LT2204: LANGUAGE AND MIND

Effective Term
Semester B 2023/24

Part I Course Overview

Course Title
Language and Mind

Subject Code
LT - Linguistics and Translation
Course Number
2204

Academic Unit
Linguistics and Translation (LT)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
LT2201 Introduction to Linguistics, LT2229 Fundamentals of Linguistics, LT2290 Introduction to Language Studies

Equivalent Courses
CTL2204 Language and Mind

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to introduce students to the study of human language processing in terms of both speech and writing, and to develop an understanding of theories and principles related to language acquisition.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the features of speech in comparison with other systems like sign language and animal communication.			x	x
2	Describe the biological foundations of language.			x	x
3	Describe the major developmental stages and basic principles in language learning.			x	x
4	Analyse the process of language comprehension and language production.		x	x	x
5	Discover and formulate language comprehension and production hypotheses that are observationally, descriptively and explanatorily adequate.		x	x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Reading book chapters and articles	1, 2, 3, 4, 5	
2	Lectures	Theories, concepts, explanations, illustrations, synthesis of readings, in-class activities	1, 2, 3, 4, 5	
3	In-class exercises, quizzes, and activities	Answer questions, group discussions and activities, short presentations	1, 2, 3, 4, 5	

| 4 | Written Assignment(s) | Language data collection, applications of concepts and theories to data analyses, discovery and formulation of hypotheses writing short papers | 3, 4, 5 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class exercises, quizzes, and activities In-class exercises, quizzes, and activities require students to find information, analyse data, solve problems, and discovery and formulate hypotheses. In-class exercises, quizzes, and activities will be assigned as individual or group work.	1, 2, 3, 4, 5	20	
2	Written assignment Written assignment(s) which require(s) hypotheses discovery and formulation, data collection, application of learnt knowledge to data analyses, and the writing-up of results and analyses.	3, 4, 5	40	

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

1. In-class exercises, quizzes, and activities

Criterion

Mastery of key concepts;
Data analysis.

Excellent (A+, A, A-)

Completion of in-class exercises and quizzes, and participation in activities;

Demonstration of very good mastery of key concepts, and of very high ability to analyse data.

Good (B+, B, B-)

Completion of in-class exercises and quizzes, and participation in activities
;Demonstration of good mastery of key concepts, and of good ability to analyse data.

Fair (C+, C, C-)

Completion of in-class exercises and quizzes, and participation in class activities;
Demonstration of adequate mastery of key concepts, and of average ability to analyse data.

Marginal (D)

Incompletion of in-class exercises and quizzes, and participation in activities;
Marginal mastery of key concepts;
Data analysis with inaccuracy.

Failure (F)

Incompletion of in-class exercises and quizzes, and no participation in activities;
Unable to master key concepts;
Unable to analyse data.

Assessment Task

2. Written assignment

Criterion

Ability to collect and analyse data;Knowledge application;Hypothesis discovery,Presentation,Creativity (when applicable)

Excellent (A+, A, A-)

Demonstration of very high ability to analyse data, apply knowledge, discover hypothesis, and present ideas.Very creative.

Good (B+, B, B-)

Demonstration of high ability to analyse data, apply knowledge, discover hypothesis, and present ideas.Creative.

Fair (C+, C, C-)

Demonstration of average ability to analyse data, apply knowledge, discover hypothesis, and present ideas.Fairly creative.

Marginal (D)

Analyse data, apply knowledge, discover hypothesis, and present ideas with marginal accuracy.Not creative enough.

Failure (F)

Unable to analyse data, apply knowledge, discover hypothesis, and present ideas.Not creative.

Assessment Task

3. Examination

Criterion

Mastery of key concepts;Ability to analyze and evaluate data and theories.

Excellent (A+, A, A-)

Demonstration of very good mastery of key concepts, and of very high ability to analyse and evaluate data, and theories.

Good (B+, B, B-)

Demonstration of good mastery of key concepts, and of high ability to analyse and evaluate data and theories.

Fair (C+, C, C-)

Demonstration of adequate mastery of key concepts, and of average ability to analyse and evaluate data and theories.

Marginal (D)

Master the key concepts marginally;Analyse and evaluate data and theories with marginal accuracy.

Failure (F)

Unable to master the key concepts;Unable to analyse and evaluate data and theories.

Part III Other Information

Keyword Syllabus

Human speech and other systems like animal communication and sign language, Speech, language and the brain, first language acquisition, second language acquisition, language comprehension, language production

Reading List

Compulsory Readings

	Title
1	Carroll. D. W. (2008) Psychology of Language. 5th edition. Belmont, California: Wadsworth/ Thomson Learning.
2	Steinberg, D. D. (1993) An Introduction to Psycholinguistics. New York: Longman.
3	Steinberg, D. D., H. Nagata,& D. P. Aline (2001) Psycholinguistics: Language, Mind and World. 2nd edition. London, New York: Longman.

Additional Readings

	Title
1	Field, J. (2003) Psycholinguistics: A Resource Book for Students. New York: Routledge.
2	Field, J. (2005) Language and the Mind. New York: Routledge.
3	Forrester, M. A. (1996) Psychology of Language: A Critical Introduction. London: Sage.
4	Garman, M. (1990) Psycholinguistics. Cambridge: Cambridge University Press.
5	Menn, L. (2017) Psycholinguistics: Introduction and Applications. 2nd edition. San Diego: Plural Publishing
6	Rueschemeyer, S.A & Gaskell, M. G. (eds) (2018) The Oxford Handbook of Psycholinguistics. 2nd edition. Oxford: Oxford University Press.
7	Singer, M. (1990) Psychology of Language: An Introduction to Sentence and Discourse Processes. Hillsdale, N.J.: Erlbaum Associates.
8	Steinberg, D.D. & Natalia, V. Sciarini (2006) An Introduction to Psycholinguistics. 2nd edition. New York: Pearson Longman.
9	Trevor, A. H. (2014) The Psychology of Language: From Data to Theory. 4th edition.Hove, East Sussex; New York: Psychology Press.