

LT4245: PSYCHOLINGUISTICS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Psycholinguistics

Subject Code

LT - Linguistics and Translation

Course Number

4245

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LT2229 Fundamentals of Linguistics and LT2204 Language and Mind

Precursors

Nil

Equivalent Courses

CTL4245 Psycholinguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

This is a more advanced course in Psycholinguistics. Before taking this course, students must have successfully completed LT2229 Fundamentals of Linguistics, and LT2204 Language and Mind. This course aims to introduce to students key topics

in the field of psycholinguistics in greater depth, and to provide them with an insight into the crucial issue of how human brain/mind supports the acquisition, comprehension and production of language.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the fundamental regulations and principles of cognitive mechanisms supporting language phenomena.		x	x	
2	Analyse the principles and theories related to language phenomena (learning, comprehension and production).		x	x	
3	Compare and integrate different models in respect to word recognition, sentence processing, text integration and language production.		x	x	x
4	Review and evaluate experimental findings in relation to theoretical accounts.		x	x	x
5	Apply learnt knowledge by designing a study to examine an issue related to language phenomena (learning, comprehension and production).		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and class activities	Students will learn concepts, models and theories. Research papers are selected for discussion and analyses.	1, 2, 3, 4	3 hours
2	Group activities	Students will complete 4 group assignments and present results of mini projects.	1, 2, 3, 4, 5	

3	Reading	Students will read textbook and journal articles to prepare them to write a term paper in the form of research proposal.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group assignments Activities are designed to enable students to apply the concepts, theories or models taught in class to analyse data or solve problem. Class assignments require students to read research articles before class, and to analyse the objectives, research design and findings of the studies in class. Summary/notes essays of assigned readings.	1, 2, 3, 4	20	
2	Mid-term Test (2 hours) Checking acquired knowledge by judging key differences among key concepts, models and theories.	1, 2, 3	20	
3	Final presentation Interpreting language phenomenon with specialized terms and concepts. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.	1, 2, 3, 4, 5	20	
4	Term-paper Students are required to critically apply the learnt concepts, models and theories in designing their research studies.	1, 2, 3, 4, 5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Group assignments

Criterion

Knowledge application, Critical thinking and problem solving

Excellent (A+, A, A-)

Excellent application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of excellent abilities of critical thinking and problem solving

Good (B+, B, B-)

Good application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of good abilities of critical thinking and problem solving

Fair (C+, C, C-)

Satisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of average abilities of critical thinking and problem solving

Marginal (D)

Unsatisfactory application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of below-average abilities of critical thinking and problem solving

Failure (F)

Incorrect application of the concepts, theories or models taught in class to analyse data or solve problem. Demonstration of low abilities of critical thinking and problem solving

Assessment Task

2. Mid-term test (2 hours)

Criterion

Interpreting language phenomenon with specialized terms and concepts. Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Excellent (A+, A, A-)

Excellent interpretation of language phenomenon with specialized terms and concepts. Excellent development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Good (B+, B, B-)

Good interpretation of language phenomenon with specialized terms and concepts. Good development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Fair (C+, C, C-)

Satisfactory interpretation of language phenomenon with specialized terms and concepts. Satisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Marginal (D)

Unsatisfactory interpretation of language phenomenon with specialized terms and concepts. Unsatisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Failure (F)

Poor interpretation of language phenomenon with specialized terms and concepts. Poor development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Assessment Task

3. Final presentation

Criterion

Design of the study; Presentation skills.

Excellent (A+, A, A-)

Excellent design of the study; Excellent presentation.

Good (B+, B, B-)

Good design of the study; Good presentation.

Fair (C+, C, C-)

Satisfactory design of the study; Satisfactory presentation.

Marginal (D)

Unsatisfactory design of the study; Unsatisfactory presentation.

Failure (F)

Poor design of the study; Poor presentation.

Assessment Task

4. Term paper

Criterion

Design of the study Written presentation

Excellent (A+, A, A-)

Excellent design of the study Excellent written presentation

Good (B+, B, B-)

Good design of the study Good written presentation

Fair (C+, C, C-)

Satisfactory design of the study Satisfactory written presentation

Marginal (D)

Unsatisfactory design of the study Unsatisfactory written presentation

Failure (F)

Poor design of the study Poor written presentation

Part III Other Information

Keyword Syllabus

psycholinguistic (and neurolinguistic) methods, aphasia, speech comprehension, speech production, semantic processing, syntactic processing

Reading List**Compulsory Readings**

Title	
1	Kemmerer, D. (2023) Cognitive Neuroscience of Language. 2nd edition. New York and London: Routledge.

Additional Readings

Title	
1	Sedivy, J. (2006) Language in Mind: An Introduction to Psycholinguistics. 1st edition. Massachusetts, USA: Sinauer Associates.