City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester B 2023 / 24

Part I   Course Overview

Course Title:	Cognition and Language Differences
Course Code:	LT5461
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course provides students with fundamental concepts and approaches to the interaction between cognition and linguistic differences. This course addresses questions related to the linguistic knowledge in human minds. It will guide students through analysing and interpreting empirical data, and exploring the ways in which research informs practice. How theoretical and methodological developments have shaped current research in linguistics as cognitive science will be surveyed. Students should view this course as an opportunity to identify questions related to cognitive science in their future coursework and career.

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 develop an expert and personally relevant understanding of language learning and the interaction between cognition and linguistic variation		✓	✓	
2.	To become familiar with theories, methods, and findings in linguistics as cognitive science		✓	✓	
3.	To develop ability to read and critique language acquisition and processing research literature meaningfully		✓	✓	✓
4.	To support students through the process of conducting and reporting on a research project that explores a related topic		✓	✓	✓
		100%			

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	
1	**Weekly reading** Readings related to the topics covered by the course will be assigned.	✓	✓	✓	✓	
2	**Lecture** There will be a two-hour lecture every week that discusses concepts introduced in the course materials.	✓	✓	✓	✓	2 hours
3	**Tutorial** Exercise questions on the key concepts and theories introduced in the lecture will be given during the one-hour tutorial for group discussion.	✓	✓	✓	✓	1 hour

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%						
Final test A test will be given at the end of the semester to evaluate students' understanding of lecture contents	✓	✓	✓	✓	35%	
Assignments 2 assignments in the form of essay questions	✓	✓	✓	✓	30%	
Research paper Students will write a research paper addressing one topic related to this course	✓	✓	✓	✓	35%	Requirements will be announced during the semester.
Examination: 0%						
					100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Final test	Understanding of the cognitive approach to language, and the ability to analyse new empirical data	Demonstrates accurate understanding of key concepts discussed across lectures	Demonstrates accurate understanding of key concepts discussed in most lectures	Demonstrates accurate understanding of key concepts discussed only in some lectures	Failure to demonstrate accurate understanding of key concepts discussed in lectures
2. Assignments	The ability to understand the theoretical debate and evaluate relevant evidence in the literature to support arguments, reflected in the essays	The essays reflect the student's outstanding ability in forming arguments supported by reliable and relevant evidence in the literature	The essays reflect the student's good ability in this area in general, except for a few weaknesses	The student's ability in this area is unsatisfactory or poor with many obvious weaknesses and gaps	The essays reflect little learning progress in this course and poor ability in this area
3. Research Paper	Literature coverage, data analysis skills, and academic writing qualities	The content coverage, research skills, and academic writing qualities are all excellent	The content coverage, research skills, and academic writing qualities are generally satisfactory except for a few weaknesses	The content coverage, research skills, and academic writing qualities are unsatisfactory with many weaknesses and gaps	The paper shows little evidence of learning in this course, or does not reflect necessary skills in research and academic writing

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Final test	Understanding of the cognitive approach to language, and the ability to analyse new empirical data	Demonstrates accurate understanding of key concepts discussed across lectures	Demonstrates accurate understanding of key concepts discussed in most lectures	Demonstrates accurate understanding of key concepts discussed in more than half of the lectures	Demonstrates accurate understanding of key concepts discussed only in some lectures	Failure to demonstrate accurate understanding of key concepts discussed in most lectures
2. Assignments	The ability to understand the theoretical debate and evaluate relevant evidence in the literature to support arguments, reflected in the essays	The essays reflect the student's outstanding ability in forming arguments supported by reliable and relevant evidence in the literature	The essays reflect the student's good ability in this area in general, except for a few minor weaknesses	The essays have major weaknesses but are satisfactory in general	The student's ability in this area is unsatisfactory or poor with many obvious weaknesses and gaps	The essays reflect little learning progress in this course and poor ability in this area
3. Research Paper	Literature coverage, data analysis skills, and academic writing qualities	The content coverage, research skills, and academic writing qualities are all excellent	The content coverage, research skills, and academic writing qualities are generally satisfactory except for a few minor weaknesses	The content coverage, research skills, and academic writing qualities have major weaknesses	The content coverage, research skills, and academic writing qualities are unsatisfactory with many weaknesses and gaps	The paper shows little evidence of learning in this course, or does not reflect necessary skills in research and academic writing

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.)

     Linguistics as cognitive science, innate knowledge, internalist approach to languages, biolinguistics, language organ, language faculty, computational system, mental grammar, language variations, linguistic diversity, linguistic representation, Universal Grammar

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.	Isac, Daniela & Charles Reiss (2008) *I-Language - An Introduction to Linguistics as Cognitive Science*. Oxford: OUP.

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

1.	Anderson, S. R., and Lightfoot, D. W. (2002). *The Language Organ: Linguistics as Cognitive Physiology*. New York, NY: Cambridge University Press.
2.	Byrd, D., and Mintz, T. (2010). *Discovering Speech, Words, and Mind*. Willey-Blackwell.
3.	Carroll, D. W. (2007). *Psychology of Language*, 5th ed. Belmont, California: Wadsworth/ Thomson Learning.
4.	Jackendoff, Ray (1995). *Patterns In The Mind - Language And Human Nature*. NY: BasicBooks.
5.	Jackendoff, Ray (2012). *A User's Guide to Thought and Meaning*. Oxford: OUP.
6.	Field, J. (2005). *Language and the Mind.* London: Routledge.