|  |  |
| --- | --- |
| **Course Title:** | **Psycholinguistics** |
| **Course Code:** | **ENGL 427** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **2** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | **University** | |  | | **College** | | |  | **Department** | | | | **x** | **Others** |  |  |
| **b.** | | **Required** | | | | **x** | **Elective** | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 9** | | | | |
| **4. Pre-requisites for this course (if any):**  **ENGL 215** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course (if any):** | | | | | | | | | | | | | | | | |
| **none** | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | **30** | **100%** |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other** |  |  |

**7. Actual Learning Hours (based on academic semester)**

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | **30** |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others (specify)** |  |
|  | **Total** | **30** |
| **Other Learning Hours\*** | | |
| **1** | **Study** |  |
| **2** | **Assignments** |  |
| **3** | **Library** |  |
| **4** | **Projects/Research Essays/Theses** |  |
| **5** | **Others (specify)** |  |
|  | **Total** |  |

**\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times**

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description **Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perceptions and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics per se: linguistics, psychology, cognitive science, philosophy, biolinguistics, neurolinguistics, speech pathology and clinical linguistics, etc. The course will outline the basic ideas, theories, terms and methods of psycholinguistics. In particular, it will take into more detail issues like developmental psycholinguistics; language acquisition and learning theories (first and second); language processing (language and the brain), clinical linguistics(speech pathology and language disorders, the psychological aspects of grammar and syntax, lexicon, semantics and meaning, text and discourse cognition and processing, language and thought, language evolution, some issues and practices in experimental and applied psycholinguistics, etc. Some new perspectives and methods in the field are preferably also touched on.**  **Instructors will use a variety of methods and strategies: lecturing, class presentations, group discussions, projects, assigned readings and response papers, etc. In addition, evaluation will be varied. Materials may be collected from various sources, although a specific textbook can also beused, if deemed comprehensive enough to include all the course items.** |
|  |
| 2. Course Main Objective |
| **1. Understand Mind and Language relationship**  **2. Have the theoretical understanding of language acquisition.**  **3. Analyses of the challenges of language learning**  **4. Understand nature of second language learning.** |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned PLOs** |
| --- | --- | --- |
| **1** | **Knowledge:** |  |
| **1.1** | Define psycholinguistics | **1.4** |
| **1.2** | Describe the relationship between mind and language | **1.2** |
| **1.3** | Explain theoretical understanding of language acquisition | **1.2&1.4** |
| **1.4** | Identify the psychological aspects of 2nd language learning | **1.1** |
| **2** | **Skills :** |  |
| **2.1** | Analyze the Theories of Learning | **2.3&2.4** |
| **2.2** | Evaluate the Brain Structure and Language Areas | **2.1&2.2** |
| **2.3** | Compare various theories of Psycholinguistics | **2.1&2.2** |
| **3** | **Competence:** |  |
| **3.1** | Apply social aspects of Language in learning and teaching | **2.1&2.2** |
| **3.2** | Solve the problems in language disorders | **2.3&2.4** |
| **3.3** | Undertake research work in psycholinguistics domain | **3.2&3.3** |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| **1** | **Course orientation.**  **Introduction to psycholinguistics: definition, basic ideas, theories, terms and methods.**  **Psycholinguistics and its neighboring disciplines and subfields: philosophy, psychology, biolinguistics, neurolinguistics, cognitive science, developmental psycholinguistics, applied psycholinguistics, etc.** | **4** |
| **2** | **Theories of language learning and acquisition**  **Approaches to First Language Acquisition: Behaviorism (B.F. Skinner) Nativism & UG (Noam Chomsky) Interactionism (CDS; Motherese) Emergentism, Usage-based Theories, DST Approach**  **Second Language acquisition vs. First Language Acquisition** | **6** |
| **3** | **Language and the Brain,(language production and perception issues).**  **Language Pathology and Speech Disorders (brain damage and dyslexia, aphasia,apraxia, dysarthia, etc.).** | **4** |
| **4** | **The psycholinguistics aspects of lexicon, grammar, syntax and word/sentence meaning.** | **4** |
| **5** | **The psychological and cognitive aspects of text and discourse.** | **2** |
| **6** | **Language Thought and Society and Cognition , The Whorfian hypothesis and the overlap with sociolinguistics** | **2** |
| **7** | **Applied Psycholinguistic issues (e.g. psycholinguistics and language)** | **2** |
| **8** | **New perspectives and methods in psycholinguistics.** |  |
| **9** | **Revision, Midterms and Final** | **4** |
| **Total** | | **30** |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge** | | |
| **1.1** | **Enhance students’ knowledge of language** | **Lectures** | **Question Answer** |
| **1.2** | **Abreast the students of the nature and process of learning and acquisition.** | **Lectures** | **Question Answer** |
| **1.3** | **Making them aware of Theories of Learning** | **Lectures** | **Question Answer** |
| **1.4** | **Brain Structure and Language Areas** | **Visual demonstrations** | **Visual Presentations** |
| **2.0** | **Skills** | | |
| **2.1** | **Describe various theories of Psycholinguistics** | **Talks and Lectures** | **Quizzes, Tests** |
| **3.0** | **Competence** | | |
| **3.1** | **Social aspects of Language** | **Talks and Presentations** | **Presentations** |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Quizzes** | **6, 11** | **10** |
| **2** | **Mid terms** | **8** | **30** |
| **3** | **Final term** | **End of Term** | **40** |
| **4** | **Assignment/s** | **9 , 10** | **10** |
| **5** | **Presentation** | **12, 13** | **10** |

**\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)**

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice : 3 hours of office hours** |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Danny D. Steinberg andNatalia V. Sciarini (2006) An Introduction to Psycholinguistics. (2nd edition) Pearson: Harlow**  **Materials (Journals, Reports, etc.)**  **Scovel, Thomas. (1998). Psycholinguistics (Oxford introduction to language study). Oxford:**  **OUP.** |
| **Essential References Materials** | **Carroll, D. (2001) The Psychology of language. Beijing: Foreign language Teaching and Research Press.**  **Gaskell, Gareth. (2009). The Oxford Handbook of Psycholinguistics. Oxford: Oxford University Press.** |
| **Electronic Materials** | **Journal of Psycholinguistic Research**  **https://link.springer.com/journal/10936** |
| **Other Learning Materials** | **-** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  **(Classrooms, laboratories, demonstration rooms/labs, etc.)** | **Classroom and whiteboard** |
| **Technology Resources**  **(AV, data show, Smart Board, software, etc.)** | **Smart board and projector** |
| **Other Resources**  **(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)** | **Speakers** |

# 

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| **Strategies for Obtaining Student Feedback on Effectiveness of Teaching** | **Instructors and coordinators** | **Students’ feedback questionnaires.** |
| **Other Strategies for Evaluation of Teaching by the Instructor or by the Department** |  | **Regular peer review with the course coordinator.** |
| **Processes for Improvement of Teaching** |  | **Workshops on teaching methods, and review of recommended teaching strategies.**  **- Update learning sources.**  **- Utilization of modern teaching facilities like the smart board.**  **- Encouragement of students to explore useful relevant resources such as World Wide Web.** |
| **Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)** |  |  |
| **Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.** |  |  |

**Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)**

**Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)**

**Assessment Methods (Direct, Indirect)**

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |