

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Neurocognition of Language

**Course Code:** LT5422

**Course Duration:** One full semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* None

**Precursors:**  
*(Course Code and Title)* None

**Equivalent Courses:**  
*(Course Code and Title)* None

**Exclusive Courses:**  
*(Course Code and Title)* None

## Part II Course Details

### 1. Abstract

This course aims to promote the view that language is a product of human cognition through the interaction between perception and conceptualisation. It covers the basic principles in cognitive neuroscience with state-of-the-art reviews of the major language functions. It is designed to enable the students to gain a better appreciation of and better understanding about language for the purpose of developing the desirable analytical and intellectual rigour essential to academic inquiry.

### 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.	Describe the cognitive and psychological process of language comprehension and production.		X	X	
2.	Introduce the neuropsychological and neuroimaging approaches to study language and human cognition		X	X	
3.	Explain the cognitive and cultural underpinnings of language on the one hand and of the multifaceted linguistic representations of cognition and culture on the other.		X	X	
4.	Conduct and critique linguistic analysis of data in relation to the complex relation among language, cognition and brain		X	X	X
5.	Hypothesize and formulate generalizations regarding the neural cognitive and neural bases of language.		X	X	X
		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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1. Reading	Academic books, chapters and articles	X	X	X	X	X		
2. Lecture	Basic concepts, models, and theories, explanation and illustration	X	X	X	X	X		
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	X	X	X	X	X		
4. Assignment	Critiquing and evaluating experimental findings in relation to theoretical accounts.	X	X	X	X	X		

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: <u>100%</u>								
Mid-term quiz	X	X	X	X	X		30%	
Oral presentation	X	X	X	X	X		20%	
One written assignment	X	X	X	X	X		20%	
Term paper	X	X	X	X	X		30%	
							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. Mid-term quiz (30%)	<p>Interpreting cognition and language phenomenon with specialized terms and concepts.</p> <p>Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	<p>Excellent interpretation of cognition and language phenomenon with specialized terms and concepts.</p> <p>Excellent development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	<p>Good interpretation of cognition and language phenomenon with specialized terms and concepts.</p> <p>Good development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	<p>Satisfactory interpretation of cognition and language phenomenon with specialized terms and concepts.</p> <p>Satisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>	<p>Unsatisfactory interpretation of cognition and language phenomenon with specialized terms and concepts.</p> <p>Unsatisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.</p>
2. Oral presentation (20%)	<p>Demonstration of understanding basic concepts</p> <p>Demonstration of ability to apply basic concepts</p>	<p>1) comprehensive understanding of the course contents and being able to critique the contents;</p> <p>2) Demonstrating accurate and <i>critique</i> analysis on linguistic instances and on the relationship between language, cognition and brain;</p> <p>3) writing format is appropriate in an academic style and standard;</p>	<p>1) comprehensive understanding of the course contents;</p> <p>2) demonstrating accurate analysis on linguistic instances and on the relationship between language, cognition and brain;</p> <p>3) writing format is appropriate in an academic style and standard;</p>	<p>1) moderate or limited understanding on topics and contents of the course;</p> <p>2) demonstrating basic ability to analyze the relationship between language, cognition and brain;</p> <p>3) appropriate format in the writing, but writing content merely shows some understanding of the differences between academic and non-</p>	<p>1) little understanding on topics and contents of the course;</p> <p>2) insufficient knowledge on course contents;</p> <p>3) inappropriate writing style and format for academic paper;</p>

				academic style of writing and put that understanding to practice;	
3. Written assignment (20%)	Demonstration of understanding basic concepts Demonstration of ability to apply basic concepts	1) comprehensive understanding of the course contents and being able to critique the contents; 2) Demonstrating accurate and <i>critique</i> analysis on linguistic instances and on the relationship between language, cognition and brain 3) writing format is appropriate in an academic style and standard;	1) comprehensive understanding of the course contents; 2) demonstrating accurate analysis on linguistic instances and on the relationship between language, cognition and brain; 3) writing format is appropriate in an academic style and standard;	1) moderate or limited understanding on topics and contents of the course; 2) demonstrating basic ability to analyze the relationship between language, cognition and brain; 3) 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;	1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;
4. Term paper (30%)	Design of the study  Written presentation  Knowledge application and critical thinking	1) Excellent design of the study; 2) Excellent written presentation; 3) Excellent application of the concepts, theories or models taught in class;	1) Good design of the study; 2) Good written presentation; 3) Good application of the concepts, theories or models taught in class;	1) Satisfactory design of the study; 2) Satisfactory written presentation; 3) Satisfactory application of the concepts, theories or models taught in class; 4) Demonstration of average abilities of	1) Unsatisfactory design of the study; 2) Unsatisfactory written presentation; 3) Unsatisfactory application of the concepts, theories or models taught in class;

