

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23

Part I Course Overview

Course Title:	Psycholinguistics
Course Code:	LT5406
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CTL5406 Psycholinguistics
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

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)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
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).		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	Readings – Reading book chapters and articles	✓	✓	✓	✓	✓		
2	Lectures and Class Activities – Concepts, models and theories are taught. Research papers and book chapters are selected for discussion and analyses.	✓	✓	✓	✓			
3	Project Students are required to conduct a small-scale study, and write a report.	✓	✓	✓	✓	✓		
4	Semester-end Quiz – Semester-end Quiz is arranged at the week 13. Questions will be set to assess students' mastery of key concepts and ability to analyze and evaluate.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are 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.

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Class activities and assignments Activities are designed to enable students to apply the concepts, theories or models taught in class to analyse data or solve problem. Class assignments require students to read research articles and book chapters before class, and to answer the questions from the assigned readings in class.	✓	✓	✓	✓			20%	
Project Students are required to conduct a small-scale study, collect data, critically apply the learnt concepts, models and theories to analyse data, and write up the study results and critical analyses. The project will be done individually or by group with	✓	✓	✓	✓	✓		40%	

<p>no more than two students. The individual written project is about 2500 to 3000 words, and the group project 4000 to 4500 words.</p>								
<p>Semester-end Quiz (2 hours) Interpreting language phenomenon with specialized terms and concepts. Checking acquired knowledge by judging key differences among key concepts, models and theories. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	✓	✓	✓	✓			40%	
<p>Examination: 0% (duration: , if applicable)</p>								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class activities and assignments	Knowledge application, Critical thinking and problem solving	Excellent application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of excellent abilities of critical thinking and problem solving	Good application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of good abilities of critical thinking and problem solving	Satisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of average abilities of critical thinking and problem solving	Unsatisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of below-average abilities of critical thinking and problem solving
2. Project	Design of the study Written presentation	Excellent design of the study Excellent written presentation	Good design of the study Good written presentation	Satisfactory design of the study Satisfactory written presentation	Unsatisfactory design of the study Unsatisfactory written presentation
3. Semester-end Quiz	Interpreting language phenomenon with specialized terms and concepts. Developing critical thinkings via recognizing and identifying similarities/differences among key	Excellent interpretation of language phenomenon with specialized terms and concepts. Excellent development of critical thinkings via recognizing and identifying similarities/differences	Good interpretation of language phenomenon with specialized terms and concepts. Good development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	Satisfactory interpretation of language phenomenon with specialized terms and concepts. Satisfactory development of critical thinkings via recognizing and identifying similarities/differences	Unsatisfactory interpretation of language phenomenon with specialized terms and concepts. Unsatisfactory development of critical thinkings via recognizing and identifying similarities/differences

	concepts, models and theories.	among key concepts, models and theories.		among key concepts, models and theories.	among key concepts, models and theories.
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class activities and assignments	Knowledge application, Critical thinking and problem solving	Excellent application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of excellent abilities of critical thinking and problem solving	Good application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of good abilities of critical thinking and problem solving	Satisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of average abilities of critical thinking and problem solving	Unsatisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of below-average abilities of critical thinking and problem solving	Incorrect application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of low abilities of critical thinking and problem solving
2. Project	Design of the study Written presentation	Excellent design of the study Excellent written presentation	Good design of the study Good written presentation	Satisfactory design of the study Satisfactory written presentation	Unsatisfactory design of the study Unsatisfactory written presentation	Poor design of the study Poor written presentation
3. Semester-end Quiz	Interpreting language phenomenon with specialized terms and concepts. Developing critical thinkings via recognizing and identifying similarities/differences	Excellent interpretation of language phenomenon with specialized terms and concepts. Excellent development of critical thinkings via recognizing and identifying	Good interpretation of language phenomenon with specialized terms and concepts. Good development of critical thinkings via recognizing and identifying similarities/differences among key concepts,	Satisfactory interpretation of language phenomenon with specialized terms and concepts. Satisfactory development of critical thinkings via recognizing and identifying	Unsatisfactory interpretation of language phenomenon with specialized terms and concepts. Unsatisfactory development of critical thinkings via recognizing and identifying	Poor interpretation of language phenomenon with specialized terms and concepts. Poor development of critical thinkings via recognizing and identifying similarities/differences among key concepts,

	es among key concepts, models and theories.	similarities/differences among key concepts, models and theories.	models and theories.	similarities/differences among key concepts, models and theories.	similarities/differences among key concepts, models and theories.	models and theories.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

First language acquisition, Second Language acquisition, 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).

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Harley, T.A. (2014) <i>The Psychology of Language: From Data to Theory</i> . 4 th edition. Hove, East Sussex; New York: Psychology Press.
2.	Carroll, D.W. (2008) <i>Psychology of Language</i> . 5 th edition. Belmont, California: Wadsworth/Thomson Learning.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Chomsky, N. (2006) <i>Language and Mind</i> . 3 rd edition. Cambridge: Cambridge University Press.
2.	Cowles, H.W. (2011) <i>Psycholinguistics 101</i> . New York: Springer.
3.	Fernandez, E.V. & Cairns, H.S. (2011) <i>Fundamentals of Psycholinguistics</i> . West Sussex: Wiley Blackwell.
4.	Ferreira, Ferraro, & Bailey (2002). Good-enough representations in language comprehension. <i>Current Directions in Psychological Science</i> , 11, 11-15.
5.	Field, J. (2003) <i>Psycholinguistics: A Resource Book for Students</i> . New York: Routledge.
6.	Field, J. (2004) <i>Psycholinguistics: The Key Concepts</i> . New York: Routledge.
7.	Field, J. (2005) <i>Language and the Mind</i> . New York: Routledge.
8.	Forrester, M. A. (1996) <i>Psychology of Language: A Critical Introduction</i> . London: Sage.
9.	Garman, M. (1990) <i>Psycholinguistics</i> . Cambridge: Cambridge University Press.
10.	Kovecses, Z. (2006) <i>Language, Mind and Culture</i> . Oxford: Oxford University Press.
11.	Laszlo, S. and Federmeier, K. D. (2007). Better the DVL you know: Acronyms reveal the contribution of familiarity to single word reading. <i>Psychological Science</i> , 18, 122-126.
12.	Singer, M. (1990) <i>Psychology of Language: An Introduction to Sentence and Discourse Processes</i> . Hillsdale, N.J.: Erlbaum Associates.
13.	Steinberg, D. D. (1993) <i>An Introduction to Psycholinguistics</i> . New York: Longman.
14.	Steinberg, D.D., H. Nagata, & D. P. Aline (2001) <i>Psycholinguistics: Language, Mind and World</i> . 2 nd edition. London; New York: Longman.

Journals:

1.	<i>Brain and Language</i>
2.	<i>Cognition</i>
3.	<i>Journal of Psycholinguistic Research</i>
4.	<i>Jounral of Memory and Language</i>
5.	<i>Journal of Experimental Psychology: LMC.</i>
6.	<i>Neuroimaging</i>
7.	<i>Psychological Science</i>
8.	<i>Scientific Studies of Reading, Mind and Language</i>
9.	<i>Reading and Writing</i>