Course Specification of Psycholinguistics

I.	Course Identification and General Information:	
1	**Course Title:**	Psycholinguistics
2	**Course Number & Code:**	LNG 5123
3	**Credit hours:**	(see table below)

	C.H				Total
	Theoretical	Practical	Training	Seminar	
	3				3

4	**Study level/ semester at which this course is offered:**	M A Second Semester
5	**Pre –requisite (if any):**	Development of linguistic theory
6	**Co –requisite (if any):**	Current Issues in General Linguistics & Current Issues in Applied Linguistics
7	**Program (s) in which the course is offered:**	M A Program in Linguistics
8	**Language of teaching the course:**	English
9	**Location of teaching the course:**	Faculty of Languages
10	**Prepared by:**	Dr. Ali Alward
11	**Date of approval:**	

II.	Course description:

This course attempts to provide an overview of the relationship between language and the brain. It covers topics such as language acquisition, language comprehension, language and brain. In addition, instructors will use a variety of methods and strategies such as lecturing, class presentations, group discussions, projects, assigned readings, and response papers.

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III. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

a1. show an awareness of the relationship between language and the human brain.

a2. list some major definitions given by different schools of thoughts in the field of psycholinguistics.

a3. demonstrate an awareness of major issues that address speech perception, word recognition, sentence processing, reading and language acquisition.

b1. identify appropriate techniques to gather and analyze data in their own teaching and research investigation.

b2. critically assess published research papers in psycholinguistics.

b3. synthesize findings of psycholinguistic studies within certain topics.

c1. apply psycholinguistic knowledge to identify the practical and psychological methods that address language learning and teaching.

c2. conduct small-scale or experimental studies in different psycholinguistic contexts.

d1. apply research findings to human behavior in everyday life.

d2. work independently and in teams to solve problems and overcome difficulties arising in the first and second language acquisition/learning processes.

IV. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1-	define the terminology and forms of notation used in linguistic theory.	a1-	show an awareness of the relationship between language and the human brain.
A2-	demonstrate awareness of the current issues in linguistics and methods and concepts of linguistic analysis.	a2-	list some major definitions given by different schools of thoughts in the field of psycholinguistics.

| | | a3- | demonstrate an awareness of major issues that address speech perception, word recognition, sentence processing, reading and language acquisition. |

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		
a1- list some major definitions given by different schools of thoughts in the field of psycholinguistics.	▪ Lectures and seminars ▪ Class presentations ▪ Group discussions ▪ Projects ▪ Assigned readings ▪ Problems solving	▪ Homework/Tasks/Assignments ▪ Quizzes ▪ Midterm Exam ▪ Assignment ▪ Final Exam
a2- show awareness of major issues that address speech perception, word recognition, sentence processing, text processing, reading and language acquisition.		
a3- demonstrate an awareness of major issues that address speech perception, word recognition, sentence processing, reading and language acquisition.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B2-	critically, evaluate linguistic research and identify problematic areas in language;	b1-	identify appropriate techniques to gather and analyze data in their own teaching and research investigation.
B5-	differentiate various research methods, and decide on research topics in linguistics.	b2-	critically assess published research papers in psycholinguistics.
		b3-	synthesize findings of psycholinguistic studies within certain topics.

Teaching and Assessment Strategies for Achieving Learning Outcomes:		
Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		
b1- identify appropriate techniques to gather and analyze data in their own teaching and research investigation.	- Lectures and seminars - Class presentations - Group discussions - Projects - Assigned readings - Problems solving.	- Homework/Tasks/Assignments - Quizzes - Midterm Exam - Assignment - Final Exam
b2- critically assess published research papers in psycholinguistics.		
b3- synthesize findings of psycholinguistic studies within certain topics.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
C4-	apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques	c1-	apply psycholinguistic knowledge to identify the practical and psychological methods that address language processing, learning, and teaching.
C6-	undertake high-quality research tasks following academic professional standards with minimum guidance.	c2-	conduct small-scale experimental studies in different psycholinguistic contexts.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:			
c1.	apply psycholinguistic knowledge to identify the practical and psychological methods that address language learning and teaching.	▪ Lectures and seminars ▪ Class presentations ▪ Group discussions ▪ Projects ▪ Assigned readings	▪ Homework/Tasks/Assignments ▪ Quizzes ▪ Midterm Exam ▪ Assignment ▪ Final Exam
c2.	Conduct small-scale experimental studies in different psycholinguistic contexts.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D4-	employ effective skills in research capability, creative thinking and interpersonal relationship skills;	d1-	apply research findings to human behavior in everyday life

| D5- | employ problem-solving strategies to tackle problems and overcome challenges. | d2- | work independently and in teams to solve problems and overcome difficulties arising in the first and second language acquisition/learning processes. |

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		
d1- apply research findings to human behavior in everyday life.	▪ Lectures and seminars ▪ Class presentations: ▪ Group discussions: ▪ Projects: ▪ Assigned readings ▪ Problems solving	▪ Homework/Tasks/Assignments ▪ Quizzes ▪ Midterm Exam ▪ Assignment ▪ Final Exam
d2 work independently and in teams to solve problems and overcome difficulties arising in the first and second language acquisition/learning processes.		

