

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Linguistics and Translation
with effect from Semester A 2021/22**

Part I Course Overview

Course Title: Experimental Approaches to Language Studies

Course Code: LT3235

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) LT2229 Fundamentals of Linguistics

Precursors:
(Course Code and Title) LT3209 Syntax, LT3211 Semantics, LT3212 Phonetics, LT3214 Phonology

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to quantitative research paradigms and common experimental methods in language studies. Students will learn to formulate specific research questions and generate research predictions based on linguistic theories and models, select appropriate experimental methods, design suitable materials to control for variables and obtain valid data, and develop effective data analysis plans to address the research questions. Rationales and standard procedures of well-established data elicitation tasks for both language comprehension and production will be illustrated and demonstrated through representative studies in various linguistic subfields. Students will be familiarized with quantitative measures such as accuracy rate, type/token frequency, reaction time and event-related potential, as well as their applications and interpretations in offline and online techniques such as eye-tracking and EEG. Interactive tutorials, workshops and tours to the department's Language and Cognition Laboratory will be organized regularly to provide the students with hands-on experience with the experimental techniques.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To acquire basic concepts in experimental design		✓	✓	
2.	To be familiar with standard procedures of common experimental tasks		✓	✓	
3.	To understand key variables and measures in linguistic experiments		✓	✓	✓
4.	To be able to design an experiment to investigate interested topics in linguistics		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Lectures to introduce key concepts, theoretical underpinnings, and representative studies of relevant experimental methods	✓	✓	✓	✓			2
Workshop	In-class workshops to demonstrate procedures of relevant experimental methods	✓	✓	✓	✓			once or twice per semester
Tutorial	In-class tutorials to discuss and explore topics on relevant experimental methods	✓	✓	✓	✓			1
Lab tour	In-class tours to the department's Language and Cognition Lab to familiarize with the experimental setup and apparatus	✓	✓	✓	✓			once or twice per semester
Reading	Weekly reading tasks to enhance and consolidate learning	✓	✓	✓	✓			2
...								

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Assignments (2 written assignments to demonstrate understanding of relevant content in the lectures, workshops and tutorials)	✓	✓	✓	✓			30%	
Quiz (a quiz to test mastery of basic concepts and their application in experimentation)	✓	✓	✓				30%	
Research project (a written research proposal investigating a linguistic topic through an experimental design)	✓	✓	✓	✓			40%	
Examination: % (duration: , if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Mastery and understanding of key concepts, theories, findings and procedures introduced in the lectures and tutorials	Outstanding or generally outstanding mastery across items.	Substantial mastery with high performance in some items and weaknesses in others.	Satisfactory mastery in the majority of the items.	Barely satisfactory mastery on many items.	Unsatisfactory mastery on many items or failure to meet specified assessment requirements.
2. Quiz	Mastery of basic concepts and their application in published experimental studies	Outstanding or generally outstanding mastery across items.	Substantial mastery with high performance in some items and weaknesses in others.	Satisfactory mastery in the majority of the items.	Barely satisfactory mastery on many items.	Unsatisfactory mastery on many items or failure to meet specified assessment requirements.
3. Research project	The ability to apply the concepts, theories, findings and procedures to a chosen research topic	Outstanding or generally outstanding ability across items.	Substantial ability with high performance in some items and weaknesses in others.	Satisfactory ability in the majority of the items.	Barely satisfactory ability on many items.	Unsatisfactory ability on many items or failure to meet specified assessment requirements.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Research questions, hypotheses and predictions; longitudinal, cross-sectional; offline, online; acceptability judgement task, truth-value judgement task, elicited repetition/production/narration, picture selection, sound discrimination, lexical decision, self-paced reading, eye-tracking and the visual world paradigm, EEG; accuracy rate, type/token frequency, reaction time, proportion of looks, event-related potential; experimental conditions, groups, variables, and baselines; priming; ethical considerations

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Mackey, A., & Gass, S. M. (Eds.). (2011). Research methods in second language acquisition: A practical guide (Vol. 7). John Wiley & Sons.
2.	De Groot, A. M., & Hagoort, P. (Eds.). (2017). Research methods in psycholinguistics and the neurobiology of language: A practical guide. John Wiley & Sons.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)