

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Linguistic Theory: Psycholinguistics 2**
2. Course code: **15-LT-PSYCH2-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): **III (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 Agnieszka Lijewska, adiunkt, alijewska@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 language processing with respect to words, syntax, and discourse
 - ii. To familiarize students with the psycholinguistic aspects of reading and writing
 - 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
PSYCH2_1	Defines basic terms in the field of psycholinguistics of vocabulary, syntax, discourse, the reading and writing process	K_W01, K_W02, K_U10
PSYCH2_2	Presents contemporary research trends in language and communication	K_W01, K_W02, K_W05
PSYCH2_3	Identifies basic research methodologies used to study language and communication	K_W01, K_W02, K_W03, K_W05
PSYCH2_4	Distinguishes the processes engaged in language processing with respect to vocabulary, syntax, discourse, reading and writing	K_W01, K_W02, K_W06
PSYCH2_5	Can provide arguments for and against in a discussion of selected psycholinguistic theories	K_W01, K_W02, K_W03, K_W05, K_U03

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

Course learning content:	Course learning outcome symbol(s) (EU)
Mental lexicon - structure	PSYCH2_1 – PSYCH2_5
The acquisition of the lexicon	PSYCH2_1 – PSYCH2_5
Lexical access	PSYCH2_1 – PSYCH2_5
Syntactic structure of sentences	PSYCH2_1 – PSYCH2_5
Sentence comprehension	PSYCH2_1 – PSYCH2_5
The acquisition of syntactic structure	PSYCH2_1 – PSYCH2_5
Discourse structure	PSYCH2_1 – PSYCH2_5
Development of discourse competence	PSYCH2_1 – PSYCH2_5
Cognitive aspects of reading and writing	PSYCH2_1 – PSYCH2_5
Development of reading and writing abilities	PSYCH2_1 – PSYCH2_5

5. Reading list

Coursebook:

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

Supplementary resources:

- Chen X, Branigan HP, Wang S, Huang J, Pickering MJ (2020) Syntactic representation is independent of semantics in Mandarin: evidence from syntactic priming. *Language, Cognition and Neuroscience* 35, 211–220.
- Cuskley C, Simner J, Kirby S (2017) Phonological and orthographic influences in the bouba-kiki effect. *Psychological Research* 81, 119–130.
- Ellis C, Kuipers JR, Thierry G, Lovett V, Turnbull O, Jones MW (2015) Language and culture modulate online semantic processing. *Social Cognitive & Affective Neuroscience* 10, 1392–1396.
- Fort M, Martin A, Peperkamp S (2015) Consonants are More Important than Vowels in the Bouba-kiki Effect. *Language & Speech* 58, 247–266.
- Hartsuiker RJ, Pickering MJ, Velkamp E (2004) Is Syntax Separate or Shared Between Languages? *Psychological Science (Wiley-Blackwell)* 15, 409–414.
- Ito A, Martin AE, Nieuwland MS (2017) On predicting form and meaning in a second language. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 43, 635–652.
- Kulakova E, Nieuwland MS (2016) Pragmatic skills predict online counterfactual comprehension: Evidence from the N400. *Cognitive, Affective, & Behavioral Neuroscience* 16, 814–824.
- Quinlan T, Loncke M, Leijten M, Van Waes L (2012) Coordinating the Cognitive Processes of Writing: The Role of the Monitor. *Written Communication* 29, 345–368.
- Van Berkum JJA, Holleman B, Nieuwland M, Otten M, Murre J (2009) Right or Wrong? The Brain's Fast Response to Morally Objectionable Statements. *Psychological Science (0956-7976)* 20, 1092–1099.
- Xu Y, Wong R, He S, Veldre A, Andrews S (2020) Is it smart to read on your phone? The impact of reading format and culture on the continued influence of misinformation. *Memory & Cognition* 48, 1112–1127.

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	
Problem-based lecture	
Discussions	x
Text-based work	x
Case study work	x
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				
	PSYCH2_1	PSYCH2_2	PSYCH2_3	PSYCH2_4	PSYCH2_5
Written exam					
Oral exam	x	x	x	x	x
Open book exam					
Written test					
Oral test					
Multiple choice test					
Project					
Essay					

Report					
Individual presentation	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.