

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

offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25

---

---

**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:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL5406 Psycholinguistics

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course introduces the psychological and neurobiological bases of linguistic processes. It covers background material about the human brain and aphasic syndromes, psycholinguistic and neuroimaging techniques and the latest psycholinguistic and neurolinguistic findings in different linguistic domains, including phonetics and phonology, morphology, lexical semantics, compositional semantics and syntax.

### 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.		✓	✓	
3.	Compare and integrate different models of phonetic, phonological, morphological, semantic and syntactic processing.		✓	✓	✓
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.		✓	✓	✓
		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 real-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. Learning and Activities (LTAs)

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

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

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	<b>Readings –</b> Reading book chapters and articles	✓	✓	✓	✓	✓	
2	<b>Lectures and Class Activities –</b> Concepts, models and theories are taught. Research papers and book chapters are selected for discussion and analyses.	✓	✓	✓	✓		
3	<b>Final project</b> Students are required to propose a study to investigate a psycho-/neurolinguistic phenomenon and write a research proposal.	✓	✓	✓	✓	✓	
4	<b>Semester-end Test –</b> Semester-end Test 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%							
<b>Group assignments</b> 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%	
<b>Final project</b> Students are required to propose a study to investigate a psycho-/neurolinguistic phenomenon, critically apply the learnt concepts, models and theories learnt in class, and write up the proposal and analysis methods.	✓	✓	✓	✓	✓	40%	

The proposal will be done individually. The individual written proposal is about 2000 to 3000 words.								
<b>Semester-end Test (2 hours)</b> 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.	✓	✓	✓	✓			40%	
Examination: 0% (duration: , if applicable)							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 before Semester A 2022/23 and in Semester A 2024-25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. <b>Group assignments</b>	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. <b>Final project</b>	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. <b>Semester-end Test</b>	Interpreting language phenomenon with specialized terms and concepts.  Developing critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	Excellent interpretation of language phenomenon with specialized terms and concepts.  Excellent development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	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 among key concepts, models and theories.	Unsatisfactory interpretation of language phenomenon with specialized terms and concepts.  Unsatisfactory development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	Poor interpretation of language phenomenon with specialized terms and concepts.  Poor development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. <b>Group assignments</b>	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. <b>Final project</b>	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. <b>Semester-end Test</b>	Interpreting language phenomenon with specialized terms and concepts.  Developing critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	Excellent interpretation of language phenomenon with specialized terms and concepts.  Excellent development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.	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 among key concepts, models and theories.	Unsatisfactory interpretation of language phenomenon with specialized terms and concepts.  Unsatisfactory development of critical thinkings via recognizing and identifying similarities/differences among key concepts, models and theories.

### 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.)*

Neurons, the human brain, aphasia, functional neuroanatomy of language, neuroimaging techniques, experimental paradigms, phonetic and phonological processing, semantic processing, syntactic processing.

#### 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.	Kemmerer, D. (2023) <i>Cognitive Neuroscience of Language</i> . 2 <sup>nd</sup> edition. New York and London: Routledge.
----	--

##### 2.2 Additional Readings

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

1.	Sedivy, J. (2006) <i>Language in Mind: An Introduction to Psycholinguistics</i> . 1 <sup>st</sup> edition. Massachusetts, USA: Sinauer Associates.
----	--