

1	<b>Course title</b>	Psycholinguistics
2	<b>Course number</b>	2201733
3	<b>Credit hours</b>	3
	<b>Contact hours(theory, practical)</b>	3
4	<b>Prerequisites/Co-requisites</b>	
5	<b>Program title</b>	Master's Degree in Linguistics
6	<b>Program code</b>	011
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Course level</b>	Graduate
11	<b>Year of study and semester(s)</b>	2023/2024,FirstSemester
12	<b>Final Qualification</b>	MA
13	<b>Other department(s) involved in teaching the course</b>	
14	<b>Language of Instruction</b>	English
15	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> <input type="checkbox"/> Others.....
17	<b>Issuing /Revision Date</b>	December 2023

### 18 Course Coordinator:

Name: Dr Aseel Zibin

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Office Hours: Sun 2:30-3:30 via Teams, Monday 11:30-12:30 or by appointment

### 19 Other instructors:

Name:

Office number:

Phone number:

Email:

Office Hours:

### 20 Course Description:

This course serves as an introduction to psycholinguistics, which is the study of how individuals comprehend, produce, and acquire language. Situated within the broader field of cognitive science, psycholinguistics is an interdisciplinary endeavor influenced by research in areas like linguistics and neuroscience. Our primary focus will be on questions such as: What does it mean to have knowledge of a language? How does speech production occur in the mind/brain? How does speech comprehension take place in the mind/brain? What are the biological foundations of language, including the brain structures involved? How does linguistic knowledge emerge and develop in a child's mind? How does a child's mind simultaneously acquire multiple languages? In what ways does adult language acquisition differ from a child's first language acquisition? Is there a critical period for language acquisition? What scientific methods can be employed to study language acquisition?

### 21 Course aims and outcomes:

#### A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

## Course Syllabus

### B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Identify basic concepts and terminologies used in psycholinguistics and recognize it as an inter disciplinary field of research	X		X		X			X				X	X			X		X		X
2	Demonstrate understanding of how children and adults process sentences and identify the role of intelligence and innate ideas in language acquisition	X	X										X	X			X		X		X
3	Perform psycholinguistic research through various methods, e.g. Tests	X						X	X				X	X			X		X		X
4	Demonstrate understanding of the relationship between language areas in the brain and various types of aphasia	X			X	X							X	X			X		X		X
5	Apply psycholinguistics theories to real-world scenarios, including Educational contexts.	X											X	X			X		X		X
6	Demonstrate ability to read academic articles on psycholinguistics critically and summarize the main arguments as well as mastery of the tenets of theoretical frameworks employed in psycholinguistics	X	X	X									X	X			X		X		X

### 22. Topic Outline and Schedule:

Week	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References

## Course Syllabus

1	Beginning concepts	1, 2, 3, 4	Discussion	In-class tasks, assignment	Main textbook
2	The nature of linguistic competence	1,2,3,5	Discussion	In-class tasks, assignment	Main textbook
3	The biological basis of language	1,2,3,6	Discussion	In-class tasks, presentation	Main textbook
4	The acquisition of language	1,2,3,4,5	Discussion	In-class tasks	Main textbook
5	Animals +language learning Wild and isolated children and the critical age issue for language learning	1, 2	Discussion	In-class tasks, quiz	Main textbook
6	Adult language acquisition vs. child language acquisition	1,2, 3, 4	Discussion	In-class tasks	Main textbook
7	The Speaker: Producing Speech	1, 2, 3			Main textbook
8	The Hearer: Speech Perception and Lexical Access	1, 2, 3, 5	Discussion	In-class tasks	Main textbook
9	Midterm exam	1, 2, 3, 4, 5, 6	Discussion	In-class tasks	Main textbook
10	Theories of language acquisition	1,2,3, 4	Discussion	In-class tasks	Main textbook
11	Theories of language acquisition	1, 2, 3, 4, 6	Discussion	In-class tasks	Main textbook
12	Language and the brain+ Language disorders	1, 2, 3, 5	Discussion	In-class tasks	Main textbook
13	Research methods in psycholinguistics	1, 2, 3, 5	Discussion	In-class tasks, term paper, project	Main textbook

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14	Research methods in psycholinguistics	1, 2, 3, 5	Discussion	In-class tasks	Main textbook
15	Revision	1-6	Discussion	In-class tasks	Main textbook

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Assignments	5	Language acquisition, critical period hypothesis, factors Affecting language acquisition, Language disorders	1, 2, 3, 4, 5	1-15	Microsoft Team+ E-Learning
Presentation	5	Language acquisition, critical Period hypothesis, Language disorders, Language acquisition theories	1,2,3, 4,5, 6	9	On campus
Term paper	20	To be discussed with me	1-6	14	On campus
Midterm Exam	30	Up to week8	1-6	7	On campus
Final Exam	40	All topics	1-6	16	On campus

