Course Specification
— (Postgraduate Programs)

Course Title: Psycholinguistics
Course Code: 6530 ENG-3
Program: Master of Arts in Applied Linguistics
Department: Department of English Language
College: College of Languages and Translation
Institution: King Khalid University
Version: 1
Last Revision Date: September 28, 2024

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A. General information about the course:

1. Course Identification:

1. Credit hours: 3 Hours.

2. Course type

A.	☐University	☐College	☒ Department	☐Track	
B.	Required			☒Elective	

3. Level/year at which this course is offered: (3/4)

4. Course General Description:

This course offers an in-depth exploration of graduate-level psycholinguistics, examining the intricate relationship between language and the mind. It covers a wide range of topics, including the nature and biological foundations of language, the neural mechanisms involved in language processing, and the effects of brain damage on speech and communication. Students will study language pathologies such as dyslexia, aphasia, apraxia, and dysarthria, along with insights into animal communication systems. The course also delves into key processes in language comprehension, speech perception, and production, as well as the cognitive development of first and second languages. Through a combination of theoretical discussion and empirical research, this course equips students with a deep understanding of the psychological and neurological underpinnings of human language.

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

6522 ENG-3 Language Acquisition

6. Pre-requirements for this course (if any): N/A

7. Course Main Objective(s):

The primary objectives of this course are to introduce students to the interdisciplinary field of psycholinguistics and equip them with essential knowledge and skills to analyse the psychological and neurological processes behind human language. Specifically, the course aims to:

- Serves students to an introduction to psycholinguistics, which is the study of language acquisition, production, and comprehension in humans.
- Explore the psychological processes that underpin humans' unique ability to communicate through language, addressing key questions about how these processes function and facilitate communication.
- Equip students with the know-how use of knowledge and methods from cognitive psychology, linguistics, cognitive neuroscience, and computer science to investigate this issue from a multidisciplinary standpoint.
- Focus on key topics such as word recognition, sentence comprehension, speech production, speech errors, code-switching, simultaneous interpretation, language disorders (e.g., aphasia), and the relationship between language and thought, with a special emphasis on the psycholinguistics of

bilingualism and second language acquisition.In addition to reading the literature and debates critically, students will learn how to design simple experiments utilizing paradigm such as language switching tasks, self-paced reading, and priming. They will also explore for chances to apply these skills outside of language classes.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid • Traditional classroom	-	-

No	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Distance learning	-	-

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (specify)……**	-
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding: After successfully completing the course, students will be able to**			
1.1	Develop a comprehensive and in-depth understanding of the key concepts, central questions, foundational theories, and practical applications in psycholinguistics, with a focus on how language is processed, acquired, and used in the human mind.	K1	- Lectures and presentations - Assigned readings of academic texts - Case study analysis	- Midterm Exam - Final Exam
1.2	Gain a thorough understanding of the fundamental design principles, methodologies, and complexities involved in conducting psycholinguistic experiments, demonstrating the ability to critically evaluate and apply these methods in	K1	- In class workshops - Case studies - Group discussions	- Case Study Analysis - Midterm Exam - Final Exam

	research			
1.3	Critically identify, evaluate, and synthesize theoretical and empirical knowledge in psycholinguistics, demonstrating scholarly insight and rigor in assessing key research and theories within the field	K2	- Practical application exercises - Group projects and collaboration - Peer review and feedback sessions	- Research Project - Midterm Exam - Final Exam
2.0	**Skills: After successfully completing the course, students will be able to**			
2.1	Apply psycholinguistic knowledge to varying fields such as psychology, legal studies, and language teaching.	S1	- Workshops - Hands-on activities	- Practical assignments -Case Study Analysis
2.2	Critically analyze the relationship between mind and language, with a focus on the cognitive processes underlying first language acquisition and second language learning, demonstrating the ability to connect theoretical perspectives to real-world language development contexts.	S2	- Peer feedback sessions	-Practical assignments
2.3	Critically analyze and classify various types of speech impediments, identifying their underlying linguistic, cognitive, and neurological causes, and demonstrating an understanding of their impact on language use and communication	S1	- Apply theories underpinning language disorder.	- Group Project Report

