**SYLLABUS** – A COURSE DESCRIPTION


## I. General information

1. Course name: **Linguistic Theory: Psycholinguistics 1**
2. Course code: **15-LT-PSYCH1-EL-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English Linguistics: Theories, Interfaces, Technologies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle of studies**
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): **II (semester 5)**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours**
9. Number of ECTS credits: **3 ECTS**
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: **Dr Rafał Jończyk, rafal.jonczyk@wa.amu.edu.pl**
11. Language of instruction: **English**
12. Online learning - yes (partially / fully) / **no**

*please underline course coordinator's name


## II. Detailed information

1. Course aim (aims)

    i.   To familiarize students with psycholinguistics as a research discipline
    ii.  To familiarize students with the relationship between language, biology and culture
    iii. To familiarize students with methodological tools and research questions in the field of psycholinguistics

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

    Knowledge of basic concepts in the field of general linguistics.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

| Course learning outcome symbol (EU) | On successful completion of the course and validation of its learning outcomes, a student: | Reference to study programme learning outcomes |
|---|---|---|
| PSYCH1_1 | Can demonstrate knowledge of basic terminology in the field of psycholinguistics | K_W01, K_W02, K_U10 |
| PSYCH1_2 | Can demonstrate knowledge of contemporary research trends in language and communication | K_W01, K_W02, K_W05 |
| PSYCH1_3 | Can demonstrate knowledge of research methodology of language and communication | K_W01, K_W02, K_W03, K_W05, K_U04 |
| PSYCH1_4 | Can point out the biological and social foundations of linguistic behavior | K_W01, K_W02, K_W06 |
| PSYCH1_5 | Can provide arguments for and against in a discussion of selected psycholinguistic theories | K_W01, K_W02, K_W03, K_W05, K_U03 |
| PSYCH1_6 | Can see the advantages of an interdisciplinary approach to research questions | K_W01, K_W02, K_W05, K_W06 |

4. Learning content with reference to course learning outcomes (EU)

| Course learning content: | Course learning outcome symbol(s) (EU) |
| --- | --- |
| Animal and Human Communication Systems | PSYCH1_1 – PSYCH1_6 |
| Evolution of Language | PSYCH1_1 – PSYCH1_6 |
| The Science of Language | PSYCH1_1 – PSYCH1_6 |
| Behavioural techniques in the study of language | PSYCH1_1 – PSYCH1_6 |
| Language in the brain | PSYCH1_1 – PSYCH1_6 |
| Auditory perception and the speech stream | PSYCH1_1 – PSYCH1_6 |
| Development of speech perception and models of speech perception | PSYCH1_1 – PSYCH1_6 |
| The vocal tract and speech areas in the brain | PSYCH1_1 – PSYCH1_6 |
| Development of speech production and models of speech production | PSYCH1_1 – PSYCH1_6 |

5. Reading list

Coursebook:

- David Ludden. 2016. *The Psychology of Language*: An integrated approach. SAGE Publications, Inc., Los Angeles, USA

Supplementary resources:

- Ramus, F., Hauser, M. D., Miller, C., Morris, D., & Mehler, J. (2000). Language discrimination by human newborns and cotton-top tamarin monkeys. Science, 288, 349-351.
- Pollick, A. S., & de Waal, F. B. M. (2007). Ape gestures and language evolution. PNAS, 8184-8189.
- Liszkowski, U., Schaefer M., Carpenter, M., & Tomasella, M. (2009). Prelinguistic infants, but not chimpanzees, communicate about absent entities. Psychological Science, 20, 654-660.
- Ohama, M. L. F., Gotay, C. C., Pagano, I. S., Boles, L., & Craven, D. D. (2000). Evaluations of Hawaii Creole English and Standard English. Journal of Language and Social Psychology, 19(3), 357-377.
- Gingerich, A. C., & Lineweaver, T. T. (2014). OMG! Texting in class = U Fail :( Empirical evidence that text messaging during class disrupts comprehension. Teaching of Psychology, 41(1), 44-51.
- Nicholls, M. E. R., Searle, D. A., & Bradshaw, J. L. (2004). Read my lips: asymmetries in the visual expression and perception of speech revealed through the McGurk effect. Psychological Science, 15(2), 138-141.
- Johnsrude, I. S., Mackey, A., Hakyemez, H., Alexander, E., Trang, H. P., & Carlyon, R. P. (2013).Swinging at a cocktail party: voice familiarity aids speech perception in the presence of a competing voice. Psychological Science, 24(10), 1995-2004.
- Goldstein, M. H., & Schwade, J. A. (2008). Social feedback to infants' babbling facilitates rapid phonological learning. Psychological Science, 19, 515-523.
- Sereno, S. C., Brewer, C. C., & O'Donnell, P. J. (2003). Context effects in word recognition: evidence for early interactive processing. Psychological Science, 14(4), 328-333.
- Dumay, N., & Gaskell, M. G. (2007). Sleep-associated changes in the mental representation of spoken words. Psychological Science, 18, 35-39.
- Glenberg A. M., Witt, J. K., & Metcalfe, J. (2013). From the revolution to embodiment: 25 years of cognitive psychology. Perspectives on Psychological Science, (8)5, 573-585.

