



Course Specification

(Bachelor)

Course Title: **Introduciton to Psycholinguistics**

Course Code: **ENG 458-3**

Program: **Bachelor Program in English**

Department: **Deparmtent of Foreign Languages**

College: **College of Arts & Humanities Jazan (Male & Female Campus)**

Institution: **Jazan University**

Version: **2024**

Last Revision Date: *Pick Revision Date.*



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A. General information about the course:

1. Course Identification

1. Credit hours:					
3 hrs.					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		
3. Level/year at which this course is offered: Level 8/ Fourth Year.					
4. Course general Description:					

This course is concerned primarily with how individuals comprehend and produce language, and with how language is processed and represented in the mental lexicon. It also introduces major issues in the production and comprehension of spoken and written language. The course also presents a variety of models of language production and comprehension, and empirical data supporting these models.

5. Pre-requirements for this course (if any):				
ENG 253-3 Introduction to Linguistics.				

6. Co-requisites for this course (if any):				
None.				

7. Course Main Objective(s):				
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The main objectives of this course are to enable students to:

- Learn the fundamentals of psycholinguistics
- Understand the various models of word recognition and sentence processing
- Understand major issues in the areas of language processing
- Understand the experimental techniques used in the field of psycholinguistics
- Make connection between language and cognition

Evaluate current models of word recognition and sentence processing

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100%	45	Traditional classroom	1.
		E-learning	2.
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3.





Percentage	Contact Hours	Mode of Instruction	No
		Distance learning	4.

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	K1	Define terminology and concepts associated with psycholinguistics.	1.1
Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	K2	Demonstrate an understanding of the various models of spoken word recognition, visual word recognition, and sentence processing	1.2
Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	K3	Recognize the various experimental techniques used in examining word recognition and sentence processing	1.3
Skills				2.0
Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	S1	Describe the various stages involved in speech production, word recognition, and sentence processing	2.1





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Quiz, Midterm, Final and Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	S2	Evaluate and critically assess current models and theories of word recognition and sentence interpretation	2.2
Values, autonomy, and responsibility				3.0
Assignments- (Subjective & Objective questions)	Lectures, activities, group discussions and pair work.	V1	Operate independently and collaboratively to explore various Psycholinguistic issues.	3.1

C. Course Content

Contact Hours	List of Topics	No
3	Introduction <ul style="list-style-type: none"> • Introduction, what is psycholinguistics? • Who does psycholinguistics? • How do psychologists do Psycholinguistics? 	1.
6	Planning utterances <ul style="list-style-type: none"> • A sketch of the production process • Conceptualization and planning • Cycles of planning • Formulation • Sentence complexity • Syntax and speech 	2.
6	Perception for language <ul style="list-style-type: none"> • Basic issues in perception for language • Basic issues in speech perception • Basic issues in visual perception for language • Influence of the linguistic system on perception 	3.
6	Spoken and recognition <ul style="list-style-type: none"> • What are words? • Pre-lexical analysis • Contact and activation • Selection • Lexical access • Recognition and context effects • Frequency, competition and neighbourhoods 	4.



	<ul style="list-style-type: none"> Recognising morphologically complex forms 	
6	Visual word recognition <ul style="list-style-type: none"> Factors affecting visual word recognition Models of visual word recognition Routes to read by Dyslexia 	5.
6	Interpreting sentences <ul style="list-style-type: none"> Meaning and sentence processing Syntax Plausibility & Parsing 	6.
6	Making connections <ul style="list-style-type: none"> Mental model building Inferences Anaphora Given and new Fillers and gaps 	7.
6	Language processing system <ul style="list-style-type: none"> Modularity within language processing The relationship of production and comprehension The relationship of visual and spoken language Language and the brain 	8.
45		Total

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz	1.
20	9	Mid-Term	2.
10	12	Assignment	3.
60	17	Final Exam	4.
100		Total	5.

*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	Paul Warren (2012). <i>Introducing Psycholinguistics</i> . Cambridge University Press
Supportive References	Harley, T. A. (2013). <i>The psychology of language: From data to theory</i> . Psychology Press.
Electronic Materials	http://www.intro2psycholing.net/
Other Learning Materials	



2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with no more than 20 students would be ideal for teaching such courses
Technology equipment (projector, smart board, software)	Projectors and screens; smart boards would be a blessing indeed
Other equipment (depending on the nature of the specialty)	A language laboratory would be of great help to teachers and students in understanding how to build and conduct psycholinguistic experiments

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of students' assessment	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)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL/ COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

