LT5422: NEUROCOGNITION OF LANGUAGE

Effective Term
Semester B 2025/26

Part I Course Overview

Course Title
Neurocognition of Language

Subject Code
LT - Linguistics and Translation
Course Number
5422

Academic Unit
Linguistics and Translation (LT)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
P5, P6 - Postgraduate Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to encourage students to engage with current issues/trends and cutting-edge research in the neurocognition of language. It covers the basic principles in cognitive neuroscience with state-of-the-art reviews of major

language functions from psycholinguistics and how they are supported by the human brain. It is designed to enable the students to gain a better appreciation of and better understanding about language function in the brain for the purpose of developing the desirable analytical and intellectual rigour essential to academic inquiry.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the cognitive and psychological process of language comprehension and production.		x	x	
2	Introduce the neuropsychological and neuroimaging approaches to study language and human cognition.		x	x	
3	Explain the cognitive underpinnings of language on the one hand and of the multifaceted linguistic representations of cognition on the other.		x	x	
4	Conduct and critique linguistic analysis of data in relation to the complex relation among language, cognition and brain.		x	x	x
5	Hypothesize and formulate generalizations regarding the cognitive and neural bases of language.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Students will develop an in-depth understanding of the key ideas, methods, and concepts in the neurocognition of language through reading academic books, chapters, and journal articles.	1, 2, 3, 4, 5	

2	Lectures	Students will engage with basic concepts, models, and theories in the neurocognition of language through explanation and illustration by the lecturer.	1, 2, 3, 4, 5	
3	Class Discussions	Students will discuss and debate key issues and theories in the field of neurocognition of language, and attempt to apply their new knowledge to produce neurocognitive models that encapsulate those ideas and theoretical insights.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Mid-term quiz	1, 2, 3, 4, 5	30	-	No
2	In-class participation	1, 2, 3, 4, 5	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

3	Written assignment	1, 2, 3, 4, 5	20	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
4	Final quiz	1, 2, 3, 4, 5	30	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. Mid-term quiz (30%)

Criterion

Interpreting cognition and language phenomena with specialized terms and concepts.
Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Excellent

(A+, A, A-) Excellent interpretation of cognition and language phenomena with specialized terms and concepts.
Excellent development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Good

(B+, B, B-) Good interpretation of cognition and language phenomena with specialized terms and concepts.
Good development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Fair

(C+, C, C-) Satisfactory interpretation of cognition and language phenomena with specialized terms and concepts.
Satisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Marginal

(D) Unsatisfactory interpretation of cognition and language phenomena with specialized terms and concepts.
Unsatisfactory development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Failure

(F) Poor interpretation of cognition and language phenomena with specialized terms and concepts.
Poor development of critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Assessment Task

2. In-class Participation (20%)

Criterion

Demonstration of understanding of basic concepts.
Demonstration of ability to apply basic concepts.

Excellent

(A+, A, A-)
Excellent demonstration of understanding of basic concepts.
Excellent demonstration of ability to apply basic concepts.

Good

(B+, B, B-)
Good demonstration of understanding of basic concepts.
Good demonstration of ability to apply basic concepts.

Fair

(C+, C, C-)
Fair demonstration of understanding of basic concepts.
Fair demonstration of ability to apply basic concepts.

Marginal

(D)
Marginal demonstration of understanding of basic concepts.
Marginal demonstration of ability to apply basic concepts.

Failure

(F)
Failure to demonstrate understanding of basic concepts.
Failure to demonstrate ability to apply basic concepts.

Assessment Task

3. Written assignment (20%)

Criterion

Demonstration of understanding of basic concepts.
Demonstration of ability to apply basic concepts.

Excellent

(A+, A, A-)
Excellent demonstration of understanding of basic concepts.
Excellent demonstration of ability to apply basic concepts.

Good

(B+, B, B-)
Good demonstration of understanding of basic concepts.
Good demonstration of ability to apply basic concepts.

Fair

(C+, C, C-)
Fair demonstration of understanding of basic concepts.
Fair demonstration of ability to apply basic concepts.

Marginal

(D)
Marginal demonstration of understanding of basic concepts.
Marginal demonstration of ability to apply basic concepts.

Failure

(F)
Failure to demonstrate understanding of basic concepts.
Failure to demonstrate ability to apply basic concepts.

Assessment Task

4. Final quiz (30%)

Criterion

Interpreting cognitive and language phenomena with specialized terms and concepts.
Developing critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Excellent

(A+, A, A-)
Excellent interpretation of cognitive and language phenomena with specialized terms and concepts.
Excellent critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Good

(B+, B, B-)
Good interpretation of cognitive and language phenomena with specialized terms and concepts.
Good critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Fair

(C+, C, C-)
Fair interpretation of cognitive and language phenomena with specialized terms and concepts.
Fair critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Marginal

(D)
Marginal interpretation of cognitive and language phenomena with specialized terms and concepts.
Marginal critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Failure

(F)
Failure in interpretation of cognitive and language phenomena with specialized terms and concepts.

Failure to demonstrate critical thinking via recognizing and identifying similarities/differences among key concepts, models and theories.

Part III Other Information

Keyword Syllabus

Language and Cognition
Meaning organization;
Language and conceptualization;
Brain imaging

Reading List

Compulsory Readings

	Title
1	Kemmerer, D. (2022). Cognitive Neuroscience of Language, 2nd Edition. Routledge.
2	Friederici, A.D. & Chomsky N. (2017). Language in Our Brain: The Origins of a Uniquely Human Capacity. MIT Press.

Additional Readings

	Title
1	Gazzanica, M.S., Ivry, R. B., Mangun, G.R. (2014). Cognitive Neuroscience: The Biology of the Mind, 4th Edition. W. W. Norton & Company.
2	Steve J. Luck (2005) An Introduction to the Event-related Potential Technique. MIT press
3	Brown, C. D. & Hagroot, P. (2000). The Neurocognition of Language. Oxford: Oxford University Press.
4	Journal: Brain and Language
5	Journal of Psycholinguistic Research
6	Journal of Memory and Language
7	Journal of Experimental Psychology
8	Journal: Cognition