SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: INTRODUCTION TO NEUROLINGUISTICS
2. Course code: <u>15-ITNEUR-EL-11</u>
3. Course type (compulsory or optional): compulsory
4. Study programme name: English linguistics: Theories, interfaces, technologies
5. Cycle of studies: 1st cycle of studies; BA level
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): 3 BA
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): lectures: 30 hours
9. Number of ECTS credits: 3.0
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: prof. UAM, dr hab. <u>Katarzyna Bromberek-Dyzman</u>, kasia.dyzman@wa.amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : Yes

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

acquainting students with brain anatomy, structures, functions and mechanisms involved in acquisition, perception, representation, production and comprehension of language
familiarizing students the brain mapping methods
familiarizing students with knowledge on the subcortical and cortical structures involved in the production, perception, representation and comprehension of speech beginning from phoneme to discourse
familiarizing students with knowledge on the subcortical and cortical structures involved in reading and writing
developing students skills in presenting and criticizing hypotheses, theories and research methods in neurolinguistics

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)
being acquainted with the major linguistic theories relevant for phonology, morphology, syntax, semantics, pragmatics and psycholinguistics; B2/C1 level in English

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
EU_01	know basic topics, notions, and concepts in the domain of neurolinguistics	K_W01, K_W02
EU_02	know theories, research methods, general and specific issues on the neurobiology of language	K_W03
EU_03	know main paradigms and major developments in the domain	K_W05, K_W04

Z komentarzem [PK1]: We suggest using 5-6, expressed as actions: defines, distinguishes, understands, etc. These outcomes should be testable using the assessment methods listed later below as well as associated with the teaching contents of the course (given in the next table).

Z komentarzem [PK2]: Find LO for relevant „kierunek" here: http://wa.amu.edu.pl/wa/pl/efekty_ksztalcenia

EU_04	understand the complexities underpinning the mechanisms and principles of neurolinguistics	K_W06, K_W05
EU_05	be able to search, analyze, evaluate, select and apply pieces of information from diverse sources	K_U02, K_U03

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

Course learning content:	Course learning outcome symbol(s) (EU)
anatomy and physiology of the central nervous system	EU_1_01, EU_1_02, EU_1_07,
chemical and electrical language of the brain	EU_1_01, EU_1_02, EU_1_07,
subcortical and cortical structures of the brain and their main functions	EU_1_01, EU_1_03, EU_1_04, EU_1_05, EU_1_06, EU_1_09, EU_1_10
gyral-sulcal and cytoarchitectonic organization of the neocortex	EU_1_03, EU_1_04, EU_1_08, EU_1_10
brain mapping methods in neurolinguistics	EU_1_02, EU_1_03, EU_1_04, EU_1_05,
cortical and subcortical brain structures involved in speech perception, production, representation and comprehension	EU_1_02, EU_1_03, EU_1_04, EU_1_05, EU_1_06,
cortical and subcortical brain structures involved in reading and writing	EU_1_02, EU_1_03, EU_1_04, EU_1_05, EU_1_06, EU_1_07,
perception, production and representation of words: focus on nouns, verbs and adjectives	EU_1_02, EU_1_03, EU_1_04, EU_1_05, EU_1_06, EU_1_07, EU_1_08
neurobiology of sentence comprehension	EU_1_02, EU_1_03, EU_1_04, EU_1_05, EU_1_06, EU_1_07, EU_1_08, EU_09
neurobiology of discourse comprehension	EU_1_02, EU_1_03, EU_1_04, EU_1_05, EU_1_06, EU_1_07, EU_1_08,EU_1_09, EU_1_10

5. Reading list

Kemmerer, D. 2015. Cognitive Neuroscience of Language. Psychology Press.
Kolb, B. - I. Whishaw. 2009. Fundamentals of human neuropsychology (6th ed.) Worth Publishers.
Sternberg, R. 2009. Cognitive psychology (5th ed.) Wadsworth.
Brown, C. - P. Hagoort. 2003. The neurocognition of language. OUP.
Ward, J. 2015. The Students' Guide to Cognitive Neuroscience. New York: Psychology Press.

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	
Scientific inquiry method	
Workshop method	
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)	
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					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam	√	√	√	√	√	
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test	√	√	√	√	√	
Project						
Essay						

Report						
Individual presentation		√	√	√	√	√
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	15
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	30
	Other (please specify) -	
	…	
TOTAL HOURS		90
Total ECTS credits for the course		3.0

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

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

excellent (bdb; 5,0): the student has excellent knowledge and understanding of the processes and mechanisms researched in neurolinguistics, has in-depth knowledge of the structure, anatomy, physiology and functions of the central nervous system; is especially familiar with the neurophysiological mechanisms as well as subcortical and cortical structures involved in language processing along the perception-representation-comprehension-production stages, and is able to use this knowledge in speech and writing using the neurolinguistic terminology

very good (+db; 4,5): the student has very good knowledge and understanding of the processes and mechanisms researched in neurolinguistics, has good knowledge of the structure, anatomy, physiology and functions of the central nervous system; is familiar with the neurological mechanisms underpinning language along the perception-production stages; knows

terminology used in neurolinguistics and is able to use it in speech and writing, yet commits minor mistakes

good (db; 4,0): the student has good knowledge and understanding of the processes researched in neurolinguistics, has good knowledge of the structure, anatomy, physiology and functions of the central nervous system; is familiar with the mechanisms underpinning language processing; knows neurolinguistics terms and is able to use it in speech and writing, yet commits occasional errors

satisfactory (+dst; 3,5): the student has satisfactory knowledge and understanding of the processes researched in neurolinguistics, has fair knowledge of the brain mechanisms, structures and functions; is familiar with the neurolinguistics terminology and is able to use it in speech and writing, yet commits errors

sufficient (dst; 3,0): the student has some knowledge and understanding of the processes and mechanisms researched in neurolinguistics, has some knowledge of the neural subcortical and cortical structures underpinning language processing; is familiar with the neurolinguistics terminology and is able to use it in speech and writing, yet commits errors

failing (ndst; 2,0): the student has little knowledge and understanding of the processes and mechanisms researched in neurolinguistics, has little or no knowledge of the subcortical and cortical structures involved in language processing; is not familiar with the neurolinguistic terminology, and is not able to use it in speech and writing without major errors