

COURSE OUTLINE

Module/Course Title: Psycholinguistics					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 4103	8.5 hours per week	3 CU x 1.58 = 4.74 ECTS	5 th	3 CU x16 = 48	16 meetings
1	Types of courses Elective coursework	Contact hours 3 CU x 50 minutes = 510 = 2.5 hours per week	Independent study 3 CU x 120 minutes = 360 minutes = 6 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) --				
3	<p>Learning outcomes (PLO + CLO)</p> <p>Course Description This course examines three areas of psycholinguistics (i.e. first language acquisition, language processing, and language and brain) which all help to understand what the relationship between language and the human mind might be. In this course, students will analyze the specificity of each of these fields and establish links between them in order to gain a deeper understanding of the issues relating them. In particular, the study of these fields will be used to critically evaluate current debates about the modularity of the mind in relation to language</p> <p>Program Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English.</p> <p>ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era.</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p>ILO 6 Students are able to use media and technology into their learning and research</p>				

	<p>activities</p> <p>ILO 7 Students are able to analyze various scientific texts in the fields of language, literature and culture in English.</p> <p>Course Learning Outcomes: On completion of this course, the students will be able to:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding of major theories in the three areas of psycholinguistics. 2. synthesise evidence from a range of sources in order to present a coherent argument. 3. apply the theories on empirical evidence individually and in collaboration with their peers </div>
<p>4</p>	<p>Subject aims/Content</p> <p>Meeting 1: Introduction to the course and psycholinguistics Students are able to recall the general structure and elements of essay</p> <p>Meetings 2-5: Language acquisition Students are able to identify key concepts of</p> <ol style="list-style-type: none"> a. the first language acquisition processes in the areas of phonology, morphology, syntax, and semantics b. the language development in exceptional circumstances (e.g. deaf children, feral children, bilingual children) <p>Meetings 6-7: Language comprehension Students are able to identify key concepts of the process of how the incoming sound sequences are extracted to the content of messages.</p> <p>Meeting 8: Submission of Midterm project</p> <p>Meetings 9-10: Language production: Students are able to identify key concepts of various stages of transforming what we want to say into a sequence of sounds</p> <p>Meetings 11-14: Language and brain Students are able to identify key concepts of</p> <ol style="list-style-type: none"> a. memory and word storage b. how brain damage affects language production and comprehension. c. language disorders <p>Meeting 15: Discussion on Final Project Students are able to present their project, provide feedback to other students' project and improve their project.</p> <p>Meeting 16: Submission of Final Project</p>

5	<p>Teaching methods Lectures, discussions, case method, collaborative learning</p>																				
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Presentation Students collaboratively will present their understanding of particular theories in psycholinguistics and relate them with related studies. 3. Written assignment Students are required to do some written assignments after the class to reflect the theories learned and relate it to their first language experiences. In addition they are also required to analyse videos using the related theories that they have learned. 4. Mid-term project (Annotated Bibliography) Students will be grouped in which one group consists of three students. They will select journal articles written in English from a reputable international journal on a given topic. They will, then, write an annotated bibliography of the selected journal articles. The students have to include all aspects of critical review, reference, summary, evaluation and reflection. The critical review which is written in English will be submitted in Google Classroom on Week 8. Students are required to read the task guideline in their Google Classroom for detailed information. 5. Mini Research Project Starting from Week 9, students will be grouped based on their research interest in the area of second language acquisition. Each group consists of four students. Each group will be assigned to design and conduct a mini research in the area of psycholinguistics discussed in classroom. Then, they will write a research report based on the results of their research. The report is written in English and it is due on Week 16. Students are required to read the task guideline in their Google Classroom for detailed information. <p>Assessment Summary:</p> <table border="1" data-bbox="284 1686 1390 2007"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and participation</td> <td>Formative</td> <td>Through the semester</td> <td>10%</td> </tr> <tr> <td>Presentation</td> <td>Formative</td> <td>Week 9-14</td> <td>15%</td> </tr> <tr> <td>Assignments</td> <td>Formative</td> <td>Week 2, 7, 11, 13</td> <td>20%</td> </tr> <tr> <td>Midterm project</td> <td>Formative</td> <td>Week 8</td> <td>25%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and participation	Formative	Through the semester	10%	Presentation	Formative	Week 9-14	15%	Assignments	Formative	Week 2, 7, 11, 13	20%	Midterm project	Formative	Week 8	25%
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	Final project (mini research)	Formative	Week 16	30%
	TOTAL			100%
	Note that attendance at lectures is compulsory.			
7	This module/course is used in the following study programme/s as well Not Applicable			
8	Lecturer Muhammad Rozin, M.A. Fatimah, M.Appl.Ling.			
9	Resources Aitchison, J (1998). <i>The articulate mammal</i> . London: Routledge. Field, J. (2003). <i>Psycholinguistics. A resource book for students</i> . London: Routledge Scovel, T. (1998). <i>Psycholinguistics</i> . Oxford: Oxford University Press Steinberg, D.D & Sciarini, N.V. (2006). <i>An introduction to psycholinguistics (2nd edition)</i> . New York: Pearson/Longman.			