## Course Syllabus

### Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by The student are Not explained clearly.	There is some explanation Provided by the Student of the Topic and research questions presented, but it Is not enough.	Topic and Research Questions are Identified and Fully explained In great detail by the student. Appropriate Vocabulary is Used in explanations.	
Correct Work/Solution	30%	No work is Shown by the Student that correctly Provides a Solution to the problem identified.	The work Presented to Solve this Problem is insufficient.	Work presented Fully explains the correct Procedure to Provide a Solution for the problem. Appropriate Vocabulary is Used in explanations.	
Problem Solving Strategy	30%	Strategy, tools And procedures To deal with the Topic and research Questions are not provided.	Strategy, tools and procedures To deal with the research Questions are not detailed enough.	Strategy and tools to deal with The research Questions are Fully explained. Appropriate Vocabulary is Used in explanations.	
Neatness and presentation skills	10%	The Presentation is Sloppy or disorganized. There is visible evidence that The student has Not practiced his/her presentation	The presentation Is some what Organized, It is somewhat No able that the student has not Practiced his/her presentation skills, e.g. eye contact, clear	The presentation Is very easy to Follow ,Is very organized, and is neat. It is very clear that the Student has practiced his/her presentation skills, e.g. eye	

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		skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	language, engagement with the audience, pronunciation, etc.	contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score \_\_\_\_\_

### Rubric for Term-paper

The following are **grade descriptors** which are designed to help you understand how your mark was arrived at:

20	An outstanding paper showing a complete overall grasp of the major issues and their implications, and a clear grasp of relevant standard critical approaches to the subject. Evidence of capacity to think independently and to formulate own criteria and judgments. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources .Presentations
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	<p>excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level.</p>
19-18	<p>An excellent paper showing considerable understanding of the major issues and a capacity to use standard critical approaches appropriate to the subject. Evidence of developing confidence in formulating independent ideas, criteria and judgments. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited Presentations excellent. Ambitious essay, unusually perceptive at this level.</p>
17-16	<p>A very good, well-focused paper demonstrating a very good level of understanding of the major issues under discussion and reasonable confidence in handling standard approaches to the subject. Some evidence of capacity for independent thought in developing an argument that draws on secondary sources to put forward an analysis that is generally sound, although there may be occasion a lack of clarity or organisation. Presentation is generally very good and sources are well documented</p>
15	<p>A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarize and interpret primary (and some secondary) material in a way that demonstrates awareness of major issues and some capacity for critical evaluation. Less ambitious in scope than First Class, but still aiming to achieve a good level of analyses. at the lower end of the scale, there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented.</p>
14	<p>Essay fair and reasonably competent in all or most areas, or uneven paper showing strength in some areas but weakness in others. Fairly competent knowledge or understanding of the material studied, but characterized by one or more of the following: lack of critical analysis; lack of considered thought argument not always well structured or relevant; some gaps in planning and use of evidence; lacks the</p>



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	<p>Comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalized; would benefit from sharper focus and more reflection; presentation is fair, sources documented, but perhaps with some inconsistency/gaps.</p>
13	<p>Adequate paper in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with some basic (or minimal, at the lower end of the scale) relevant information and understanding. Some evidence of reading and attempt to address question or topic, but with substantial omissions or irrelevant material. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, barely adequate use of reading and sources with poor referencing.</p>
12-9.5	<p>Unsatisfactory paper showing minimal achievement but containing some elementary relevant information. Reliant on a minimal range of reading and poor attention to detail. May be repetitive consisting of a string of weak statements/opinions which may not relate to each other. Assertions without supporting evidence ;minimal reflection ,poor planning and presentation; sources very inadequately cited.</p>
9-7	<p>Poor paper, inadequate in almost all areas, displaying little knowledge or understanding. Insufficient evidence that the candidate has adequately benefited from the material studied. Poorly organized and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited.</p>

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6-3	Very poor paper in which there is no evidence of understanding or knowledge of the material studied; inability to construct an argument; lack of planning or presentation skills; significant elements of Irrelevance or error; no sources or sources not cited.
2-0	Extremely poor and incoherent essay; irrelevant and error-strewn; no sources.

Assignment Score \_\_\_\_\_

### 24 Course Requirements:

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams

### 25 Course Policies:

**A-Attendance policies:**

As per the University Regulations.

**B-Absences from exams and submitting assignments on time:**

As per the University Regulations.

**C-Health and safety procedures:**

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

**D-Honesty policy regarding cheating, plagiarism ,misbehavior:**

As per the University Regulations.

**E-Grading policy:**

As explained above in 23.

**F-Available university services that support achievement in the course:**

Please ask me or your academic advisor for any help or support

## 26 References:

A-Required book(s),assigned reading and audio-visuals:

Traxler,M.J.(2023).Introductiontopsychoinguistics:Understandinglanguagescience.Wiley

Steinberg, D. D., & Sciarini, N. V. (2013). An introduction to psycholinguistics. Routledge.

### **B-Additional information:**

Fernandez,E.M.,&Cairns,HelenSmith(2011).*FundamentalsofPsycholinguistics*.Wiley-Blackwell.

Altakhaineh,A.R.M.,Zibin,A.,&Alkhatib,R.N.(2020).OntheAcquisitionofthe Arabic Grammatical Gender by Arabic-Speaking Children with ASD. *Journal of Psycholinguistic Research*,1-19.

Zibin, A., Altakhaineh, A. R. M., & Hussein, E. T. (2020). On the comprehension of metonymical expressions by Arabic-speaking EFL learners: A cognitive linguistic approach. *Topics in Linguistics*,21(1), 45-61.

**27 Additional information:**

Name of Course Coordinator: Aseel Zibin Signature: \_\_\_\_\_ Date: 7\10\2023

Head of Curriculum Committee/Department: ----- Signature: -----  
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Head of Department: Dr. Marwan Al Jarrah Signature: -----  
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Head of Curriculum Committee/Faculty: ----- Signature: -----  
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Dean: Prof. Adnan Al Smadi-Signature: -----  
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