



Course Specifications

Course Title:	Psycholinguistics
Course Code:	LING 452
Program:	Applied Linguistics
Department:	Department of Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah bint Abdulrahman University

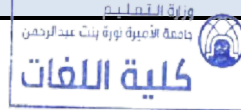


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A. Course Identification

1. Credit hours: 4 hours
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" 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 10
4. Pre-requisites for this course (if any): Introduction to Linguistics LING 111
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	4
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

<p>1. Course Description This course aims at giving students fundamental knowledge on the basic concepts and theories of psycholinguistics and examining the current research methodologies in the field.</p>
<p>2. Course Main Objective This course is intended to:</p> <ul style="list-style-type: none"> • Equip students with central concepts and theories in psycholinguistics. • Demonstrate the importance of these concepts in developing student's understanding of the relationship between language and the mind. • Provide an appropriate foundation for students who wish to pursue research in this subject area.



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding The students will be able to:	
1.1	Identify basic concepts in Psycholinguistics.	K1
1.2	Recognize the methods used in psycholinguistic research.	K3
2	Skills:	
2.1	Evaluate research data used to support various concepts and theories of psycholinguistics.	S3
2.2	Develop a research paper in psycholinguistics based on knowledge of general issues and psycholinguistic methodology.	S5
3	Values:	
3.1	Show understanding and tolerance of different opinions when engaging in collaborative activities.	V1
3.2	Demonstrate students' abilities to work individually and respond positively to supervisor's guidance.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	2
2	Chapter 1: The Study of Language (Part 1)	4
3	Chapter 1: The Study of Language (Part 2)	4
4	Chapter 3: The Foundation of Language (Part 1)	2
5	Chapter 3: The Foundation of Language (Part 2)	2
6	Chapter 6: Recognizing Visual Words (Part 1)	2
7	Chapter 6: Recognizing Visual Words (Part 1)	4
8	Chapter 8: Understanding Speech	2
9	Chapter 9: Understanding the Structure of Sentences (Part 1)	2
10	Chapter 9: Understanding the Structure of Sentences (Part 2)	2
11	Chapter 11: Comprehension	2
12	Chapter 12: Language Production (Part 1)	4
13	Chapter 12: Language Production (Part 2)	2
14	Term Project Presentations	4
15	Revision	2
Total		40

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 and Understanding		
1.1	Identify basic concepts in Psycholinguistics.	<ul style="list-style-type: none"> ● Lectures ● Presentations ● Class discussion ● Brainstorming 	<ul style="list-style-type: none"> ● In-class assessment of students' participation
1.2	Understand the methods used in psycholinguistic research.		



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> ● Problem solving activities 	<ul style="list-style-type: none"> ● Individual feedback given by instructor ● Individual assignments ● Quizzes ● Midterm exams ● Final exam
2.0	Skills		
2.1	Evaluate research data used to support various concepts and theories of psycholinguistics.	<ul style="list-style-type: none"> ● Lectures ● Presentations ● Class discussion ● Brainstorming ● Problem solving activities ● Data analysis activities. 	<ul style="list-style-type: none"> ● In-class assessment of students' participation ● Individual feedback given by instructor ● Group term project ● Quizzes ● Midterm exam ● Final exam
2.2	Develop a research paper in psycholinguistics based on knowledge of general issues and psycholinguistic methodology.		
3.0	Values		
3.1	Show understanding and tolerance of different opinions when engaging in collaborative activities.	<ul style="list-style-type: none"> ● Lectures ● Presentations ● Class discussion ● Brainstorming ● Problem solving activities ● Data analysis activities. 	<ul style="list-style-type: none"> ● In-class assessment of students' participation ● Individual feedback by instructor ● Individual assignments ● Group term project
3.2	Demonstrate students' abilities to work individually and respond positively to supervisor's guidance.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation assignments and quizzes	Ongoing	15%
2	Midterm exam	5	30%
3	Term Project (Research paper)	10	15%



#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Final exam	As scheduled	40%

*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 has scheduled office hours for students.
- Each instructor provides students with a course syllabus document at the beginning of the course which includes other means of contact such as e-mails, social media accounts, and websites.
- For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Harley, T. (2001). <i>The psychology of language: From data to theory</i> . (2nd ed.). New York, NY: Psychology Press.
Essential References Materials	Field, J. (2003). <i>Psycholinguistics. A resource book for students</i> . London: Routledge.
Electronic Materials	Applied Psycholinguistics (https://www.cambridge.org/core/journals/applied-psycholinguistics) Cognition - International Journal of Cognitive Science (https://www.journals.elsevier.com/cognition) Journal of Psycholinguistic Research (https://link.springer.com/journal/10936/volumes-and-issues) Journal of Memory and Language (https://www.journals.elsevier.com/journal-of-memory-and-language) Language and Cognitive Processes (https://www.tandfonline.com/toc/plcp20/current#.U_s0B_mSwuU)
Other Learning Materials	Aitchison, J. (2002). <i>Words in the mind: an introduction to the mental lexicon</i> . (3rd ed.). Oxford: Blackwell. Carroll, D. W. (2004). <i>Psychology of language</i> . (4th ed.). Belmont, CA: Wadsworth/Thomson. Garman, M. (1990). <i>Psycholinguistics</i> . Cambridge: Cambridge University Press. Garrod, S. & Pickering, M. (1999). <i>Language processing</i> . Hove: Psychology Press. Gernsbacher, M. A. (1994). <i>Handbook of psycholinguistics</i> . San Diego, CA: Academic Press Kess, J. F. (1992). <i>Psycholinguistics: psychology, linguistics, and the study of natural language</i> . Amsterdam, Philadelphia: John Benjamins. Scovel, T. (1998). <i>Psycholinguistics</i> . Oxford: Oxford University Press.



Steinberg, D. D. (1993). *An introduction to psycholinguistics*. London, New York: Longman.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, internet, speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	College resources center and library for doing research, working on projects and professional development

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students	<ul style="list-style-type: none"> Students' general standard in the course based on their test scores. Assignments completed by the students in accordance with expected standards. Tracking the students' progress and grades. Using anonymous students' feedback throughout semester. Students' evaluation of the course via questionnaires.
Evaluation of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> Regular meetings to be held by the course coordinator. Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. Examining the students' grades by the department. Evaluation of a sample exam by the department.
Improvement of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> Workshops and training sessions to be held by the course coordinator. Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a	Program/Department Instructor	<ul style="list-style-type: none"> A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). Second marking can also be an effective strategy for verifying



Evaluation Areas/Issues	Evaluators	Evaluation Methods
sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)		<p>standards student achievement and marking policy.</p> <ul style="list-style-type: none"> Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program/Departmental Instructor policy	<ul style="list-style-type: none"> Reviewing recommendations by previous teaching staff in course report and studying their possible application. Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