V. Course Content:

1 – Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to Psycholinguistics	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Definition of Key Concepts of Psycholinguistics, Basic Ideas, Theories, Terminologies - The History/Development of Psycholinguistics - Importance of Psycholinguistics	**Week 1**	٣
٢	Linking Language	a1,a2,a3	- Neurolinguistics: The	**Week 2**	٦

		b1,b2,b3 c1,c2, d1,d2	Study of How Language is Represented and Processed in the Brain - The Human Brain and Function - Hemispheres - Investigating The Brain - Aphasia - Types of Aphasia - Language as Form and Content. - Visual Language - Signed Languages vs. Pantomime.	**&3**	
٣	Psychological Mechanisms and Language Processing	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Memory: Structure of Memory - Processing - Encoding - Retrieval from Memory - Forgetting: Planned Obsolescences - Sensory Stores	**Week 4**	٣
٤	Approaches to First Language and Acquisition	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Language Acquisition - Behaviorism (B.F. Skinner) - Nativism & UG (Noam Chomsky) - Interactionism (CDS; Motherese)	**Week 5**	٣
٥	Current Issues in Psycholinguistics	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Controversies in Psycholinguistics - Nativism - Modularity - Structure - Process	**Week 6**	٣
٦	Factors affecting second language acquisition/learning.	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Age - Aptitude - Motivation and Attitude - Personality - Learning Style and Strategies - Gender - Sociability	**Week 7**	٣
٧	Normal Speech		- What is Normal? (and	**Week 8 &**	٦

	Errors and How They Happen	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	Why Don't We Say "Abnormal"?) - Language Production - Choosing What to Put into Words and What to Focus On - The Functional Level: Part I. Lemmas - The Functional Level: Part II. Semantic Functions - Aphasia - Types of Aphassia - Language as Form and Content. - Visual Language - Signed Languages vs. Pantomime. - Signed Language Vs. Manual Codes	9	
٨	Using Psycholinguistics in Testing, Teaching and Therapy	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- What Does It Mean to Look "Psycholinguistically" at Language Tests? - Aphasia Testing - Translating Language Tests and Some Problems with Bilingual Aphasia Testing - The Long Road from a Psycholinguistic Idea to a Teaching or Remediation Method	Week 10 &11	٦
٩	Managing Disruptive Classroom Behavior	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Categories of Students' Misbehavior - Possible Causes - Prevention Strategies - Behavior Intervention - Student Code of Conduct - Crisis Management	Week 12 &13	٦
١٠	Methods of Psycholinguistics Research	a1,a2,a3 b1,b2,b3 c1,c2, d1,d2	- Research Process: Basic Concepts (Hypothesis, Variables, Measurement, Participants - Linguistics and Psycholinguistics	Week 14	3

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			(Competence vs. Performance) - Types of Methods in Psycholinguistics		
Number of Weeks /and Units Per Semester				**14**	**42**

VI. Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
Number of Weeks /and Units Per Semester				

VII. Teaching strategies of the Course:

- Lectures
- Problem based learning
- Group Discussion
- Presentation
- Brainstorming
- Tutorials

VIII. Assessment Strategies:

Quizzes, Tests, One Small-Scale Paper, and Presentations

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Assigned term paper topics for students of their interest within psycholinguistics discipline.	**3**	10	a1,a2,a3, b1,b2,b3, c1,c2, d1,d2
2	Term Paper collections	6	-	-
3	Presentations	14 &15	5	a1,a2,a3, b1,b2,b3, c1,c2, d1,d2
	Total		**15**	

IX. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Ongoing assessments(based on in-class participation- regularity- punctuality- language use)	Throughout the semester	10	10%	a1 ,a2,a3, b1,b2,b3, c1,c2, d1,d2
2	Home assignments	3-6-9-12,15	10	10%	a1,a2,a3, b1,b2,b3, c1,c2, d1,d2
3	Mid-Semester Test	8	15	15%	a1,a2,a3, b1,b2,b3, c1,c2
4	Presentations	14 &15	5	5%	a1,a2,a3, b1,b2,b3, c1,c2, d1,d2
5	Final Exam	16	60	60%	a1,a2,a3, b1,b2,b3, c1,c2
	Total		100	100%	

