



Course Specification

— (Bachelor)

Course Title: Psycholinguistics

Course Code: 701/731467-2

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 3

Last Revision Date: 1445-2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	6
D. Students Assessment Activities	6
E. Learning Resources and Facilities	7
F. Assessment of Course Quality	7
G. Specification Approval	8



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 8

4. Course general Description:

After a brief review of the history of psycholinguistics and developmental psycholinguistics, this course focuses on the central issues that are studied by neuroscientists, namely, how language and speech are represented in the brain. This view of psycholinguistics draws from many fields—for example, neurology, biochemistry, molecular biology, physiology, physics, as well as psychology, linguistics, phonetics, and speech communication—to constitute a field that is called Biolinguistics. Topics of interest include, but are not limited to, the representation of language in the brain, the function of the left and right hemispheres, how cortical and subcortical structures of the brain contribute to language comprehension and production, the contribution of computers to the imaging of linguistic functions in the brain, how language disorders like dyslexia and aphasia contribute to our knowledge of language and the brain, whether and how monolingual and bilingual speakers differ in language processing, and whether native bilingual speakers differ from non-native bilingual speakers.

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

Introduction to Language (701/731260-3)

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

None

7. Course Main Objective(s):

This course presents an overview of the two branches of Psycholinguistics: (1) A brief overview of developmental psycholinguistics, which addresses the question of how language is acquired during development, and (2) experimental psycholinguistics, which addresses the question of how people process, comprehend and produce language.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	22 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		24 hours

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	Express either orally or in writing the relationship between language and the brain	K4	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
1.2	Express either orally or in writing the distinction between developmental psycholinguistics and experimental linguistics	K4	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
1.3	Identify the cortical and subcortical	K4	Teacher lectures and classroom	Exams



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	neuroanatomic sites in the brain that are important for language.		discussion of readings. Projections of diagrams and examples	Portfolio Class Discussion
1.4	Describe either orally or in writing the role of the left and right hemispheres in language and speech	K4	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
1.5	Describe either orally or in writing various imaging techniques used on the brain as a tool in understanding language functions	K4	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
2.0	Skills			
2.1	Identify either orally or in writing causes of language disorders in the brain: (1) external factors and (2) internal factors	S1	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
2.2	Identify and describe either orally or in writing various types of aphasias	S1	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
2.3	Describe either orally or in writing brain damage and recovery patterns in bilinguals, as compared to monolingual patients	S1	Teacher lectures and classroom discussion of readings. Projections of diagrams and examples	Exams Portfolio Class Discussion
3.0	Values, autonomy, and responsibility			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Work responsibly and autonomously when performing a task individually or within a team.	V1	Teacher lectures and classroom discussion	Portfolio
3.2	Demonstrate commitment to academic and ethical values.	V2	Teacher lectures and classroom discussion	Portfolio

C. Course Content

No	List of Topics	Contact Hours
1.	The relationship of language and the brain	2
2.	Comparing an contrasting developmental psycholinguistics with experimental psycholinguistics	2
3.	General review of the neuroanatomic sites in the brain where the different components of language are represented	4
4.	The different, but complementary, roles of the left and right hemispheres	2
5.	Techniques of imaging the brain and mapping language in the brain	2
6.	Typology of language disorders	3
7.	Speech/language pathologies	3
8.	Recovery patterns and speech/language therapy	2
9.	How our knowledge of language is enriched and informed by the study of the anatomy of the brain, as the habitat of language	2
10	Exams	2
Total		24

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	40%
2.	Class Participation	weekly	5%
3.	Portfolio of psycholinguistic articles	11	5%
4.	Final Exam	12	50%

*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	<p>A collection of articles and chapters from the following sources:</p> <p>Aitchison, Jean. 2008. <i>The Articulate Mammal: An Introduction to Psycholinguistics</i>, fifth edition. London: Routledge.</p> <p>Field, John. 2003. <i>Psycholinguistics: A resource book for students</i>. NY: Routledge.</p> <p>Field, John. 2004. <i>Psycholinguistics The Key Concepts</i>. London: Routledge.</p> <p>Friederici, Angela D. 2017. <i>Language in our brain</i>. Cambridge, MA: The MIT Press.</p> <p>Gleason, Jean Berko and Nan Bernstein Ratner (eds.) 1998. <i>Psycholinguistics</i>, second edition. USA: Wadsworth/Thomson Learning.</p> <p>Harley, Trevor A. 1995. <i>The psychology of language: From data to theory</i>. East Sussex, UK: Erlbaum, Taylor & Francis.</p> <p>Scovel, Thomas. 1998. <i>Psycholinguistics</i>. Oxford: Oxford University Press.</p> <p>Taylor, Insup with M. Martin Taylor. 1990. <i>Psycholinguistics: Learning and using language</i>. Englewood Cliffs, NJ: Prentice Hall.</p>
Supportive References	
Electronic Materials	<p>Course website</p> <p>Course forum</p>
Other Learning Materials	Syllabus provided to the students at the beginning of the course

2. Required Facilities and equipment

Items	Resources
<p>facilities</p> <p>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<p>Classrooms</p>
<p>Technology equipment</p> <p>(projector, smart board, software)</p>	<p>1. White board</p> <p>2. SmartBoard with dedicated computer</p> <p>3. Projector</p> <p>4. Once or twice a semester, a lecture room with seating for approximately 150-200 students, equipped with video transmission capability.</p>
<p>Other equipment</p> <p>(depending on the nature of the specialty)</p>	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
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Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and Portfolio (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/ 132022
DATE	07 RABI- II 1445- 22 OCTOBER 2023

