

| | | |
|----|---|--|
| 1 | Course title | Psycholinguistics |
| 2 | Course number | |
| 3 | Credit hours | 3 |
| | Contact hours (theory, practical) | 3 |
| 4 | Prerequisites/corequisites | |
| 5 | Program title | PhD in Linguistics |
| 6 | Program code | |
| 7 | Awarding institution | University of Jordan |
| 8 | School | School of Foreign Languages |
| 9 | Department | Department of English Language and Literature |
| 10 | Level of course | First year & Second Year |
| 11 | Year of study and semester (s) | |
| 12 | Final Qualification | Master's in linguistics |
| 13 | Other department (s) involved in teaching the course | -- |
| 14 | Language of Instruction | English |
| 15 | Teaching methodology | In class |
| 16 | Electronic platform(s) | <input checked="" type="checkbox"/> E-learning |
| 17 | Date of production/revision | November 2023 |

18 Course Instructor:

Name:

Office number:

Phone number:

Email:

Office Hours:

19 Other instructors:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course aims at introducing students to the basic areas of the brain involved in language comprehension and production and describe the functions carried out by these areas. It also aims at introducing the major issues in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition. It describes the methods used to experimentally test hypotheses in psycholinguistics and demonstrates theoretical models of speech perception, word recognition and lexical organization, sentence processing, language acquisition and reading. This course helps students to develop proposals for researching specific questions, based on knowledge of general issues and psycholinguistic methodology.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in psycholinguistics, in particular.
2. Develop understanding of the relationship between language and the processes of the brain and mind.
3. Discuss general issues concerning nature and function of language in terms of language comprehension and language production.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.

e- Syllabus

10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (ILOs):

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 | Analyze and identify the basic areas of the brain involved in language and describe the functions carried out by these areas. | X | X | | | X | X | | | | | | | | | | | | | | X |
| 2 | Evaluate and list the major issues in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition. | | | X | | X | X | | | | | | | X | X | X | | | | | X |
| 3 | Evaluate the major processes involved in speech perception, word recognition, sentence processing, text interpretation, reading and language acquisition. | | | X | | X | X | | | | | | | | X | | | | | | |
| 4 | Analyze the methods used to experimentally test hypotheses in psycholinguistics. | | X | | | X | X | | | | | | | | X | | | X | X | | X |
| 5 | Evaluate and demonstrate theoretical models of: speech perception, word recognition and lexical organization, sentence processing, language acquisition and reading. | X | | | | X | X | X | | | | | | | X | X | | X | X | | X |
| 6 | Create and develop a proposal for researching a specific question, based on knowledge of general issues and psycholinguistic methodology | X | | | | X | X | | X | X | | | | X | X | | | | | | X |

22. Topic Outline and Schedule:

| Week | Lecture | Topic | Intended Learning Outcomes | Teaching Methods */platform | Evaluation Methods** | References |
|------|---------|--------------------------|----------------------------|-----------------------------|--|---------------|
| 1 | 1 | Speech Perception | 1,2,3,5,6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 2 | 2 | Spoken word recognition | 2, 5, 6, | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 3 | 3 | Written word recognition | 1,2, 5, 6, | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 4 | 4 | Semantic memory | 1,2, 5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |

e- Syllabus

| | | | | | | |
|----|----|------------------------------------|--------------|------------------|--|---------------|
| 5 | 5 | Morphological processing | 1,2,3,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 6 | 6 | Sentence comprehension | 1,2,3,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 7 | 7 | Sentence production | 1,2,3,4,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 8 | 8 | Midterm Exam | 1,2,3,4,5,6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 9 | 9 | Assigning and discussing proposals | 4,5, 6, | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 10 | 10 | Figurative Language | 1,2,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 11 | 11 | Discourse and conversation | 1,2,3,5,6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |

e- Syllabus

| | | | | | | |
|----|----|-------------------------------|-------------|------------------|--|---------------|
| 12 | 12 | Emergence of spoken discourse | 1,2,3,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 13 | 13 | Language and thought | 1,2,3,5, 6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 14 | 14 | Defending term-paper | 1,2,3,4,5,6 | In-class meeting | In-class tasks + presentations + assignments | Main textbook |
| 15 | 15 | Revision | 1,2,3,4,5,6 | In-class meeting | Discussion | Main textbook |

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

23 Evaluation Methods:

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

e- Syllabus

| Evaluation Activity | Mark | Topic(s) | Intended Learning outcome | Period (Week) | Platform |
|---|------|---|---------------------------|---------------|----------------------------|
| Assignments + Participation+ Presentation+ Writing a critique+ term paper | 20 | Doing a presentation by each students on one topic and working on a publishable term paper in psycholinguistics | 1-10 | 1-14 | Microsoft Team+ E-Learning |
| Midterm Exam | 30 | | 1-10 | 1-7 | On campus |
| Final Exam | 40 | | 1-10 | 1-14 | On campus |

24 Course Requirements

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

25 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

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

26 References:

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

1. Spivey Michael, J, Mcrae, Ken & Joanisse, Marc, F. (2012). The Cambridge Handbook of Psycholinguistics. Cambridge: Cambridge University Press.
2. Berko Gleason, J., & Bernstein Ratner, N. (Eds.). (1998). Psycholinguistics (2nd ed.). Fort Worth, Texas: Harcourt Brace.
3. Scovel, T. (1998). Psycholinguistics. Oxford: Oxford University Press.

e- Syllabus

4. Garman, M. (1990). Psycholinguistics. Cambridge: Cambridge University Press.
5. Gernsbacher, M.A.. (1994). Handbook of psycholinguistics. San Diego: Academic Press.

Recommended books, materials, and media:

- Aitchison, J. (1977). The articulate mammal: an introduction to psycholinguistics. New York: Universe Books.
- Rosenberg, S. (1982). Handbook of applied psycholinguistics: major thrusts of research and theory. Hillsdale NJ: Erlbaum.

27 Additional information:

Name of Course Coordinator: ----- Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----