

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2022/2023**

Part I Course Overview

Course Title:	Language and Mind
Course Code:	LT2204
Course Duration:	One Semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	NIL
Precursors: <i>(Course Code and Title)</i>	LT2201 Introduction to Linguistics, LT2229 Fundamentals of Linguistics, LT2290 Introduction to Language Studies
Equivalent Courses: <i>(Course Code and Title)</i>	CTL2204 Language and Mind
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to the study of human language processing in terms of both speech and writing, and to develop an understanding of theories and principles related to language acquisition.

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.	Identify the features of speech in comparison with other systems like sign language and animal communication.			✓	✓
2.	Describe the biological foundations of language.			✓	✓
3.	Describe the major developmental stages and basic principles in language learning.			✓	✓
4.	Analyse the process of language comprehension and language production.		✓	✓	✓
5.	Discover and formulate language comprehension and production hypotheses that are observationally, descriptively and explanatorily adequate.		✓	✓	✓
		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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	Readings – Reading book chapters and articles	✓	✓	✓	✓	✓	
2	Lectures – Theories, concepts, explanations, illustrations, synthesis of readings, in-class activities	✓	✓	✓	✓	✓	
3	In-class exercises and activities Answer questions, group discussions, short presentations	✓	✓	✓	✓	✓	
4	Written Assignment(s) – Language data collection, applications of concepts and theories to data analyses, discovery and formulation of hypotheses writing short papers			✓	✓	✓	

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	5		
Continuous Assessment: 60%							
In-class exercises and activities In-class exercises and activities require students to find information, analyse data, solve problems, and discovery and formulate hypotheses. In-class exercises/ and activities will be assigned as individual or group work.	✓	✓	✓	✓	✓	20%	
Written assignment Written assignment(s) which require(s) hypotheses discovery and formulation, data collection, application of learnt knowledge to data analyses, and the writing-up of results and analyses.			✓	✓	✓	40%	
Examination: 40% (duration: 2 hours) Long questions will be set to assess students' mastery of key concepts and ability to analyze and evaluate. (CILO No.1-5)							

* The weightings should add up to 100%.

100%

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. In-class exercises and activities	Mastery of key concepts; Data analysis.	Completion of in-class exercises and participation in activities; Demonstration of very good mastery of key concepts, and of very high ability to analyse data.	Completion of in-class exercises and participation in activities; Demonstration of good mastery of key concepts, and of good ability to analyse data.	Completion of in-class exercises and participation in class activities; Demonstration of adequate mastery of key concepts, and of average ability to analyse data.	Incompletion of in-class exercises and inactive participation in activities; Marginal mastery of key concepts; Data analysis with inaccuracy.	Incompletion of in-class exercises and no participation in activities; Unable to master key concepts; Unable to analyse data.
2. Written assignment	Ability to collect and analyse data; Knowledge application; Hypothesis discovery, Presentation, Creativity (when applicable)	Demonstration of very high ability to analyse data, apply knowledge, discover hypothesis, and present ideas. Very creative.	Demonstration of high ability to analyse data, apply knowledge, discover hypothesis, and present ideas. Creative.	Demonstration of average ability to analyse data, apply knowledge, discover hypothesis, and present ideas. Fairly creative.	Analyse data, apply knowledge, discover hypothesis, and present ideas with marginal accuracy. Not creative enough.	Unable to analyse data, apply knowledge, discover hypothesis, and present ideas. Not creative.
3. Examination	Mastery of key concepts; Ability to analyze and evaluate data and theories.	Demonstration of very good mastery of key concepts, and of very high ability to analyse and evaluate data, and theories.	Demonstration of good mastery of key concepts, and of high ability to analyse and evaluate data and theories.	Demonstration of adequate mastery of key concepts, and of average ability to analyse and evaluate data and theories.	Master the key concepts marginally; Analyse and evaluate data and theories with marginal accuracy.	Unable to master the key concepts; Unable to analyse and evaluate data and theories.

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.)

Human speech and other systems like animal communication and sign language, Speech, language and the brain, first language acquisition, second language acquisition, language comprehension, language production

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.)

Key references

1. Carroll, D. W. (2008) *Psychology of Language*. 5th edition. Belmont, California: Wadsworth/ Thomson Learning.
2. Steinberg, D. D. (1993) *An Introduction to Psycholinguistics*. New York: Longman.
3. Steinberg, D. D., H. Nagata, & D. P. Aline (2001) *Psycholinguistics: Language, Mind and World*. 2nd edition. London, New York: Longman.

2.2 Additional Readings

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

1. Field, J. (2003) *Psycholinguistics: A Resource Book for Students*. New York: Routledge.
2. Field, J. (2005) *Language and the Mind*. New York: Routledge.
3. Forrester, M. A. (1996) *Psychology of Language: A Critical Introduction*. London: Sage.
4. Garman, M. (1990) *Psycholinguistics*. Cambridge: Cambridge University Press.
5. Menn, L. (2017) *Psycholinguistics: Introduction and Applications*. 2nd edition. San Diego: Plural Publishing.
6. Rueschemeyer, S.A & Gaskell, M. G. (eds) (2018) *The Oxford Handbook of Psycholinguistics*. 2nd edition. Oxford: Oxford University Press.
7. Singer, M. (1990) *Psychology of Language: An Introduction to Sentence and Discourse Processes*. Hillsdale, N.J.: Erlbaum Associates.
8. Steinberg, D.D. & Natalia, V. Sciarini (2006) *An Introduction to Psycholinguistics*. 2nd edition. New York: Pearson Longman.
9. Trevor, A. H. (2014) *The Psychology of Language: From Data to Theory*. 4th edition. Hove, East Sussex; New York: Psychology Press.