

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3
EN 4459 PSYCHOLINGUISTICS (Updated Fall 2022)		UK LEVEL 6 UK CREDITS 15
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 2216 Introduction to Language <i>(Although not required, it is recommended that students have also completed PS 1000 Psychology as a Natural Science)</i>	
CATALOG DESCRIPTION:	Comprehensive analysis of the mental processes involved in language acquisition and language use; examination of language in relation to thought, culture and the brain. This course is useful for anyone who may be considering teaching languages to second language/foreign language learners and/or following graduate studies in speech therapy.	
RATIONALE:	The course examines language from a cognitive perspective focusing on the comprehension and production mechanisms involved in first and second language acquisition.	
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Explain the major processes involved in language acquisition; 2. Reflect on the relationship of language to thought and the brain; 3. Identify psychological factors that affect second-language learning in children and adults; 4. Demonstrate knowledge of basic sub-fields of psycholinguistics; 5. Demonstrate ability to select appropriate literature and/or methodology to explore a field-related issue in written form. 	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Use of the Blackboard Learning platform to post lecture notes, assignment instructions, as well as additional resources; • Other relevant educational material placed on reserve in the library; • Individualised assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations. 	

ASSESSMENT:	<p>Summative:</p> <table border="1" data-bbox="638 191 1382 716"> <tr> <td data-bbox="638 191 1203 344">First Assessment: Research Proposal with an Annotated Bibliography of at least 12 proposed sources</td> <td data-bbox="1203 191 1382 344">10%</td> </tr> <tr> <td data-bbox="638 344 1203 531">Second Assessment: Extended Essay or Project A 3000-3500 research project with a minimum of 14 sources on a pre-approved topic relating to psycholinguistics.</td> <td data-bbox="1203 344 1382 531">50%</td> </tr> <tr> <td data-bbox="638 531 1203 716">Final Assessment: Final Examination (2 hours) An examination testing all aspects of the course content, through essay-type and problem-solving questions.</td> <td data-bbox="1203 531 1382 716">40%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="638 810 1382 989"> <tr> <td data-bbox="638 810 1203 926">In-class and out-of-class assignments: data collection and analysis using the appropriate tools; problem-solving strategies; discussion of field-related articles; journal writing</td> <td data-bbox="1203 810 1382 926">0</td> </tr> <tr> <td data-bbox="638 926 1203 989">Mock exam</td> <td data-bbox="1203 926 1382 989">0</td> </tr> </table> <p>The formative coursework prepares students for successful completion of the summative coursework.</p> <p>The final examination tests Learning Outcomes 1, 2 and 3. The portfolio tests Learning Outcome 5. The essay/project tests Learning Outcomes 4 and 5.</p> <p>The final grade for this course will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Research Proposal with an Annotated Bibliography of at least 12 proposed sources	10%	Second Assessment: Extended Essay or Project A 3000-3500 research project with a minimum of 14 sources on a pre-approved topic relating to psycholinguistics.	50%	Final Assessment: Final Examination (2 hours) An examination testing all aspects of the course content, through essay-type and problem-solving questions.	40%	In-class and out-of-class assignments: data collection and analysis using the appropriate tools; problem-solving strategies; discussion of field-related articles; journal writing	0	Mock exam	0
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Mock exam	0										
INDICATIVE READING:	<p>REQUIRED READING: Steinberg, D., & Sciarini, N. (2006). <i>An introduction to psycholinguistics</i>. Pearson Longman.</p> <p>RECOMMENDED READING: Aitchison, J. (2003). <i>A glossary of language and mind: An introduction to the mental lexicon</i>. Blackwell. Aitchison, J. (2008). <i>The articulate mammal: An introduction to psycholinguistics</i>. Routledge. Altmann, T. G. (1999). <i>The ascent of Babel: An exploration of language, mind, and understanding</i>. Oxford University Press. Gaskell, M.G. (ed.) (2007) <i>The Oxford handbook of psycholinguistics</i>. Oxford University Press. Gleason, J. B., & Ratner, N. B. (Eds). (1998). <i>Psycholinguistics</i> (2nd ed.) Harcourt, Brace. Carroll, D.W. (2008). <i>Psychology of language</i> (5th ed.). Brooks/Cole Company.</p>										

	<p>Clark, H. & Clark, E. (1977). <i>Psychology and language: An introduction to psycholinguistics</i>. Harcourt, Brace, Jovanovich.</p> <p>Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. Routledge.</p> <p>_____. (2004). <i>Psycholinguistics: The key concepts</i>. Routledge.</p> <p>Fromkin, V (Ed.) (1973). <i>Speech errors as linguistic evidence</i>. Moulton and Company. N.V.</p> <p>Harley, T.A. (2010). <i>Talking the talk</i>. Psychology Press.</p> <p>Harley, T.A. (2013) <i>The psychology of language</i> (4th ed.). Psychology Press.</p> <p>Ingram, D. (1999). <i>First language acquisition: Method, description and explanation</i>. Cambridge University Press.</p> <p>MacWhinney, B. (2000). <i>The Childes Project: Tools for Analysing Talk, The Database</i>. Volume II: (3rd ed.). Psychology Press. https://doi.org/10.4324/9781315805641</p> <p>McNeill, D. (2016). <i>Why we gesture</i>. CUP.</p> <p>Singleton, D. (1999). <i>Exploring the second language mental lexicon</i>. CUP.</p> <p>Titone, R. & Danesi. M. (1985). <i>Applied psycholinguistics: An introduction to the psychology of language learning and teaching</i>. University of Toronto Press.</p> <p>Traxler, M.J. & Gernsbacher, M.A. (eds.) (2006). <i>Handbook of psycholinguistics</i> (2nd ed.). Elsevier</p> <p>Warren, P. (2013). <i>Introducing psycholinguistics</i>. Cambridge University Press.</p> <p>Plus, articles in journal indexes.</p>
<p>INDICATIVE MATERIAL: (e.g. audio-visual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: PowerPoints posted on BB</p> <p>RECOMMENDED MATERIAL: Videos posted on BB</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Using verbal and written skills using academic English.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Microsoft Office (Word, Power Point, Excel), Turnitin, Blackboard, SPSS, NVivo, Sketch Engine</p>
<p>WWW RESOURCES:</p>	<p>www.human-brain.org/linguistics.html http://www.brainresearch.us/sites/default/files/fall2010.html https://childes.talkbank.org/ Applied Psycholinguistics. Journal website: http://journals.cambridge.org/action/displayJournal?jid=APS Handbooks of psycholinguistics http://webcat2.library.ubc.ca/vwebv/search?recCount=20&searchArg=ADW-5887&searchCode=0359&searchType=1 http://webcat2.library.ubc.ca/vwebv/search?searchArg=Handbook%20of%20Psycholinguistics%20/&searchCode=TALL&searchType=1</p>
<p>INDICATIVE CONTENT:</p>	<ul style="list-style-type: none"> • Introduction to Psycholinguistics: key concepts • Language acquisition • Language processing • Language and the Brain • Language, Thought and Culture • Bilingualism • Psycholinguistics and Second-Language Acquisition