X.   Learning Resource (MLA style or APA style)s:
1-   Required Textbook(s) (maximum two)
1. Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural Publishing.   2. Traxler, M. J. (2011). *Introduction to psycholinguistics: Understanding language science*.
3.   Recommended Readings and Reference Materials
1. Materials on Psycholinguistics (https://www.nou.edu.ng/sites/default/files/2017-03/ENG%20491.pdf).   2. Carroll, D. W. (2004). *Psychology of language* (4th ed.). Belmont, CA: Wadsworth/Thomson.
4-   Essential References   -Steinberg, Danny D., Hiroshi Nagata and David P. Aline (2001, 2nd ed.) *Psycholinguistics:* Language, Mind and World, Harlow: Longman
5-   Electronic Materials and Web Sites *etc*.
http://www.sciencedaily.com/articles/p/psycholinguistics.htm.
6-   Other Learning Material:
1. Scovel, Thomas. (2004). *Psycholinguistics*. Oxford: Oxford University Press.   2. Wen, Zhisheng. (2012). Working memory and second language learning.

	International Journal of Applied Linguistics, 22: 1-22.
	3. Cowles, H.W. (2010) *Psycholinguistics 101*. New York: Springer Publishing

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:** A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	**Assignments & Projects:** Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:** Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:** Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply**.**
7	**Other policies:** The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:

م	الاسم	الصفة الوظيفية	ملاحظات
١	**د/ عباس مطهر**	نائب العميد للدراسات العليا	
٢	**أ.م.د/ أحمد مجاهد**	نائب عميد مركز التطوير وضمان الجودة	

	نائب رئيس الجامعة للشئون الأكاديمية	أ.د/ إبراهيم المطاع	٣

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Course Plan of Psycholinguistics

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

II. Course Identification and General Information:

1-	**Course Title:**	Psycholinguistics				
2-	**Course Number & Code:**	LNG 5123				
3-	**Credit hours:**	**C.H**				Total
		Th.	Seminar	Pr.	F. Tr.	
		٣				٣
4-	**Study level/year at which this course is offered:**	M A Second Semester				
5-	**Pre –requisite (if any):**	Development of Linguistic Theory				
6-	**Co –requisite (if any):**	Current issues in general linguistics & Current issues in applied linguistics				
7-	**Program (s) in which the course is offered**	M A Program in Linguistics				
8-	**Language of teaching the course:**	English				
9-	**System of Study:**	Regular				
10-	**Mode of delivery:**	Interactive lectures				
11-	**Location of teaching the course:**	Faculty of Languages				

III. Course Description:

This course attempts to provide an overview of the relationship between language and the brain. It covers topics such as language acquisition, language comprehension, language and brain. In addition, instructors will use a variety of methods and strategies which include: lecturing, class presentations, group discussions, projects, and assigned readings, and response papers.

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IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

a1. show an awareness of the relationship between language and the human brain.

a2. list some major definitions given by different schools of thoughts in the field of psycholinguistics.

a3. demonstrate an awareness of major issues that address speech perception, word recognition, sentence processing, reading and language acquisition.

b1. identify appropriate techniques to gather and analyze data in their own teaching and research investigation.

b2. critically assess published research papers in psycholinguistics.

b3. synthesize findings of psycholinguistic studies within certain topics.

c1. apply psycholinguistic knowledge to identify the practical and psychological methods that address language learning and teaching.

c2. conduct small-scale experimental studies in different psycholinguistic contexts.

d1. apply research findings to human behavior in everyday life.

d2. work independently and in teams to solve problems and overcome difficulties arising in the first and second language acquisition/learning processes.

No	Topic List / Units	Sub-topic List	Number of weeks	Contact hours
A-Theoretical Aspects				
1	Introduction to Psycholinguistics	- Definition of Key Concepts of Psycholinguistics, Basic Ideas, Theories, Terminologies - The History/Development of Psycholinguistics - Importance of	**Week 1**	٣

