

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2014 / 2015

Part I

Course Title: Psycholinguistics

Course Code: LT5406

Course Duration: One Semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: NIL

Precursors: NIL

Equivalent Courses: CTL5406 Psycholinguistics

Exclusive Courses: NIL

Part II

1. Course Aims:

The aim of this course is to introduce students to major topics in the study of language from a psychological perspective. The topics include first language acquisition, second language acquisition, word recognition, sentence comprehension and production.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Understand the fundamental regulations and principles of cognitive mechanisms supporting language phenomena.	

2	Analyse the principles and theories related to language phenomena (learning, comprehension and production).	
3.	Compare and integrate different models of word recognition, sentence processing, text integration and language production.	
4	Critiquing and evaluating experimental findings in relation to theoretical accounts.	
5	Applying learnt knowledge by designing a study to examine an issue related to language phenomena (learning, comprehension and production).	

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CIOs.

Final details will be provided to students in their first week of attendance in this course)

CIO No.	TLAs	Hours/week (if applicable)
1-5	Readings - Reading book chapters and articles	
1-4	Lectures and Class Activities Concepts, models and theories are taught. Research papers are selected for discussion and analyses.	
1-3	Mid-term Quiz A quiz is arranged at the middle of the semester. Multiple-choice question and short essays will be set to assess students' mastery of key concepts, models and theories, and to evaluate their ability to analyze language phenomena.	
1-5	Final Quiz Final Quiz is arranged at the week 13. Similar format and goal like Mid-term Quiz.	

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1-4	<p>Class activities and assignments</p> <p>Activities are designed to enable students to apply the concepts, theories or models taught in class to analyse data or solve problem.</p> <p>Class assignments require students to read research articles before class, and to analyse the objectives, research design and findings of the studies in class.</p> <p>Summary/notes essays of assigned readings.</p>	20%	
1-3	<p>Mid-term Quiz (2 hours)</p> <p>Interpreting language phenomenon with specialized terms and concepts.</p> <p>Checking acquired knowledge by judging key differences among key concepts, models and theories.</p> <p>Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	35%	
1-5	<p>Final Quiz (2 hours)</p> <p>Interpreting language phenomenon with specialized terms and concepts.</p> <p>Checking acquired knowledge by judging key differences among key concepts, models and theories.</p> <p>Developing critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.</p> <p>.</p>	45%	

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

Excellent (A-, A, A+)	Good (B-, B, B+)	Adequate (C-, C, C+)	Marginal (D)
<p><u>Lecture/Class Activities and Mid-term Quiz</u></p> <p>1). full attendance to course lectures and activities; 2). comprehensive understanding of the course contents and being able to critique the contents;</p> <p><u>Final Quiz</u></p> <p>1). Integrative and comprehensive critique of existing literature; 2). original and innovative idea and point of view; 3). strategic use of ideas and information from literature and other sources; 4). argumentation strategies and contents are logic, excellent and substantiated ; 5). writing format is appropriate in an academic style and standard; 6). excellent command of the English language</p>	<p><u>Lecture/Class Activities and Mid-term Quiz</u></p> <p>1). moderate attendance to course lectures and activities; 2). comprehensive understanding of the course contents;</p> <p><u>Final Quiz</u></p> <p>1). broad and appropriate critical literature review; 3). good use of ideas and information from literature and other sources; 4). argumentation strategies and contents are logic, good and substantiated; 5). writing format is appropriate in an academic style and standard; 8). good command of the English language</p>	<p><u>Lecture/Class Activities and Mid-term Quiz</u></p> <p>1). moderate attendance to course lectures and activities; 2). moderate understanding on the course topics and contents;</p> <p><u>Final Quiz</u></p> <p>1). limited and appropriate critical literature review; 2). good summary of ideas and information from literature and other sources; 3). argumentation strategies and contents are logic but merely appropriate; 4). appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-academic style of writing and put that understanding to practice;5). adequate command of the English language</p>	<p><u>Lecture/Class Activities and Mid-term Quiz</u></p> <p>1). few or no attendance to course lectures and activities; 2). little or no understanding on the course topics and contents; 3). incorrect knowledge on course contents and contents;</p> <p><u>Final Quiz</u></p> <p>1). very limited and/or inappropriate critical literature review; 2). mere collection of ideas and information from literature and other sources; 3). argumentation are poorly organization and/or inappropriate; 4). Inappropriate writing style and format for academic paper; 5). poor and/or little command of the English language</p>

Ten to eleven criteria, of equal weighting, are used to define the student’s performance.

Part III

Keyword Syllabus:

Approaches to mental processes and representation involved in language phenomena (comprehension, production and acquisition), word recognition (lexical storage and lexical access), sentence comprehension (models of sentence parsing and syntactic processing), and text/discourse integration (schemata and situation model).

Reading List / materials:

Essential reading:

Byrd, D. & Mintz, T. H. (2010) *Discovering Speech, Words, and Mind*. Wiley-Blackwell.

Carroll, D. W. (2007) *Psychology of Language*. 5th edition. Belmont, California: Wadsworth/Thomson Learning.

Ellis, R. (1997) *Second Language Acquisition*. Oxford: Oxford University Press.

Gleason, J. B. (Author) & Ratner, N. B. (Editor). *Psycholinguistics*. Wadsworth/Thomson Learning

References:

Field, J. (2003) *Psycholinguistics: A Resource Book for Students*. New York: Routledge.

Field, J. (2004) *Psycholinguistics: The Key Concepts*. New York: Routledge.

Field, J. (2005) *Language and the Mind*. New York: Routledge.

Forrester, M. A. (1996) *Psychology of Language: A Critical Introduction*. London: Sage.

Garman, M. (1990) *Psycholinguistics*. Cambridge: Cambridge University Press.

Singer, M. (1990) *Psychology of Language: An Introduction to Sentence and Discourse Processes*. Hillsdale, N.J.: Erlbaum Associates.

Steinberg, D. D. (1993) *An Introduction to Psycholinguistics*. New York: Longman.

Steinberg, D.D., H. Nagata, & D. P. Aline (2001) *Psycholinguistics: Language, Mind and World*. 2nd edition. London; New York: Longman.

Trevor, A. H. (2001) *The Psychology of Language: From Data to Theory*. Hove, East Sussex; New York: Psychology Press.

Journals:

Brain and Language

Cognition

Journal of Psycholinguistic Research

Journal of Memory and Language

Journal of Experimental Psychology: LMC.

Neuroimaging

Psychological Science

Scientific Studies of Reading Mind and Language

Reading and Writing