



جامعة المجمعة  
Majmaah University

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# COURSE SPECIFICATIONS (CS)

**Ramadan 1438 H , June 2017**

Institution:	Majmaah University.
Academic Department:	English language Department
Programme:	English language.
Course title and code:	<b>Psycholinguistics ENGL427</b>
Specification Approved Date:	10/ 01 / 1440 H

## Course Specifications

<b>Institution:</b> Majmaah University.	<b>Date:</b> 10/01/1440
<b>College/Department:</b> Az Zulfi College of Education	

### A. Course Identification and General Information

1. Course title and code: <b>Psycholinguistics ENGL 427</b>																				
2. Credit hours: 2 Hours.																				
3. Program(s) in which the course is offered: <b>English</b> (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: 9 <sup>th</sup> level																				
6. Pre-requisites for this course (if any): <b>Introduction to Linguistics ENGL 215</b>																				
7. Co-requisites for this course (if any):																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input type="text" value="yes"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="100"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	a. traditional classroom	<input type="text" value="yes"/>	What percentage?	<input type="text" value="100"/>	b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>	f. other	<input type="text"/>	What percentage?	<input type="text"/>
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<b>Comments:</b>																				



## B Objectives

1. What is the main purpose for this course?

Students should be able to:

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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

### 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 be used, if deemed comprehensive enough to include all the course items.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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Course orientation. Introduction to psycholinguistics: definition, basic ideas, theories, terms and methods.	2	4
Psycholinguistics and its neighboring disciplines and subfields: philosophy, psychology, biolinguistics, neurolinguistics, cognitive science, developmental psycholinguistics, applied psycholinguistics, etc.		
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	3	6
Language and the Brain,(language production and perception issues). Language Pathology and Speech Disorders (brain damage and dyslexia, aphasia, apraxia, dysarthria, etc.).	2	4
The psycholinguistics aspects of lexicon, grammar, syntax and word/sentence meaning.	2	4
The psychological and cognitive aspects of text and discourse.	1	2
Language Thought and Society and Cognition , The Whorfian hypothesis and the overlap with sociolinguistics	1	2
Applied Psycholinguistic issues (e.g. psycholinguistics and language)	1	2
New perspectives and methods in psycholinguistics.	1	
Revision, Midterms and Final	2	4
	15	30

## 2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
<b>Contact Hours</b>	Planned	٢٨	-	.....	.....	.....	٢٨
	Actual	٢٨	-	.....	.....	.....	٢٨
<b>Credit</b>	Planned	2	-	.....	.....	.....	.....2.....
	Actual	2	-	.....	.....	.....	.....2.....



3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
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
<b>2.0</b>			
2.1	Making them aware of Theories of Learning	Lectures	Question Answer
2.2	Brain Structure and Language Areas	Visual demonstrations	Visual Presentations
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Describe various theories of Psycholinguistics	Talks and Lectures	Quizzes, Tests
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Social aspects of Language	Talks and Presentations	Presentations
4.2			
<b>5.0</b>			
<b>5.1</b>	<b>Psychomotor</b>		
5.2	N.A		



### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	6 <sup>th</sup> and 11 <sup>th</sup>	10 marks
2	Mid term	8 <sup>th</sup> week	20 Marks
3	Final term	End of Term	60 Marks
4	Assignment/s	9 <sup>th</sup> , 10 <sup>th</sup> week	5 Marks
5	Presentation	12, 13 weeks	5 Marks
6			
7			
8			

### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

### E Learning Resources

#### 1. List of Required Textbooks

Danny D. Steinberg and Natalia 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.

#### 2. List of Essential References:

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.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Journal of Psycholinguistic Research

<https://link.springer.com/journal/10936>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

### **F. Facilities Required**

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

2. Technology resources (AV, data show, Smart Board, software, etc.)

Projectors, Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

### **G Course Evaluation and Improvement Processes**

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students feedback questionnaires.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Regular peer review with the course coordinator.

3. 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.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

**Name of Course Instructor: Dr. Shahzad ul Hassan Farooqi**

**Signature:**                      **Date Specification Completed:** .....

**Program Coordinator:** ..... **Dr Saleh Al Harthi.....**

**Signature:** ..... **Date Received:** .....10/ 01/ 1440

