

DEREE COLLEGE SYLLABUS FOR: Instruction hours/lab hours/ US credits 3/0/3	
EN 4559 PSYCHOLINGUISTICS (Updated Spring 2016) Previously: EN 3559 PSYCHOLINGUISTICS	
UK LEVEL 6 UK CREDITS: 15	
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP1212 Academic Writing and Research EN 2216 Introduction to Language EN 3373 Approaches to Language Studies <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.
RATIONALE:	This course examines the structure, comprehension and production mechanisms involved in first and second language acquisition. It is essential for students planning to pursue graduate studies in Speech Therapy, and for those interested in (foreign) language teaching.
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, including: human versus animal communication, the biological bases of language, speech perception and production, sentence processing, bilingualism and its types and effects on language and intelligence; 5. Demonstrate competence in retrieving and critically evaluating relevant information from a variety of sources, proposing, and planning independent research with minimum guidance; 6. Present and execute a research study on a specific question based on knowledge of issues introduced in the course.
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; • Additional print and audiovisual educational material posted on the Blackboard course template; • Timely instructor feedback on assignments; • Other relevant educational material placed on reserve in the library;

	<ul style="list-style-type: none"> Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; Close collaboration with the Library and SASS to encourage students' effective use of academic support services
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ASSESSMENT:	Summative:						
	<table><tr><td>1. Portfolio Annotated Bibliography of 12+ proposed sources including a full description and reflection of the research paper process</td><td>10%</td></tr><tr><td>2. Extended essay or project A written, 2000-3000 research project with a minimum of 12 sources on a pre-approved topic relating to psycholinguistics.</td><td>40%</td></tr><tr><td>3. Final Examination A comprehensive examination testing all aspects of the module content, through essay-type and problem solving questions.</td><td>50%</td></tr></table>	1. Portfolio Annotated Bibliography of 12+ proposed sources including a full description and reflection of the research paper process	10%	2. Extended essay or project A written, 2000-3000 research project with a minimum of 12 sources on a pre-approved topic relating to psycholinguistics.	40%	3. Final Examination A comprehensive examination testing all aspects of the module content, through essay-type and problem solving questions.	50%
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Formative:							
<table><tr><td>In-class and out-of-class assignments: data collection and analysis; problem-solving strategies; discussion of field-related articles; Research paper rough drafts,</td><td>0</td></tr><tr><td>Mock exam</td><td>0</td></tr></table>	In-class and out-of-class assignments: data collection and analysis; problem-solving strategies; discussion of field-related articles; Research paper rough drafts,	0	Mock exam	0			
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Mock exam	0						
The formative coursework prepares students for successful completion of the summative coursework. The comprehensive final examination tests learning outcomes 1-4. The essay/project tests learning outcomes 6 & 1- 4, depending on choice of topic.							
INDICATIVE READING:	REQUIRED READING: Steinberg, Danny and Natalia Sciarini. (2006). <i>An Introduction to Psycholinguistics</i> . London: Pearson Longman. RECOMMENDED READING: Aitchison, Jean (2003). <i>A Glossary of language and Mind: An Introduction to the Mental Lexicon</i> . Oxford: Blackwell Aitchison, Jean.(2008). <i>The Articulate Mammal: An Introduction to Psycholinguistics</i> . London: Routledge Altmann, T. Gerry. (1999). <i>TheAscent of Babel: An Exploration of Language, Mind, and Understanding</i> . Oxford: Oxford University Press Berko, J, & Berstein Ratner.N (Eds). (1998). <i>Psycholinguistics</i> (2nd ed.) Fort Worth, Texas: Harcourt, Brace Carroll, David W. (2008). <i>Psychology of Language</i> (5th ed.). Pacific Grove, CA: Brooks/Cole Company						

	<p>Clark, Herbert H. & Eve V. Clark. 1977. Psychology and Language: An Introduction to Psycholinguistics New York: Harcourt, Brace, Jovanovich.</p> <p>Field, John. (2003). Psycholinguistics: a Resource Book for Students. London: Routledge.</p> <p>_____ (2004). Psycholinguistics. The Key Concepts. London: Routledge</p> <p>Fromkin, V (ed.) Speech Errors as Linguistic Evidence. Netherlands: Moulton and Company. N.V.</p> <p>Gernsbacher A. Morton (ed). (1994). Handbook of Psycholinguistics. San Diego: Academic Press</p> <p>Harley, Trevor. (2008). The Psychology of Language : from Data to Theory. Place Psychology Press</p> <p>Ingram, David. (1999). First Language Acquisition: Method, Description and Explanation. Cambridge University Press.</p> <p>Singleton, D. (1999). Exploring the Second Language Mental Lexicon. Cambridge: Cambridge University Press.</p> <p>Titone, R. & Danesi. M. (1985). Applied Psycholinguistics: An Introduction to the Psychology of Language Learning and Teaching. Toronto: University of Toronto Press</p> <p>Plus, articles in journal indexes, e.g, PsychLit, MLA, or ERIC.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: Power points posted on BB</p> <p>RECOMMENDED MATERIAL: Power points posted on BB</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Using verbal and written skills using academic English.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Word, Power Point, Blackboard</p>
<p>WWW RESOURCES:</p>	<p>www.human-brain.org/linguistics.html http://www.brainresearch.us/sites/default/files/fall2010.html http://chilides.psy.cmu.edu/manuals/chat.pdf http://chilides.psy.cmu.edu/ 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>	<ol style="list-style-type: none"> 1. Introduction to Psycholinguistics: key concepts 2. Origins of Linguistic Knowledge

	<ul style="list-style-type: none">3. Language acquisition4. Grammar and Psycholinguistics5. Language and the Brain6 Language processing7. Language Thought and Culture8. Bilingualism9. Psycholinguistics and Second-Language Acquisition
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