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate a strong commitment to self-discipline and ethical standards in conducting research in psycholinguistics, ensuring integrity, responsibility, and respect for participants and data throughout the research process.	V1	- Ethical practices - Reflective discussions	- Ethical reflection essays -Class interaction
3.2	Critically collaborate in our everyday language usage to our real-life experiences.	V2	- Group projects with Peer assessments	- Group Project Report - Peer Feedback
3.3	Critically engage in collaborative discussions that connect everyday language usage to real-life experiences, demonstrating the ability to reflect on and analyze how language shapes and is shaped by social, cultural, and personal contexts	V3	- Group debates - Supervised study	- Independent Research Paper -Supervisor Feedback

C. Course Content:

No	List of Topics	Contact Hours
1.	An introduction to psycholinguistics (terminology, historical excursus)	3
2.	Brain structure and processes involved in language and psychology	4.5
3.	Theories: Role of the psychological school: behavioral psychology; innateness theory	4.5
4.	Theories underpinning psycholinguistics	3
5.	Psycholinguistics and language teaching	6
6.	Some pertinent methods: Natural method, TPR, Suggestopedia	3
7.	How we know what we know about brain organization for language	4.5
8.	Language disorder and aphasia	3
9.	Right- brain damage / localization of language within the left hemisphere	4.5
10.	The place of language in a scientific psychology	4.5

11	Psycholinguistics and human facial expressions: The eyes are right when the mouth is wrong	4.5
	Total	45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	7	20
2.	Presentation	Continuous Assessment	10
3.	Case studies/Research projects	Continuous Assessment	10
4.	Assignments	Continuous assessment	20
5.	Final Exam	15	40

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

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E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	- Julie Sedivy. (2020). Language in Mind: An Introduction to Psycholinguistics. (2nd edition). Oxford university Press. - Fernandez, E.M., & Cirns, H.S. (2018). The Handbook of psycholinguistics. Wiley.
Supportive References	- Loraine K. Obler and Kris Gjerlow. (2000). Language and the Brain. Cambridge Approaches to Linguistics. Cambridge University Press. - Traxier, M.J. (2012). Introduction to Psycholinguistics: Understanding language science. Wiley. - Scovel, Thomas. (1998). Psycholinguistics (Oxford introduction to language study). Oxford University Press.
Electronic Materials	- https://www. Sciencedirect.com/topics/neuroscience/psycholinguistics#:~:text=Psycholinguistics%20isthe%20discipline%20that,ages%20comprehend%20and%20produce%20language - https://www.mpi.nl/news-events/questions-and-answers#:~:text=The%20of%20selective%20aphasia,the%20other%20after%20the%20stroke
Other Learning Materials	- Grosjean, F., & Li,P. (2013). The psycholinguistics of bilingualism. Wiley.

2. Educational and Research Facilities and Equipment Required:

Items	Resources
Facilities	• Equipped classrooms with audio-visual aids to facilitate lectures and presentations. • Language labs with software for language disorder analysis.
Technology equipment	• Projector for displaying presentations, video analyses, and case studies. • Smart Board for engaging students in collaborative analysis and case simulations.
Other equipment	• NA

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	The teacher in charge incorporates the human minds around language forms, with memory, perception, thought, meaning, and emotion all being interrelated.	Incorporate the cognitive, emotional, and psychomotor domains of psychology into the student's day-to-day actions. The capacity to employ the three previously mentioned areas of producing language (speaking and writing) as well as receptive language (hearing and reading).
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Instructor deploys a variety of eclectic methods target the students' feedback regarding the assigned resources which bridge psycholinguistics and applied linguistics.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024

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