

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2020-2021

Course info

Course Title	LING 3202 Psycholinguistics
Lecture & Tutorial	Thursday 15:30-18:15
Teaching Venue	ARC G01

Description

This course presents a survey of psycholinguistic research on language as a cognitive system which interfaces with other subsystems of mind. It introduces psycholinguistics as an empirical science that investigates the mental representation and cognitive processes underlying language comprehension, language production and language learning. It will survey psycholinguistic theories and also their empirical bases. The course will progress across different linguistic levels (words, sentences and discourse) and across different aspects of language use (language comprehension, production and learning). As a complement to courses in theoretical linguistics, this course will also aim to cultivate students' basic understanding of and introductory skills in empirical research design and quantitative analyses. Although no prerequisite is mandatory for this course, students are expected to be familiar with the basic concepts in phonetics, phonology, morphology and syntax.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Psycholinguistics as an empirical science	Aims of psycholinguistics; empirical research design, psychological methods, hypothesis testing
The mental lexicon	Visual word recognition, spoken word recognition, computational modelling of word recognition, masked priming
Concepts and meanings	Models of concepts, conceptual representations, representation of word meanings
Sentence comprehension	Syntactic parsing, modularity of language understanding, pronoun resolution, prediction, eyetracking
Language production	Conceptualisation, grammatical encoding, lexical access, speech production, speech error, speech disorder
Experimental linguistics	Experimental syntax, structural priming, data collection, hypothesis testing
Language in the brain	Event-related brain potentials, BOLD signals, language localization, language neural network
Language, body and culture	Whorf hypothesis, language and cognition, embodied cognition, cross-language differences

Learning outcomes

- Students will have a good understanding of the mental processes underlying language production, language comprehension and language learning.
- Students will learn how to integrate psycholinguistic understanding with insights from other linguistic branches and also how to empirically critique concepts and theories from theoretical linguistics.
- Students will be introduced to the relations between language and other domains of cognition (e.g., the real world, the society);

- Students will learn to conduct small-scale empirical research and to analyze simple psycholinguistic data and will develop critical thinking skills.

Learning activities

- lectures (1.75 hrs/week)	- readings and revision (2 hr/week)
- interactive tutorials (0.75 hr/week)	- assignments (on average 0.5 hr/week)
- group discussions (~20 mins/week)	

Assessment scheme

Task nature	Description	Weight
Presentation	Each time a group of students will conduct a joint presentation of a research paper to the class. <i>This can be done face to face, with Zoom as the backup method if the face-to-face method is not possible.</i>	15%
Quiz	This is a time-limited formative test with essay questions; students can refer to course materials. <i>This can be done face to face, with Zoom as the backup method if the face-to-face method is not possible.</i>	15%
Report	This is off-class assignment where students are expected to write a review essay on a chosen topic.	20%
Exam	This is a time-limited final test with essay questions (similar to those in the quiz); students can refer to course materials. <i>This can be done face to face, with Zoom as the backup method if the face-to-face method is not possible.</i>	50%
		Total: 100%

Course schedule

(All teaching will be conducted face-to-face by default, but will be changed to Zoom delivery if needed. Notification will be given in advance if such change is needed)

Week	Date	Lecture	Tutorial
1	10-Sep	Language and mind 1	Paper
2	17-Sep	Language and mind 2	Qualtrics
3	24-Sep	Word recognition	Qualtrics
4	1-Oct	Holiday	
5	8-Oct	Concepts and meanings	Paper
6	15-Oct	Sentence comprehension 1	Data analysis
7	22-Oct	Sentence comprehension 2	Paper
8	29-Oct	Experimental linguistics	Lab tour
9	5-Nov	Language production 1	Paper
10	12-Nov	Holiday	
11	19-Nov	Language production 2	Paper
12	26-Nov	Bilingualism	Paper
13	3-Dec	Language in the brain	Paper
14	10-Dec	Exam	

Learning resources for students

Harley, T. A. (2013). *The psychology of language: From data to theory*. Psychology press. (text book).

Carroll, D.W. (2008) *Psychology of Language* (5th edition). Thomson Wadsworth.

Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). *Handbook of psycholinguistics*. Elsevier.

Wixted, J. T., & Thompson-Schill, S. (Eds.). (2018). *Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience III: Language and Thought*. John Wiley & Sons.

Li, P., Tan, L. H., Bates, E., & Tzeng, O. J. (Eds.). (2006). *The Handbook of East Asian Psycholinguistics: Volume 1, Chinese*. Cambridge University Press.

Feedback for evaluation

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course. Students can contact either the lecturer or tutor directly. See contact details below. Mandatory term-end evaluation for teacher's reflection will also be conducted.

Teachers' or TA's contact details

	Teacher	TAs
Name:	Prof. Zhenguang Cai	
Office Location:	Leung Kau Kui Building G5	
Telephone:	3943 7909	
Email:	zhenguangcai@cuhk.edu.hk	
Office Hour:	Monday 14:00 – 15:00, or by appointment	
Website:	http://www.cuhk.edu.hk/lin/people/	

Grade Descriptor

Grade	LING 3202 Psycholinguistics
A	Outstanding understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; outstanding ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.
A-	Generally Outstanding understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; generally outstanding ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.
B	Substantial understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; substantial ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.
C	Satisfactory understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; satisfactory ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.
D	Barely satisfactory understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; barely satisfactory ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.
F	Unsatisfactory understanding of psycholinguistic research and its relations with other cognitive domains, and with other linguistic branches; unsatisfactory ability to approach research empirically and critically, to conduct small-scale empirical research and to analyze simple psycholinguistic data.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academic honesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.