

**PS 4713 PSYCHOLOGY OF LANGUAGE**(Previously PS 4213)  
(Updated Spring 2019)**LEVEL 6**  
**UK CREDITS: 15****PREREQUISITES:**

PS 1000 Psychology as a Natural Science – Level 4  
 PS 1001 Psychology as a Social Science – Level 4  
 PS 2047 Analysis of Behavioral Data – Level 4  
 PS 2207 Developmental Psychology Preschool Years – Level 4  
 PS 2236 Human Learning & Memory – Level 4  
 BI 1000 Introduction to Biology I – Level 4  
 PS 3630 Biopsychology – Level 5

**CATALOG DESCRIPTION:**

This course will provide an introduction to Psycholinguistics. It will cover a broad range of topics from this constantly growing applied field, including the origin and biological foundations of language, as well as the different components of language (morphology, phonology, syntax and semantics). Processes involved in language comprehension, production and acquisition as well as new approaches to the study of language disorders will also be covered.

**RATIONALE:**

The course focuses on basic theories and findings in the study of the psychological processes of language use, with a focus on the comprehension, production, acquisition, and representation of language. It is essential for students planning to be specialized in speech and language therapy.

**LEARNING OUTCOMES:**

As a result of taking this course, the student should be able to:

1. Demonstrate systematic knowledge of the scope and the historical context of Psycho-linguistics.
2. Critically evaluate the processes involved in language perception and production.
3. Demonstrate critical understanding of the empirical findings obtained from animal language learning and discuss their implications for human language.
4. Critically discuss the biological foundations of language.
5. Critically exploring a topic of interest in depth.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures and critical discussions of published research.
- Office hours
- Use of Blackboard Site

**ASSESSMENT:****Summative:**

<b>In-class Oral Presentation:</b> oral presentation and submission of a printed copy of the PowerPoint presentation	<b>40%</b>
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In-class final examination (2 hours, comprehensive): essay questions (choice: 3 out of 5)	<b>60%</b>
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**Formative:**

In-class diagnostic tests: comprised of 3 short questions out of 4, 100 word each.	<b>0%</b>
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The formative assessments aim to prepare the students for their final examination.  
 The Oral Presentation assesses Learning Outcome: 5  
 The final examination assesses Learning Outcomes: 1, 2, 3, & 4.

**INDICATIVE READING:**

**REQUIRED READING:**  
 Harley, T. (2007). *The Psychology of Language. From data to theory*. (3rd edition). N.Y: Psychology Press.

**RECOMMENDED READING:** readings to supplement the basic material covered in the textbook.

Altmann, G.(2008). *The Ascent of Babel*. Oxford: University Press.

Chomsky, N. (1959). Review of “Verbal Behavior” by B.F. Skinner. *Language*, 35, 26-58.

Chomsky, N. (1981). *Language and Mind*. N.Y.: Harcourt Brace.

Forrester, M. (1997). *The Psychology of Language. A critical Introduction*. London: Sage.

Obler, J., & Gjerlow, K. (1999). *Language and the Brain*. Cambridge: University Press.

Pinker, S. (1990). Natural language and natural selection. *Behavioral and Brain Sciences*, 13, 707-784.

Pinker, S. (1995). *The language Instinct*. Penguin Books.

Steinberg, D. (1993). *An Introduction to Psycholinguistics*. N.Y.: Longman.

Treiman, R. (2004). Spelling and Dialect: Comparisons between speakers of African American vernacular English and white speakers. *Psychonomic Bulletin*, 11, 338-342.

Yule, G.(2001). *The study of Language*. Cambridge: University Press.

Recent journal articles on current topics will be supplied by the instructor.

<p><b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)</p>	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b> Behavioral and Brain Sciences, Brain and Language, Journal of Cognitive Neuroscience, Journal of Memory and Language, Journal of Verbal Learning and Verbal Behavior, Language and Speech.</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Individual project submitted in PowerPoint. Academic use of English, both oral and written.</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Blackboard, MS Office, search engines</p>
<p><b>WWW RESOURCES:</b></p>	<p>American Psychological Association <a href="http://www.apa.org">www.apa.org</a> British Psychological Society <a href="http://www.bps.org">www.bps.org</a> Wadsworth Higher Education Learning <a href="http://www.wadsworth.com">www.wadsworth.com</a>  <a href="http://www.dundee.ac.uk/psychology/language">www.dundee.ac.uk/psychology/language</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Introduction – Historical Overview</li> <li>2. Basic Linguistic Principles</li> <li>3. The Foundations of Language</li> <li>4. Visual Word Recognition and Reading</li> <li>5. Perception and Production of Language</li> <li>6. Language Development and Bilingualism</li> <li>7. New Approaches to Language Disorders</li> </ol>