	93–100	C+	76–79
A−	90–92	C	73–75
B+	86–89	C−	70–72
B	83–85	D	60–69
B−	80–82	F	<60

Final grades will be rounded to the nearest whole number (e.g. 89.50 to 90, and 89.49 to 89).

Course statements and policies

UGA honor code

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu.

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's Academic Honesty Policy. There you can also find more information about what counts as prohibited conduct.

I encourage you to work together on homework assignments and to make use of campus resources like the Office of Student Success & Achievement and the Writing Center. While collaboration is encouraged, *each student must submit a unique assignment* reflecting their own work.

If you have questions about my integration of the Student Code of Conduct into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Statement on unique course behavior

There are no anticipated types of behavior unique to this course that could constitute academic dishonesty.

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting http://drc.uga.edu.

<u>Participation policy</u>

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the *quality* of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

The assessment of your participation contributes to your Participation and Attendance requirement, and can help manage borderline final grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

<u>Statement on Generative AI</u>

The use of Generative AI (GAI) tools is not generally permitted in this course, but will be permitted for select assignments. Specific assignments will include details about whether use of GAI tools is allowable or not, and why. If you are uncertain about using a particular tool to support your work, please consult with me before using it.

Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. Suspected unauthorized assistance, plagiarism, or other violations of UGA's "A Culture of Honesty," will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, How to Cite ChatGPT.

If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. Never copy output from GAI tools into your assignment. Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.)

Finally, GAI is highly vulnerable to inaccuracy and bias. You should assume GAI output is wrong unless you either know the answer or can verify it with another source. It is your responsibility to assess the validity and applicability of any GAI output used.

<u>Well-being resources</u>

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@U`GA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion / Fontaine Center: healthpromotion.uga.edu
- Accessibility and Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.