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| DEREE COLLEGE SYLLABUS FOR: EN 4459 PSYCHOLINGUISTICS  |  | 3/0/3                         |   |     |  |     |
| (Updated: Fall 2023)   |  | UK LEVEL: 6<br>UK CREDITS: 15 |   |     |  |     |
| PREREQUISITES:   | WP 1010 Introduction to Academic Writing<br>WP 1111 Integrated Academic Writing and Ethics<br>WP1212 Academic Writing and Research<br>EN 2216 Introduction to Language<br><i>(Although not required, it is recommended that students have also completed <b>PS 1000 Psychology as a Natural Science</b>)</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:   | As a result of taking this course, the student should be able to:<br><div><div>1. Explain the major processes involved in language acquisition;</div><div>2. Reflect on the relationship of language to thought and the brain;</div><div>3. Identify psychological factors that affect second-language learning in children and adults;</div><div>4. Demonstrate knowledge of basic sub-fields of psycholinguistics;</div><div>5. Demonstrate ability to select appropriate literature and/or methodology to explore a field-related issue in written form.</div></div>                                |                               |   |     |  |     |
| METHOD OF TEACHING AND LEARNING:   | In congruence with the teaching and learning strategy of the college, the following tools are used:<br><div><div>Lectures and class discussions.</div><div>Homework assignments.</div><div>Office hours held by the instructor to provide further assistance to students.</div><div>Use of library facilities for further study and preparation for the exams</div><div>Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.</div></div> |                               |   |     |  |     |
| ASSESSMENT:  | <div>Summative:</div> <table><tr><td>1<sup>st</sup> assessment: <b>Research Proposal with an Annotated Bibliography</b> of at least 12 proposed sources</td><td>10%</td></tr><tr><td><b>Second Assessment:</b><br/><b>Extended Essay or Project</b><br/>A 3000-3500 research project with a minimum of 14 sources on a pre-approved topic relating to psycholinguistics.<br/><u>Timely submission of all the preparatory work is required. Failure to submit the preparatory</u></td><td>50%</td></tr></table>   |                               | 1 <sup>st</sup> assessment: <b>Research Proposal with an Annotated Bibliography</b> of at least 12 proposed sources | 10% | <b>Second Assessment:</b><br><b>Extended Essay or Project</b><br>A 3000-3500 research project with a minimum of 14 sources on a pre-approved topic relating to psycholinguistics.<br><u>Timely submission of all the preparatory work is required. Failure to submit the preparatory</u> | 50% |
| 1 <sup>st</sup> assessment: <b>Research Proposal with an Annotated Bibliography</b> of at least 12 proposed sources  | 10%  |                               |   |     |  |     |
| <b>Second Assessment:</b><br><b>Extended Essay or Project</b><br>A 3000-3500 research project with a minimum of 14 sources on a pre-approved topic relating to psycholinguistics.<br><u>Timely submission of all the preparatory work is required. Failure to submit the preparatory</u> | 50%  |                               |   |     |  |     |

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|--|---|---|--|--|------------|--|----------|-----------|----------|
|  | <table border="1" data-bbox="643 147 1444 365"> <tr> <td>material will result in an FA grade in the <u>Extended Essay or Project</u>.</td><td></td></tr> <tr> <td>Final assessment: <b>Final Examination (2 hours)</b> An examination testing all aspects of the course content, through essay-type and problem-solving questions.</td><td><b>40%</b></td></tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="643 439 1444 620"> <tr> <td>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><b>0</b></td></tr> <tr> <td>Mock exam</td><td><b>0</b></td></tr> </table> <p>The formative coursework aims to prepare students for the summative assessments.</p> <p>The portfolio tests Learning Outcome 5.<br/>The essay/project tests Learning Outcomes 4 and 5.<br/>The final examination test Learning Outcomes 1, 2 and 3.</p> <p><b>The final grade for this course will not be determined through grade averaging. Students are required to resit any failed assessments.</b></p>   | material will result in an FA grade in the <u>Extended Essay or Project</u> . |  | Final assessment: <b>Final Examination (2 hours)</b> An examination testing all aspects of the course content, through essay-type and problem-solving questions. | <b>40%</b> | 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 | <b>0</b> | Mock exam | <b>0</b> |