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		Psycholinguistics		
٢	Linking Language and the Brain	- Neurolinguistics: The Study of How Language is Represented and Processed in the Brain - The Human Brain and function - Brain Hemispheres - Investigating The Brain	**Week 2**	٣
٣	Linking Language and the Brain (Cont.)	- Aphasia - Types of Aphasia - Language as Form and Content. - Visual Language - Signed Languages vs. Pantomime.	**Week 3**	٣
٤	Psychological Mechanisms and Language Processing	- Memory: Structure of Memory - Processing - Encoding - Retrieval from Memory - Forgetting: Planned Obsolescences - Sensory Stores	**Week 4**	٣
٥	Approaches to First Language and Acquisition	- Language Acquisition - Behaviorism (B.F. Skinner) - Nativism & UG (Noam Chomsky) - Interactionism (CDS; Motherese)	**Week 5**	٣
٦	Current Issues in Psycholinguistics	- Controversies in Psycholinguistics - Nativism - Modularity - Structure - Process	**Week 6**	٣
٧	Factors affecting second language acquisition/learning.	- Age - Aptitude - Motivation and Attitude - Personality - Learning Style and Strategies - Gender	**Week 7**	٣

		- Sociability		
٨	**Mid-Term**		**Week 8**	٣
٩	Normal Speech Errors and How They Happen	- What is Normal? (and Why Don't We Say "Abnormal"?) - Language Production - Choosing What to Put into Words and What to Focus On - The Functional Level: Part I. Lemmas - The Functional Level: Part II. Semantic Functions	**Week 9**	3
١٠	Normal Speech Errors and How They Happen (Cont.)	- High-Speed Grammar: Making Phrases and Sentences in a Few Tenths of a Second. - Getting Words into the Right (and Wrong) Order Errors in Word-Making - Errors in Word Sounds - Double Whammies and Worse: Multiple-Source Errors - Versus Self-Monitoring	**Week 10**	3
١١	Using Psycholinguistics in Testing, Teaching and Therapy	- What Does It Mean to Look "Psycholinguistically" at Language Tests? - Aphasia Testing	**Week 11**	٣
١٢	Using Psycholinguistics in Testing, Teaching and Therapy (Cont.)	- Translating Language Tests and Some Problems with Bilingual Aphasia Testing - The Long Road from a Psycholinguistic Idea to a Teaching or Remediation Method	**Week 12**	٣
١٣	Managing Disruptive Classroom Behavior	- Categories of Students' Misbehavior - Possible Causes - Prevention Strategies	**Week 13**	٣
١٤	Managing Disruptive	- Behavior Intervention	**Week 14**	٣

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	Classroom Behavior (Cont.)	- Student Code of Conduct - Crisis Management		
١٥	Methods of Psycholinguistics Research	- Research Process: Basic Concepts (Hypothesis, Variables, Measurement, Participants - Linguistics and Psycholinguistics (Competence vs. Performance) - Types of Methods in Psycholinguistics	**Week 15**	٣
١٦	**Final Exam**		**Week 16**	٣
Number of Weeks and Contact Hours			16	٤٨

B. Training Aspects:

No	Training Tasks	Number of weeks	Contact hours
1			
2			

VI. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	
1	Assigned term paper topics for students of their interest within psycholinguistics discipline.	**3**	10	
2	Term Paper collections	6	-	
3	Presentations	١٥ &١٤	5	
	Total		**15**	

VIII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	
1	**Ongoing assessments(based**	**Throughout**	**10**	10%	

	on in-class participation- regularity- punctuality- language use)	the semester			
2	**Home assignments**	**3-6-9-12,15**	**10**	10%	
3	**Mid-Semester Test**	**8**	**15**	15%	
4	**Presentations**	**14&15**	**5**	5%	
5	**Final Exam**	**16**	**60**	60%	
	Total		**100**	**100%**	

IX.	Learning Resource (MLA style or APA style)s:
1.	**Required Textbook(s) (maximum two)**
	1. Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural Publishing. 2. Traxler, M. J. (2011). *Introduction to psycholinguistics: Understanding language science*.
2.	**Recommended Readings and Reference Materials**
	1. Materials on Psycholinguistics (https://www.nou.edu.ng/sites/default/files/2017-03/ENG%20491.pdf). 2. Carroll, D. W. (2004). *Psychology of language* (4th ed.). Belmont, CA: Wadsworth/Thomson.
3.	**Essential References** -Steinberg, Danny D., Hiroshi Nagata and David P. Aline (2001, 2nd ed.) *Psycholinguistics:* Language, Mind and World, Harlow: Longman
4.	**Electronic Materials and Web Sites etc.**
	http://www.sciencedaily.com/articles/p/psycholinguistics.htm.
5.	**Other Learning Material:**
	1. Scovel, Thomas. (2004). *Psycholinguistics*. Oxford: Oxford University Press. 2. Wen, Zhisheng. (2012). Working memory and second language learning *International Journal of Applied Linguistics, 22*: 1-22. 3. Cowles, H.W. (2010) *Psycholinguistics 101*. New York: Springer Publis

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
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	time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	**Assignments & Projects:** Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:** Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
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