

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester B 2019/20**

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**Part I Course Overview**

**Course Title:** Psycholinguistics of Reading

**Course Code:** LT4254

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities

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 and LT2204 Language and Mind

**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

(A 150-word description about the course)

This course takes a cognitive approach to the study of reading comprehension. Because reading is based on language, the course introduces different aspects of psycholinguistics as well. Major references of readings involve theory, research and application of the science of reading. The emphasis is on how printed language is understood. We examine reading as a cognitive language process — how reading works, how writing systems influence how reading works, how adults understand what they read and what causes reading disabilities. Research and theories of both cognitive science and cognitive neuroscience will be examined in greater depth to study how our mind/brain supports cognition functions of language. Examinations of these topics bear a broader goal of learning how to think through complex issues in reading and language, to appreciate research and to understand the value of theories of these issues. We will also examine how the prevention of reading problems has become an important national policy worldwide and how cognitive science of reading contributes to this issue.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Describe the basic regulations and principles of cognitive mechanisms that support reading and writing.			✓	✓
2.	Analyse the principles and theories related to reading and writing phenomena.			✓	✓
3.	Compare and integrate different models in respect to different levels of language such as word recognition, sentence processing, and text integration.		✓	✓	✓
4.	Critiquing and evaluating experimental findings in relation to theoretical accounts.		✓	✓	✓
5.	Applying learnt knowledge by designing a study to examine an issue related to language phenomena (learning, comprehension and production) or by reviewing in depth a chosen topic of reading and language phenomena that is of your interest.		✓	✓	✓

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

100%

<sup>#</sup> 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	<b>Readings -</b> Reading book chapters and articles	✓	✓	✓	✓	✓	
2	<b>Lectures and Class Activities</b> Concepts, models and theories are taught. Research papers are selected for discussion and analyses.	✓	✓	✓			
3	<b>Mid-term Quiz</b> A quiz is arranged at the middle of the semester. Multiple-choice questions and short essays will be set to assess students' mastery of key concepts, models and theories, and to evaluate their ability to analyze language phenomena.	✓	✓	✓	✓		
4	<b>Project Report</b> A written research project is required for all students. The research project can involve either designing a psycholinguistic experiment or doing library research. Students will also be required to give a short presentation on their research project to the class.	✓	✓	✓	✓	✓	

#### 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: 100%							
<b>Class activity participation</b> Participation in class activities throughout the semester will be evaluated.	✓	✓	✓	✓		20%	
<b>Mid-term Quiz (2 hours)</b> Interpreting language phenomenon with specialized terms and concepts. Checking acquired knowledge by judging key differences among key concepts, models and theories. Developing critical thinking via recognizing and identifying similarities and differences among key concepts, models and theories.	✓	✓	✓	✓		25%	
<b>Project Report</b> All students will complete a research project involving either designing a psycholinguistic experiment study or writing a library-based research paper. Students are required to meet with the course leader in developing and finalizing topic (idea) of the project.  Students will also be required to give a short presentation on their research project to the class.  Students will work individually or with a partner on a research project. Each student will turn in a written report of his or her project. These reports should not be identical for students working together, but should be written separately by each student. The project must be written up in the format specified by the American Psychological Association.	✓	✓	✓	✓	✓	55%	45% project content 10% oral presentation
<b>Examination:</b> % (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. Class activity participation	Ability to complete class assignment and involvement in activity	Completion of class assignment with excellent results; Very active participation in class activities	Completion of class assignment with good results; Active participation in class activities	Completion of class assignment with average results; Adequate participation in class activities	Completion of class assignment with below average results; Passive participation in class activities	Completion of class assignment with poor results; Very passive participation in class activities
2. Mid-term Quiz (2 hours)	Interpretation of concepts and theories; critical thinking	Demonstration of strong critical thinking ability via recognizing and identifying similarities and differences among key concepts, models and theories.	Demonstration of good critical thinking ability via recognizing and identifying similarities and differences among key concepts, models and theories.	Adequately recognize and identify similarities and differences among key concepts, models and theories.	Marginally recognize and identify similarities and differences among key concepts, models and theories.	Unable to recognise and identify similarities and differences among key concepts, models and theories.
3. Project Report	Research ability; Communication ability	An excellent design of experiment, an excellent report analysing the results of the experiment, and excellent oral presentation of the research OR An excellent library-based research paper and excellent oral presentation	A good design of experiment, a good report analysing the results of the experiment, and good oral presentation of the research OR A good library-based research paper and good oral presentation.	An adequate design of experiment, an adequate report analysing the results of the experiment, and adequate oral presentation of the research OR An adequate library-based research paper, and adequate oral presentation.	A marginally acceptable design of experiment, a marginally acceptable report analysing the results of the experiment, and marginally acceptable oral presentation of the research OR A marginally acceptable library-based research paper, and marginally acceptable oral presentation.	A poor design of experiment, a poor report analysing the results of the experiment, and poor oral presentation of the research OR A poor library-based research paper, and poor oral presentation.

### 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.)

Word recognition, mental processes/representations, mental lexicon, lexical access, sentence comprehension, text/discourse comprehension, language and cognition, reading and writing, reading disabilities, Chinese language processing, Chinese reading.

#### 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. Byrd, D., & Mintz, T. H. (2010) *Discovering Speech, Words, and Mind*. Wiley-Blackwell.
2. Carroll, D. W. (2008) *Psychology of Language*. 5th edition. Belmont, California: Wadsworth/Thomson Learning.
3. Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2 (2), 2001, 31-45.
4. Traxler, M.J. & Gernsbacher M. A. (Eds.) (2006) *A Handbook of Psycholinguistics*. 2<sup>nd</sup> edition. Amsterdam ; Boston : Elsevier/Academic Press.
5. Underwood, G. & Batt V. (1996). *Reading and Understanding: An Introduction to the Psychology of Reading*. Wiley-Blackwell

##### 2.2 Additional Readings

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

1. Bates, E., Tan, L.-H. & Tzeng, O. J.-L. (2006). *Handbook of East Asian Psycholinguistics, Vol. I Chinese Psycholinguistics*. Cambridge, UK: Cambridge University Press.
2. Chen, H.C. & Zhou, X.L. (Eds.)(1999) *Processing East Asian Languages*. Sussex: Psychology Press.
3. Clifton, C, Frazier, L.& Rayner, K. (Eds.) (1994) *Perspectives on Sentence Processing*. Hillsdale, New Jersey: Lawrence Erlbaum.
4. Gleason, J.B. & Ratner, N. B. (Eds.) (1998) *Psycholinguistics*. 2<sup>nd</sup> Edition. New York:Harcourt Brace College.
5. Graesser, A. C., Gernsbacher, M. A. & Goldman, S. R. (Eds.) (2003) *The Handbook of Discourse Processes*. Mahwah, NJ: Erlbaum.
6. Haberlandt, K. (1994). Methods in Reading Research. In Gernsbacher, Morton Ann (Ed), (1994). *Handbook of psycholinguistics* (pp. 1-31). San Diego, CA, US: Academic Press.
7. Harris, C.L. (2003). Language and cognition. *Encyclopedia of Cognitive Science*. London: MacMillan.