Syllabus

1	Course title	Psycholinguistics
2	Course number	2201423
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	English Linguistics
5	Program title	Bachelor's Degree in English Literature
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	Third Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	☑Blended ☑Online. ☑Face to face
16	Electronic platform(s)	☑e-learning ☑Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Date of production/revision	February, 2022

18 Course Coordinator:

Name:

Office number:

Phone number:

Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course is a general introduction to psycholinguistics. It aims to present an interdisciplinary approach to the study of language as a main communication tool. It covers areas such as speech perception, word recognition, sentence production, language acquisition and comprehension. The course looks into how language behavior is linked to our cognitive understanding and the role of the mind and the brain from a neurolinguistic point of view. Students will learn about the nature of the language, the psychological aspects oflanguage use, how the language skills are developed, as well as human information processing.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
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.
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 (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 the basic areas of the brain involved in language and describe the functions carried out by these areas.	X					X					X	X	X								X
2	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
3	List the major processes involved in speech perception, word recognition, sentence processing, text interpretation, reading and language acquisition.	X						X			X	X	X									X

#	Outcome	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18
4	Illustrate how each of the processes in (3) works for each of these domains.	X			X	X			X	X	X	X							X
5	Show how each of the processes in (3) works with new data. certain situations and not in another	X						X		X	X	X							X
6	Describe the methods used to experimentally test hypotheses in psycholinguistics.		X	X		X				X	X	X							X
7	Describe 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
8	Analyze new data with each of these models in (6).		X	X				X	X	X	X	X							X
9	Develop a proposal for researching a specific question, based on knowledge of general issues and psycholinguistic methodology.		X					X	X	X	X	X							X

- **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. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?	1	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	1.2	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?	1	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks

	1.3	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?	1	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks	
2	2.1	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?	1	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	2.2	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is	1	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	

					Assignments, quizzes and written exams	Assigned textbooks	
		language specific to humans?					
	2.3	General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?	1	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks	
3	3.1	Animal communication and human communication	1-2	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	3.2	Animal communication and human communication	1-2	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	3.3	Animal communication and human communication	1-2	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks	
4	4.1	The cognitive basis of language: how children learn language	1-5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	

	4.2	The cognitive basis of language: how children learn language	1-5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	4.3	The cognitive basis of language: how children learn language	1-5	Blended (flipped classroom)/E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks	
5	5.1	Early semantic and syntactic development	3,5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	5.2	Early semantic and syntactic development	3,5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	5.3	Early semantic and syntactic development	3,5	Blended (flipped classroom)/E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks	
6	6.1	The biological basis of language: language and the brain	7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	6.2	The biological basis of language: language and the brain	7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks	
	6.3	The biological basis of	7	Blended (flipped classroom)/	Assignments, quizzes	Assigned textbooks	

		language: language and the brain		E-Learning Platform	and written exams	
7	7.1	Language disorders: aphasias and dyslexias	5-8	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	7.2	Language disorders: aphasias and dyslexias	5-8	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	7.3	Language disorders: aphasias and dyslexias	5-8	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
8	8.1	Revision		Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	8.2	Midterm Exam		On Campus		
	8.3	Answering the exam questions		Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
9	9.1	The structure of sentences. Word meaning. Comprehension	5-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks

	9.2	The structure of sentences. Word meaning. Comprehension	5-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	9.3	The structure of sentences. Word meaning. Comprehension	5-7	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
10	10.1	The structure and content of the 'mental lexicon	8,9	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	10.2	The structure and content of the 'mental lexicon	8,9	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	10.3	The structure and content of the 'mental lexicon	8,9	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
11	11.1	The structure and content of the 'mental lexicon	8,9	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	11.2	Language processing:	4-7	Face to face	Assignments, quizzes	Assigned textbooks

		bottom-up and top-down processing; serial and parallel processing			learning/Microsoft Teams	and written exams	
	11.3	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
12	12.1	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	12.2	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	12.3	Language processing: bottom-up and top-down processing; serial	4-7	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks

		and parallel processing				
	13.1	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
13	13.2	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	13.3	Language processing: bottom-up and top-down processing; serial and parallel processing	4-7	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
14	14.1	The social basis The social basis of language: the relationship between language, thought and culture of language: the relationship between	7-9	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks

		language, thought and culture				
	14.2	The social basis The social basis of language: the relationship between language, thought and culture of language: the relationship between language, thought and culture	7-9	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	14.3	The social basis The social basis of language: the relationship between language, thought and culture of language: the relationship between language, thought and culture	7-9	Blended (flipped classroom)/ E-Learning Platform	Assignments, quizzes and written exams	Assigned textbooks
15	15.1	The social basis The social basis of language: the relationship between language, thought and culture of language: the	1-5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks

		relationship between language, thought and culture				
	15.2	The social basis The social basis of language: the relationship between language, thought and culture of language: the relationship between language, thought and culture	1-5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks
	15.3	The social basis The social basis of language: the relationship between language, thought and culture of language: the relationship between language, thought and culture	1-5	Face to face learning/Microsoft Teams	Assignments, quizzes and written exams	Assigned textbooks

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	1-15	1-5	1-15	Microsoft Team+ E-Learning
Quiz	10	1-15	1-5	1-15	Face to face learning/Microsoft Teams
Midterm Exam	30	1-7	1-5	8	On campus
Final Exam	50	1-15	1-5	15	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:
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:

Syllabus

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

Eva M. Fernández and Helen Smith Cairns (2017). The Handbook of Psycholinguistics. John Wiley & Sons, Inc.

Field, John (2003) *Psycholinguistics*, London and New York: Routledge

Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: PsychologyPress Ltd.

Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2nd ed.) *Psycholinguistics: Language, Mind andWorld*, Harlow: Longman

B- Recommended books, materials, and media:

Aitchison, Jean (1998, 4th ed.) *The Articulate Mammal: An Introduction to Psycholinguistics* London andNew York: Routledge

Aitchison, Jean (2003) *Words in the Mind: An Introduction to the Mental Lexicon*, Oxford: Blackwell

Anderson, Stephen and David Lightfoot (2002) *The Language Organ: Linguistics as Cognitive Physiology*,Cambridge: Cambridge University Press (selected chapters)

Burling, Robbins (2005) *The Talking Ape: How language evolved*, Oxford: Oxford University Press

Field, John (2005) *Language and the Mind*, London and New York: Routledge

Pinker, Steven (2007) *The Stuff of Thought: Language as a Window into Human Nature*, New York: Viking

27 Additional information:

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

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Syllabus

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

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

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

Dean: -- Signature: --