

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 402

Psycholinguistics

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Psycholinguistics – ENG 402			
2. Credit hours - 3 hours			
3. Program(s) in which the course is offered. B. A. in English			
4. Name of faculty member responsible for the course Several Professors			
5. Level/year at which this course is offered Seventh or Eighth Level (Elective)/Fourth Year			
6. Pre-requisites for this course (if any) ENG 222 - Applied linguistics			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>

Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

B. Objectives

1. What is the main purpose for this course?

After completing the course, students should be able to:

1. Describe models of recognizing spoken and visual words and models of producing language.
2. Explain the role of context in recognizing visual and spoken language
2. Compare and contrast the various models of speech production and comprehension
3. Outline the neuro-psycholinguistic bases of language production and perception
4. Describe reading disorders: dyslexia
5. Describe characteristics of the types of aphasia

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. The following series of orientation workshops are essential for BOTH faculty and students¹:

Faculty: assessment and teaching methods applied in Linguistic courses

Students:

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Virtual classes
- d) Critical and Investigative Thinking Skills
- e) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

6. Include e-books (eg. Gutenberg e-books)

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

Course Description:

This course deals with the psychological and neurobiological factors that enable humans to process language. It also deals with language production and comprehension and language use. Word meaning, language impairment, and linguistic errors are also dealt with. The course also touches on dyslexia and dysgraphia.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
What is Language? What is Psycholinguistics?	1	3
The History and methods of psycholinguistics The cognitive science approach; the cognitive neuropsychology	1	3
Speech perception: Models of speech perceptions	1	3
Spoken word recognition: The stages of spoken word recognition; Role of context in spoken word recognition; Models of speech recognition; the neuropsychology of spoken word recognition	2	6
Visual word recognition: Models of visual word recognition; Comparison of models; Types of semantic priming; Role of context in visual word recognition	2	6
Speech Production; Models of speech production; slips of the tongue	2	6
Word pronunciation and dyslexia: The neuropsychology of reading disorders; Models of dyslexia	2	6
Comprehension and remembering a message: Models of text representation and processing	2	6
Speech production and aphasia	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory	Practical	Other: Exams	Total
Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.

6 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Outline the basic tenets of psycholinguistics: history and methods	1. Lectures 2. Class discussion	1. Class participation 2. Quizzes 3. Midterms/Essay questions 4. Final written exam
1.2	Describe the various models of language production and perception		
1.3	Describe of models of text presentation and remembering		
1.4	Outline the neurological bases of language production and perception		
1.5	State characteristics of language processing disorders: dyslexia and aphasia		
2.0	Cognitive Skills Students should be able to:		
2.1	Compare and contrast models that account for human language processing	1. Assignments 2. Class discussions 3. Research project	1. Class participation 2. Exams 3. Assignments 4. Research project
2.2	Evaluate the models		
2.3	Analyze linguistic data and explain them in terms of the models studied		

			5. Performance of students
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Illustrate self-professional development commitments.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the

			latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
5.0	Psychomotor		
5.1	Not Applicable	Not Applicable	Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	All along	10%
2	Midterm	Week 10	20%
3	Activities	All along	10%
4	Research paper	Due week	20%
5	Final exam	End of term	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
4 hours per week; email

E. Learning Resources

1. List Required Textbooks
Harley, T. A. (2008). *The Psychology of Language: From data to theory*. Psychology Press

2. List Essential References Materials (Journals, Reports, etc.) Traxler, M. J. (2012). <i>Introduction to Psycholinguistics: Understanding language science</i>. Wiley-Blackwell. Steinberge, D. D. & Sciarini, N. V. (2006). <i>An Introduction to Psycholinguistics</i>. Routledge. Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. Routledge
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. The use of Turn-it-in.com software program to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) The course should be taught in a lab with Hi Tec equipment. The lab should be large enough to accommodate 70 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching 1. Training sessions



2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given
4. Encouragement of faculty members to attend professional development conferences.
5. Keep up to date with pedagogical theory and practice
6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities
2. Biannual meetings of faculty members to discuss improvement
3. Review curriculum periodically and suggest improvements

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____