



Course Specifications

Course Title:	Introduction to Psycholinguistics
Course Code:	ENG-3/458
Program:	Bachelor's Program in English
Department:	English Department
College:	College of Arts & Humanities- Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3 credit hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level Eight – Fourth year			
4. Pre-requisites for this course (if any): Introduction to Linguistics			
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	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quiz, midterm and assignment)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

Essentially, this course focuses on how individuals comprehend, produce and acquire language, how language is processed and represented. Introducing P\psycholinguistics through central topics of production and comprehension of language and the interaction between them, using examples and exercises throughout the topics to support the theoretical part. Additionally, encourage students to consider how stored linguistic knowledge relates to the structures and rules proposed by the linguists.

2. Course Main Objective

The key objectives of the course are:

- ✓ To understand the relationship between language and the processes of the brain and mind.
- ✓ To develop an understanding about psycholinguistic processes, effects and models that are prescribed.
- ✓ To obtain knowledge of basic sub-fields of psycholinguistics, including: the biological bases of language (language & the brain), speech perception, the lexicon, sentence processing, spoken word recognition and visual word recognition.

- ✓ To make them understand how meaning is important in a sentence, by giving practice with reversible sentences.
- ✓ To develop a comprehensive idea on language processing system

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: students will be able to	
1.1	Define terminology and concepts associated with psycholinguistics.	K2
1.2	Describe the theoretical representations of word recognition, sentence interpretation, perception etc.	K3
2	Skills :students will be able to	
2.1	Analyse the advantages of prelexical analysis of speech and relationships in making connections.	S2
3	Values: students will be able to	
3.1	Operate independently and collaboratively to explore various Psycholinguistic issues.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Introduction Introduction, what is psycholinguistics? Who does psycholinguistics? How do psychologists do Psycholinguistics?	6
2	Perception for language i. Basic issues in perception for language ii Basic issues in speech perception	6
3	Spoken and recognition – i. Introduction/ what are words? ii Pre-lexical analysis	3
4	Visual word recognition factors affecting visual word recognition models of visual word recognition	6
5	Interpreting sentences - Introduction, - Meaning and sentence processing, - Syntax, Plausibility & Parsing	6
6	Making connection - Introduction, -Mental model building, -Inferences	3
7	Language processing system-Introduction, -Modularity within language processing, -The relationship of production and comprehension, -The relationship of visual and spoken language, -Language and the brain	15
	Total	45
Total		

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: students will be able to		
1.1	Define terminology and concepts associated with psycholinguistics.	Lectures, activities, group discussions and pair work.	Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)
1.2	Describe the theoretical representations of word recognition, sentence interpretation, perception etc.	Lectures, activities, group discussions and pair work.	Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)
2.0	Skills: students will be able to		
2.1	Analyse the advantages of prelexical analysis of speech and relationships in making connections.	Lectures, activities, group discussions and pair work.	Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)
3.0	Values: students will be able to		
3.1	Operate independently and collaboratively to explore various Psycholinguistic issues.	Lectures, activities, group discussions and pair work.	Assignments- (Subjective & Objective questions)

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10
2	Mid – Term	7	20
3	Assignment	10	10
4	Final Exam	16-17	60
	Total		100

*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 course teacher is available for academic guidance for 10 office hours per week. The teacher, academic counsellor is a connecting bridge between the student and the course teacher aids in solving academic or behavioural issues by receiving academic consultations from students.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Paul Warren (2012). Introducing Psycholinguistics. Cambridge University Press.
Essential References Materials	Sedivy J. (2014). Language in Mind. Introduction to Psycholinguistics. Sinauer Associates.

	Mathew J. (2011). Introduction to Psycholinguistics. Understanding Language Science. Willy-Blackwell
Electronic Materials	Psycholinguistics Forum http://bbi3215psycholinguistics.wikifoundry.com/thread
Other Learning Materials	CD & flash memory

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with not more than 25 students would be ideal for teaching such courses
Technology Resources (AV, data show, Smart Board, software, etc.)	Projectors and screens; smart boards would be a blessing indeed
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	A language laboratory would be of great help to teachers and students in helping them understanding the spectrograms.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

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	Department Council (session # 2101)
Reference No.	43/54/25644
Date	29/9/21