

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: 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. Learning and Teaching Activities (LTAs)

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

LTA	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 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. 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>	<p>Poor interpretation of cognition and language phenomenon with specialized terms and concepts.</p> <p>Poor 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>	<p>1) no understanding on topics and contents of the course;</p> <p>2) incorrect 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;	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 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;	1) Poor design of the study; 2) Poor written presentation; 3) Incorrect 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.	4) Demonstration of low abilities of critical thinking.
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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. 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.
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;	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	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	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;

		3) writing format is appropriate in an academic style and standard;	standard;	shows some 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;
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	1) Good design of the study; 2) Good written presentation; 3) Good application of the concepts, theories	1) Satisfactory design of the study; 2) Satisfactory written presentation; 3) Satisfactory application of the	1) Unsatisfactory design of the study; 2) Unsatisfactory written presentation; 3) Unsatisfactory application of the

	thinking	<p>concepts, theories or models taught in class;</p> <p>4) Demonstration of excellent abilities of critical thinking.</p>	<p>or models taught in class;</p> <p>4) Demonstration of good abilities of critical thinking.</p>	<p>concepts, theories or models taught in class;</p> <p>4) Demonstration of average abilities of critical thinking.</p>	<p>concepts, theories or models taught in class;</p> <p>4) Demonstration of below-average abilities of critical thinking.</p>
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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>