

LT5424: SPECIAL TOPICS IN LINGUISTICS RESEARCH

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Special Topics in Linguistics Research

Subject Code

LT - Linguistics and Translation

Course Number

5424

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 provides a deep dive into cutting-edge research, current debates, and emerging trends in the fields of psycholinguistics and neurolinguistics. Unlike more introductory courses, this course focuses on specific, evolving areas of inquiry - such as predictive processing, embodied cognition, neuroplasticity in aging, or the interface between grammar and working memory. The content is research-driven and dynamic, engaging with literature published within the last 5-10 years. Students will critically evaluate competing theoretical frameworks, assess methodological innovations, and develop their own research proposals to address unresolved questions in the field.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Critically analyze state-of-the-art theories and debates in psycholinguistics and neurolinguistics.		x	x	x
2	Evaluate the validity and implications of recent experimental findings and methodological innovations.		x	x	x
3	Synthesize complex empirical data to formulate new hypotheses or research directions.		x	x	x
4	Communicate complex scientific arguments effectively through oral presentations and academic writing.		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	Seminar/Discussion	Students will engage in seminar-style discussions led by the instructor or peers, critically analyzing primary source literature.	1, 2, 3, 4	3 hours
2	Lecture	Students will read high-impact journal articles and book chapters representing opposing views on current topics.	1, 2, 3, 4	3 hours

3	Presentation	Students will prepare and deliver presentations on specific research topics, synthesizing findings and leading class discussion.	1, 2, 3, 4	-
---	--------------	--	------------	---

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Critical review	1, 2, 3, 4	30	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

2	Seminar presentation	1, 2, 3, 4	30	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	Research proposal	1, 2, 3, 4	40	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Critical review

Criterion

Demonstrate the ability to deconstruct complex arguments in recent literature, identify theoretical assumptions, and critique methodological choices.

Excellent (A+, A, A-)

Demonstrate strong evidence of capacity to critique advanced literature; superior identification of theoretical gaps; and evidence of excellent understanding of the “state of the art.”

Good (B+, B, B-)

Demonstrate good evidence of capacity to critique literature; correct identification of main arguments; and evidence of good understanding of the topic.

Fair (C+, C, C-)

Demonstrate some evidence of ability to summarize literature; adequate identification of arguments; but limited critical engagement.

Marginal (D)

Demonstrate limited evidence of ability to summarize; minimal critical engagement; and basic understanding only.

Failure (F)

Demonstrate inadequate ability to understand the literature; failure to identify key arguments; or substantial misconceptions.

Assessment Task

Seminar presentation

Criterion

Demonstrate the ability to synthesize a body of research, present it clearly to an audience, and lead a stimulating discussion on the topic.

Excellent (A+, A, A-)

Demonstrate strong evidence of capacity to synthesize complex information; superior presentation skills; and excellent ability to facilitate high-level discussion.

Good (B+, B, B-)

Demonstrate good evidence of capacity to synthesize information; clear presentation skills; and good ability to answer questions.

Fair (C+, C, C-)

Demonstrate some evidence of synthesis; adequate presentation skills; but limited interaction with the audience.

Marginal (D)

Demonstrate limited synthesis; weak presentation skills; and minimal ability to handle questions.

Failure (F)

Demonstrate inadequate preparation; failure to communicate ideas; or inability to answer questions.

Assessment Task

Research proposal

Criterion

Demonstrate the ability to identify an unresolved research question based on current literature and design a rigorous study to address it.

Excellent (A+, A, A-)

Demonstrate strong evidence of ability to formulate original hypotheses; superior experimental design justification; and excellent integration of theory and method.

Good (B+, B, B-)

Demonstrate good evidence of ability to formulate hypotheses; solid experimental design; and good integration of theory.

Fair (C+, C, C-)

Demonstrate some ability to formulate a question; adequate design; but basic integration of theory.

Marginal (D)

Demonstrate limited ability to formulate a question; weak or flawed design; and minimal theoretical grounding.

Failure (F)

Demonstrate no coherent research question; failure to design a study; or substantial misunderstanding of the research process.

Part III Other Information

Keyword Syllabus

Predictive processing and the “Bayesian Brain” ; Embodied cognition and sensorimotor grounding; The syntax-working memory interface; Neuroplasticity in healthy aging and neurodegeneration; The neurobiology of reading; Language in the era of Artificial Intelligence; Cross-linguistic differences in neural organization; Genetics of language.

Reading List

Compulsory Readings

Title	
1	Selected journal articles from high-impact publications.
2	Kemmerer, D. (2022). Cognitive neuroscience of language. Routledge.

Additional Readings

Title	
1	De Zubicaray, G. I., & Schiller, N. O. (Eds.). (2019). The Oxford handbook of neurolinguistics. Oxford University Press.