- Ferreira, F., Bailey, K. G. D., & Ferraro, V. (2002). Good-enough representations in language comprehension. Current Directions in Psychological Science, 11, 11-15.
- Christophe, A., Millotte, S., Bernal, S., & Lidz, J. (2008). Bootstrapping lexical and syntactic acquisition. Language and Speech, 51(1-2), 61-75.
- Arnold, J. E., Tanenhaus, M. K., Altmann, R. J., & Fagnano, M. (2004). The old and thee, uh, new: disfluency and reference resolution. Psychological Science, 15(9), 578-582.
- Rowe, M. L., Özçaliskan, S., & Goldin-Meadow, S. (2008). Learning words by hand: Gesture's role in predicting vocabulary development. First Language, 28(2), 182-199.

## III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

| Teaching and learning methods and activities | X |
|---|---|
| Lecture with a multimedia presentation | x |
| Interactive lecture | x |
| Problem-based lecture | |
| Discussions | x |
| Text-based work | x |
| Case study work | |
| Problem-based learning | |
| Educational simulation / game | |
| Task-solving learning (e.g.: calculation, artistic, practical tasks) | |
| Experiential work | |
| Laboratory work | x |
| Scientific inquiry method | |
| Workshop method | x |
| Project work | |
| Demonstration and observation | x |
| Sound and/or video demonstration | x |
| Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps) | x |
| Group work | x |
| Other – please specify | |
| … | |

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

| Assessment methods | Course learning outcome symbol | | | | | |
|---|---|---|---|---|---|---|
| | PSYCH1_1 | PSYCH1_2 | PSYCH1_3 | PSYCH1_4 | PSYCH1_5 | PSYCH1_6 |
| Written exam | | | | | | |
| Oral exam | | | | | | |
| Open book exam | | | | | | |

3

| | | | | | | |
|---|---|---|---|---|---|---|
| Written test | x | x | x | x | x | x |
| Oral test | | | | | | |
| Multiple choice test | x | x | x | x | x | x |
| Project | | | | | | |
| Essay | | | | | | |
| Report | | | | | | |
| Individual presentation | x | x | x | x | x | x |
| Practical exam (performance observation) | | | | | | |
| Portfolio | | | | | | |
| Other (please specify) - | | | | | | |
| … | | | | | | |

3. Student workload (ECTS credits)

| Activity types | | Mean number of hours spent on each activity type |
|---|---|---|
| Contact hours with the teacher as specified in the study programme | | 30 |
| Students' self-study* | Preparation for classes | 15 |
| | Reading for classes | 20 |
| | Essay / report / presentation / demonstration preparation, etc. | 10 |
| | Project preparation | |
| | Term paper preparation | |
| | Exam preparation | 15 |
| | Other (please specify) - | |
| | … | |
| TOTAL HOURS | | 90 |
| Total ECTS credits for the course | | 3 |

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5.0): The student knows and understands the theoretical and methodological approaches in the field of psycholinguistics very well, freely uses the acquired knowledge in the field of language research, is able to freely use the acquired terminology during discussions.

Good plus (+db; 4.5): The student knows and understands the theoretical and methodological approaches in the field of psycholinguistics well, freely uses the acquired knowledge in the field of language research, is able to freely use the acquired terminology during discussions, but makes minor mistakes

Good (db; 4.0): the student knows and understands theoretical and methodological approaches in the field of psycholinguistics well, is able to use the acquired knowledge in the field of language research, is able to use the acquired terminology during discussions, but makes mistakes

Satisfactory plus (+dst; 3.5): the student knows and understands theoretical and methodological approaches in the field of psycholinguistics at a basic level, is able to use the acquired knowledge in the field of language research to a satisfactory degree, is able to use the acquired terminology during discussions to some extent and makes mistakes.

Satisfactory (dst; 3.0): the student knows and understands theoretical and methodological approaches in the field of psycholinguistics at a basic level, is able to use the acquired knowledge in the field of language research to a satisfactory degree, is able to partially use the acquired terminology during discussions, but makes basic mistakes.

Unsatisfactory (ndst; 2.0): the student does not know and does not understand theoretical and methodological approaches in the field of psycholinguistics at a basic level, does not use the acquired knowledge in the field of language research, and is not able to use the acquired terminology during discussions without making basic mistakes.