| material will result in an FA grade in the <u>Extended Essay or Project</u> .  |   |   |  |  |            |  |          |           |          |
| Final assessment: <b>Final Examination (2 hours)</b> An examination testing all aspects of the course content, through essay-type and problem-solving questions.                   | <b>40%</b>  |   |  |  |            |  |          |           |          |
| 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 | <b>0</b>  |   |  |  |            |  |          |           |          |
| Mock exam  | <b>0</b>  |   |  |  |            |  |          |           |          |
| <p><b>INDICATIVE READING:</b></p>  | <p><b>REQUIRED READING:</b><br/>Steinberg, D., &amp; Sciarini, N. (2006). <i>An introduction to psycholinguistics</i>. Pearson Longman.</p> <p><b>RECOMMENDED READING:</b><br/>Aitchison, J. (2003). <i>A glossary of language and mind: An introduction to the mental lexicon</i>. Blackwell.<br/>Aitchison, J. (2008). <i>The articulate mammal: An introduction to psycholinguistics</i>. Routledge.<br/>Altmann, T. G. (1999). <i>The ascent of Babel: An exploration of language, mind, and understanding</i>. Oxford University Press.<br/>Gaskell, M.G. (ed.) (2007) <i>The Oxford handbook of psycholinguistics</i>. Oxford University Press.<br/>Gleason, J. B., &amp; Ratner, N. B. (Eds). (1998). <i>Psycholinguistics</i> (2nd ed.) Harcourt, Brace.<br/>Carroll, D.W. (2008). <i>Psychology of language</i> (5th ed.). Brooks/Cole Company.<br/>Clark, H. &amp; Clark, E. (1977). <i>Psychology and language: An introduction to psycholinguistics</i>. Harcourt, Brace, Jovanovich.<br/>Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. Routledge.<br/>_____. (2004). <i>Psycholinguistics: The key concepts</i>. Routledge.<br/>Fromkin, V (Ed.) (1973). <i>Speech errors as linguistic evidence</i>. Moulton and Company. N.V.<br/>Harley, T.A. (2010). <i>Talking the talk</i>. Psychology Press.<br/>Harley, T.A. (2013) <i>The psychology of language</i> (4<sup>th</sup> ed.). Psychology Press.<br/>Ingram, D. (1999). <i>First language acquisition: Method, description and explanation</i>. Cambridge University Press.<br/>MacWhinney, B. (2000). <i>The Childe Project: Tools for Analysing Talk, The Database</i>. Volume II: (3rd ed.). Psychology Press.<br/><a href="https://doi.org/10.4324/9781315805641">https://doi.org/10.4324/9781315805641</a></p> |   |  |  |            |  |          |           |          |

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|   | <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. &amp; 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. &amp; Gernsbacher, M.A. (eds.) (2006). <i>Handbook of psycholinguistics</i> (2<sup>nd</sup> ed.). Elsevier</p> <p>Warren, P. (2013). <i>Introducing psycholinguistics</i>. Cambridge University Press.</p> <p>Plus, articles in journal indexes.</p>  |
| <p><b>INDICATIVE MATERIAL:</b><br/>(e.g. audiovisual, digital material, etc.)</p> | <p><b>REQUIRED MATERIAL:</b><br/>PowerPoints posted on BB</p> <p><b>RECOMMENDED MATERIAL:</b><br/>Videos posted on BB</p>   |
| <p><b>COMMUNICATION REQUIREMENTS:</b></p>   | <p>Using verbal and written skills using academic English.</p>  |
| <p><b>SOFTWARE REQUIREMENTS:</b></p>  | <p>MS Office and Blackboard CMS<br/>SPSS, NVivo, Sketch Engine</p>  |
| <p><b>WWW RESOURCES:</b></p>  | <p><a href="http://www.human-brain.org/linguistics.html">www.human-brain.org/linguistics.html</a><br/> <a href="http://www.brainresearch.us/sites/default/files/fall2010.html">http://www.brainresearch.us/sites/default/files/fall2010.html</a><br/> <a href="https://chldes.talkbank.org/">https://chldes.talkbank.org/</a><br/> Applied Psycholinguistics. Journal website:<br/> <a href="http://journals.cambridge.org/action/displayJournal?jid=APS">http://journals.cambridge.org/action/displayJournal?jid=APS</a><br/> Handbooks of psycholinguistics<br/> <a href="http://webcat2.library.ubc.ca/vwebv/search?recCount=20&amp;searchArg=ADW-5887&amp;searchCode=0359&amp;searchType=1">http://webcat2.library.ubc.ca/vwebv/search?recCount=20&amp;searchArg=ADW-5887&amp;searchCode=0359&amp;searchType=1</a><br/> <a href="http://webcat2.library.ubc.ca/vwebv/search?searchArg=Handbook%20of%20psycholinguistics%20/&amp;searchCode=TALL&amp;searchType=1">http://webcat2.library.ubc.ca/vwebv/search?searchArg=Handbook%20of%20psycholinguistics%20/&amp;searchCode=TALL&amp;searchType=1</a></p> |
| <p><b>INDICATIVE CONTENT:</b></p>   | <ul style="list-style-type: none"> <li>• Introduction to Psycholinguistics: key concepts</li> <li>• Language acquisition</li> <li>• Language processing</li> <li>• Language and the Brain</li> <li>• Language, Thought and Culture</li> <li>• Bilingualism</li> <li>• Psycholinguistics and Second-Language Acquisition</li> </ul>  |