



Course Specifications

Course Title:	Psycholinguistics
Course Code:	(3012467-2)
Program:	BA in English Language (301200)
Department:	Department of English Language
College:	Allith University College
Institution:	Umm AlQura University

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply).....	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description	4
2. Course Main Objective	4
3. Course Learning Outcomes.....	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	6
1. Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation.....	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 2 hrs.
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 8 (4 th year, 2 nd semester)
4. Pre-requisites for this course (if any): Students must have passed <i>Introduction to Language</i> (3012260-3); for the course requires familiarity with the basic components of linguistic knowledge.
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom <input type="checkbox"/>	2 hrs. per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	(2 hrs.) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(4 office hours) x (15 weeks)
	Total	90 hours
Other Learning Hours*		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	Total	45 hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course provides an overview of issues in the interdisciplinary psychology of language, covering a selection of areas related to the biological underpinnings of language, which are the core interest of two branches of the field (1) developmental psycholinguistics (first language acquisition, and (2) experimental psycholinguistics (language comprehension: including speech perception, lexical knowledge, and sentence and discourse comprehension), and language production (including lexical access, sentence planning, conversational interaction, and speech errors). In addition, a brief introduction to key issues in experiments design and analysis in the field is also provided. The course also focuses on some central issues that are studied by neuroscience, namely, how language is represented in the brain, a topic that nourishes the well-established relationship between psycholinguistics and neurolinguistics.

2. Course Main Objective

The course aims at familiarizing students with both branches of the field (developmental and experimental psycholinguistics) by having them exposed to a wide range of topics in order to demonstrate knowledge of areas such as speech perception, word recognition, lexical ambiguity, sentence comprehension, sentence production, language acquisition, neurolinguistics, and how the field fits within the overall linguistic context.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Know the basic tenets of psycholinguistics: history and methods.	K1
1.2	Demonstrate knowledge of the central elements of language production and perception.	K2
1.3	Demonstrate knowledge of the process of speech production and perception in the brain.	K3
2	Skills:	
2.1	Formulate models of interaction of different production and comprehension processes.	S1
2.2	Describe language processing disorders: dyslexia and aphasias.	S2
2.3	Describe the neurological bases of language production and perception.	S3
3	Competence:	
3.1	Explain the process of language acquisition in children and adults.	C1
3.2	Explain the biological foundation of language.	C2

C. Course Content

No	List of Topics	Contact Hours
	Course Orientation	
1	Introduction to psycholinguistics and how it fits in the overall linguistic context	2
2	Historical background of the field	2
3	The biological foundation of language in the brain	4
4	Developmental Psycholinguistics (L1 acquisition focusing particularly on the Chomskyan nativist theory and Pinker's 'the language instinct')	4

5	Experimental Psycholinguistics (methods of modern psycholinguistics)	2
6	The mental lexicon and lexical accessibility	4
7	Language processing and available models (encoding and decoding from sound\grapheme level to discourse\text level presented in the following main topics: <ul style="list-style-type: none"> ▪ language production ▪ language perception ▪ syntactic parsing ▪ impairment of processing (including speech errors and a typology of language disorders) 	6
8	Memory, texts & conversations	2
9	Language in special populations (bilingualism, multilingualism etc.)	2
	Language loss (attrition)	2
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Know the basic tenets of psycholinguistics: history and methods.	Lecture	Class discussion Exams: (midterm & final) Assignment
1.2	Demonstrate knowledge of the central elements of language production and perception.	Lecture	Class discussion Exams: (midterm & final) Assignment
1.3	Demonstrate knowledge of the process of speech production and perception in the brain.	Lecture	Class discussion Exams: (midterm & final) Assignment
2.0	Skills		
2.1	Formulate models of interaction of different production and comprehension processes.	Lecture	Class discussion Exams: (midterm & final) Assignment
2.2	Describe language processing disorders: dyslexia and aphasias.	Lecture	Class discussion Exams: (midterm & final) Assignment
2.3	Describe the neurological bases of language production and perception.	Lecture	Class discussion Exams: (midterm & final) Assignment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Competence		
3.1	Explain the process of language acquisition in children and adults.	Lecture	Class discussion Exams: (midterm & final) Assignment
3.2	Explain the biological foundation of language.	Lecture	Class discussion Exams: (midterm & final) Assignment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment (short essay + oral presentation)	12	10%
2	Midterm exam (1)	4	10%
3	Midterm exam (2)	13	20%
4	Final exam	16	60%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Each instructor should provide academic guidance to a specific number of students in the English language department.
- Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed as well as availability through email.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Garman, M. (1990). Frontmatter. In <i>Psycholinguistics</i> (Cambridge Textbooks in Linguistics, pp. I-IV). Cambridge: Cambridge University Press.
Essential References Materials	-Altmann, G. T. M. (1997). <i>The Ascent of Babel</i> . Oxford University Press. -Field, J. (2003). <i>Psycholinguistics: A Resource Book for Students</i> . Routledge -Pinker, S. (1994). <i>The Language Instinct: How the Mind Creates Language</i> . Harper Perennial. -Pinker, S. (1999). <i>Words and Rules: The Ingredients of Language</i> .

	Harper Perennial.
Electronic Materials	The Blackboard system on UQU's website https://lms.uqu.edu.sa/
Other Learning Materials	<ul style="list-style-type: none"> • Module syllabus (information sheet) distributed among students at the beginning of the semester and uploaded to the university's Blackboard system. • Handouts distributed among students at the beginning of classes weekly and uploaded to the university's blackboard system.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room, approximately 25-50 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show, Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab for accessing internet, approximately 25-50 students.

G. Course Quality Evaluation


Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	The English language department's council
Reference No.	
Date	
Head of Department	<p>Dr. Hadi Hussein Al-Samadani</p> <p style="text-align: right;">Signature: </p>

--	--