# Course Specification
— (Bachelor)

| | |
|---|---|
| **Course Title**: **Psycholinguistics** |
| **Course Code**: **ENGL 427** |
| **Program**: **Bachelor of Arts in English Language** |
| **Department**: **English** |
| **College**: **Education** |
| **Institution**: **Majmaah University** |
| **Version**: **T-104 2022** |
| **Last Revision Date**: **13 June 2023** |

## Table of Contents

## A. General information about the course:

### 1. Course Identification

| 1. Credit hours: ( 2 ) |
|---|

**2. Course type**

| A. | □University | □College | ☒ Department | □Track | □Others |
|---|---|---|---|---|---|
| B. | ☒ Required | | | □Elective | |

**3. Level/year at which this course is offered: ( Level 9)**

**4. Course general Description:**

**Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perception and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics per se: linguistics, psychology, cognitive science, philosophy, biolinguistics, neurolinguistics, speech pathology and clinical linguistics, etc. The course will outline the basic ideas, theories, terms and methods of psycholinguistics. In particular, it will take into more detail issues like developmental psycholinguistics; language acquisition and learning theories (first and second); language processing (language and the brain), clinical linguistics(speech pathology and language disorders, the psychological aspects of grammar and syntax, lexicon, semantics and meaning, text and discourse cognition and processing, language and thought, language evolution, some issues and practices in experimental and applied psycholinguistics, etc. Some new perspectives and methods in the field are preferably also touched on.**

**Instructors will use a variety of methods and strategies: lecturing, class presentations, group discussions, projects, assigned readings and response papers, etc. In addition, evaluation will be varied. Materials may be collected from various sources, although a specific textbook can also be used, if deemed comprehensive enough to include all the course items.**

**5. Pre-requirements for this course** (if any)**:**

Introduction to Linguistics( ENGL 215)

**6. Co-requisites for this course** (if any)**:**

## 7. Course Main Objective(s):

## 2. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | Traditional classroom | 24 | 80% |
| 2 | E-learning | | |
| 3 | Hybrid<br>• Traditional classroom<br>• E-learning | 6 | 20% |
| 4 | Distance learning | | |

## 3. Contact Hours (based on the academic semester)

| No | Activity | Contact Hours |
|---|---|---|
| 1. | **Lectures** | 30 |
| 2. | **Laboratory/Studio** | |
| 3. | **Field** | |
| 4. | **Tutorial** | |
| 5. | **Others (specify)** | |
| **Total** | | 30 |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Outline the major concepts of Psycholinguistics and demonstrate knowledge and understanding of second language acquisition &learning, language and mind and language disorder | K 1 | Lecturing Structured Class discussion | Exams, Quizzes (True & False/ Fill in the blank / short note questions.) |
| 1.2 | | | | |
| … | | | | |
| **2.0** | **Skills** | | | |
| 2.1 | (Cognition): Apply, analyze and compare and contrast the different theories of language acquisition & learning. | S 2 | lecturing interactive class discussion | Exams, Quizzes (True & False/ Fill in the blank / Short note questions.) |
| 2.2 | (Communication): Write and present reports, reflections and research papers on different psycholinguistics issues. | S 1 | Presentation Participation Group assignment | Observation Rubric; presentation; assignments |
| … | | | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Show self-discipline or/and ethical standards or/and academic integrity. Learning and teaching | V1 & V2 | Individual Assignment(s) | Observation rubric Presentation |

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|--------------------------|-----------------------------------|---------------------|--------------------|
| 3.2 | | | | |
| … | | | | |

## C. Course Content

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1. | Course orientation.<br>Introduction to psycholinguistics: definition, basic ideas, theories, terms and methods.<br>Psycholinguistics and its neighboring disciplines and subfields: philosophy, psychology, biolinguistics, neurolinguistics, cognitive science, developmental psycholinguistics, applied psycholinguistics | 4 |
| 2. | Theories of language learning and acquisition<br>Approaches to First Language Acquisition:<br>Behaviorism (B.F. Skinner)<br>Nativism & UG (Noam Chomsky)<br>Interactionism (CDS; Motherese)<br>Emergentism, Usage-based Theories, DST Approach<br>Second Language acquisition vs. First Language Acquisition | 6 |
| 3 | Language and the Brain) ،language production and perception issues ،(<br>Language Pathology and Speech Disorders (brain damage and dyslexia ،aphasia, apraxia ،dysarthria ،etc) | 4 |
| 4 | The psycholinguistics aspects of lexicon, grammar, syntax and word/sentence meaning. | 4 |
| 5 | The psychological and cognitive aspects of text and discourse. | 2 |
| 6 | Language Thought and Society and Cognition, The Whorfian hypothesis and the overlap with sociolinguistics | 2 |
| 7 | Applied Psycholinguistic issues (e.g. psycholinguistics and language) | 2 |
| 8 | New perspectives and methods in psycholinguistics. | 4 |
| 9 | Revision, Midterms and Final | 2 |
| **Total** | | **30** |

## D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Assignment(s) (Competence: Responsibility) | Throughout the term | %10 Competence :Responsibility |
| 2. | Presentation/ participation/ group assignment (Skills: Communication) | Throughout the term | %10 Skills: Communication |
| 3. | Quiz(zes) knowledge +skills | Any time during the semester | 10% |
| 4. | Midterm Exam knowledge + skills | 8 | 30% |
| 5. | Final Exam knowledge+ skills | 16 | 40% |

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

| Essential References | Danny D. Steinberg and Natalia V. Sciarini (2006) An Introduction to Psycholinguistics. (2nd edition) Pearson: Harlow  Materials (Journals, Reports, etc.) Scovel, Thomas. (1998). Psycholinguistics (Oxford introduction to language study). Oxford: |
|---|---|
| Supportive References | Carroll, D. (2001) The Psychology of language. Beijing: Foreign language Teaching and Research Press.  Gaskell, Gareth. (2009). The Oxford Handbook of Psycholinguistics. Oxford: Oxford University Press. |
| Electronic Materials | Journal of Psycholinguistic Research https://link.springer.com/journal/10936 |
| Other Learning Materials | |

## 2. Required Facilities and equipment

| Items | Resources |
|---|---|
| **facilities** (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | • **Enough space is available at college for accommodating the students:** <br> • **Lecture rooms can accommodate up to 50 students.** <br> **Laboratories accommodate up to 32 students.** |
| **Technology equipment** (projector, smart board, software) | • **Smart Boards, digital podiums and Internet facilities are available in the classrooms.** <br> • **Well -equipped language labs are available at the college for students during practical lectures.** |
| **Other equipment** (depending on the nature of the specialty) | • **Current resources are enough.** |

## F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| Effectiveness of teaching | **Instructor** | **Direct** |
| Effectiveness of Students assessment | **Students and Instructor** | **Direct and Indirect** |
| Quality of learning resources | **Instructor and Program Leaders** | **Direct and Indirect** |
| The extent to which CLOs have been achieved | **Students, Instructor and Program Leaders** | **Direct and Indirect** |
| Other | **Instructors and coordinators** | **\* Revising study plans of the department by the college committee of Academic Study Plans.** <br><br> **\*Quality check by colleagues and Head of the Department.** |

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

## G. Specification Approval

| COUNCIL /COMMITTEE | DEPARTMENT BOARD/COUNCIL; ACADEMIC BOARD AND COMMITTEE FOR COURSE/CURRICULA DEVELOPMENT |
|---|---|

| REFERENCE NO. | |
|---|---|
| DATE | |