		4) Demonstration of excellent abilities of critical thinking.	4) Demonstration of good abilities of critical thinking.	critical thinking.	4) Demonstration of below-average abilities of critical thinking.
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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. Mid-term quiz (30%)	Interpreting cognition and language phenomenon with specialized terms and concepts.  Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	Excellent interpretation of cognition and language phenomenon with specialized terms and concepts.  Excellent development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	Good interpretation of cognition and language phenomenon with specialized terms and concepts.  Good development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	Satisfactory interpretation of cognition and language phenomenon with specialized terms and concepts.  Satisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	Unsatisfactory interpretation of cognition and language phenomenon with specialized terms and concepts.  Unsatisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	Poor interpretation of cognition and language phenomenon with specialized terms and concepts.  Poor development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.
2. Oral presentation (20%)	Demonstration of understanding basic concepts  Demonstration of ability to apply basic concepts	1) comprehensive understanding of the course contents and being able to critique the contents;  2) Demonstrating accurate and <i>critique</i> analysis on linguistic instances and on the relationship between language, cognition and brain;  3) writing format is	1) comprehensive understanding of the course contents;  2) demonstrating accurate analysis on linguistic instances and on the relationship between language, cognition and brain;  3) writing format is appropriate in an academic style and standard;	1) moderate or limited understanding on topics and contents of the course;  2) demonstrating basic ability to analyze the relationship between language, cognition and brain;  3) appropriate format in the writing, but writing content merely shows some	1) little understanding on topics and contents of the course;  2) insufficient knowledge on course contents;  3) inappropriate writing style and format for academic paper;	1) no understanding on topics and contents of the course;  2) incorrect knowledge on course contents;  3) inappropriate writing style and format for academic paper;

		appropriate in an academic style and standard;		understanding of the differences between academic and non-academic style of writing and put that understanding to practice;		
3. Written assignment (20%)	Demonstration of understanding basic concepts Demonstration of ability to apply basic concepts	1) comprehensive understanding of the course contents and being able to critique the contents; 2) Demonstrating accurate and <i>critique</i> analysis on linguistic instances and on the relationship between language, cognition and brain 3) writing format is appropriate in an academic style and standard;	1) comprehensive understanding of the course contents; 2) demonstrating accurate analysis on linguistic instances and on the relationship between language, cognition and brain; 3) writing format is appropriate in an academic style and standard;	1) moderate or limited understanding on topics and contents of the course; 2) demonstrating basic ability to analyze the relationship between language, cognition and brain; 3) 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;	1) little understanding on topics and contents of the course; 2) insufficient knowledge on course contents; 3) inappropriate writing style and format for academic paper;	1) no understanding on topics and contents of the course; 2) incorrect knowledge on course contents; 3) inappropriate writing style and format for academic paper;
4. Term paper (30%)	Design of the study  Written presentation  Knowledge application and critical	1) Excellent design of the study; 2) Excellent written presentation; 3) Excellent application of the concepts, theories or	1) Good design of the study; 2) Good written presentation; 3) Good application of the concepts, theories or models taught in	1) Satisfactory design of the study; 2) Satisfactory written presentation; 3) Satisfactory application of the concepts, theories or	1) Unsatisfactory design of the study; 2) Unsatisfactory written presentation; 3) Unsatisfactory application of the concepts, theories or	1) Poor design of the study; 2) Poor written presentation; 3) Incorrect application of the concepts, theories or

	thinking	models taught in class;  4) Demonstration of excellent abilities of critical thinking.	class;  4) Demonstration of good abilities of critical thinking.	models taught in class;  4) Demonstration of average abilities of critical thinking.	models taught in class;  4) Demonstration of below-average abilities of critical thinking.	models taught in class ;  4) Demonstration of low abilities of critical thinking.
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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.)

Language and Cognition  
Meaning organization;  
Language and conceptualization;  
Brain imaging

**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.	Gazzanica, M.S., Ivry, R. B., Mangun, G.R. (2014). <i>Cognitive Neuroscience: The Biology of the Mind</i> , 4th Edition. W. W. Norton & Company.
2.	Brown, C. D. & Hagoort, P. (2000). . <i>The Neurocognition of Language</i> . Oxford: Oxford University Press.
3.	Goldstein, E. B. (2018). <i>Cognitive Psychology: Connecting Mind, Research, and Everyday Experience</i> . Wadsworth Publishing.

**2.2 Additional Readings**

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

1.	Friederici, A.D. & Chomsky N. (2017). <i>Language in Our Brain: The Origins of a Uniquely Human Capacity</i> . MIT Press.
2.	Steve J. Luck (2005) <i>An Introduction to the Event-related Potential Technique</i> . MIT press
3.	Logan, R.K. (2007). <i>The Extended Mind: The Emergence of Language, the Human Mind, and Culture</i> . Toronto: University of Toronto Press.

**Journals:**

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