

# City University of Hong Kong

## Information on a Course offered by Department of Applied Social Sciences with effect from Semester A in 2014 / 2015

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### Part I

Course Title: Psychology of Language

Course Code: SS3723

Course Duration: One semester

No. of Credit Units: 3

Level: B3

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: (Course Code and Title): SS2023 Basic Psychology I or its equivalent

Precursors: (Course Code and Title): Nil

Equivalent Courses: (Course Code and Title): Nil

Exclusive Courses: (Course Code and Title): Nil

### Part II

#### 1. Course Aims:

This course aims to enable students to (1) understand the concepts of language and reading acquisition and processing; (2) understand the origins and development of linguistic abilities; (3) evaluate theories of language and reading acquisition from a psychological point of view; and (4) compare English and Chinese learning and processing

## 2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	describe important theories and concepts in psychology of language	30%
2.	discuss factors influencing different aspects of language learning and processing	30%
3.	evaluate theories of language and reading acquisition from a psychological point of view	20%
4.	compare and contrast English and Chinese learning and processing	20%

## 3. Teaching and learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours / course (if applicable)
CILO 1	✓	✓			
CILO 2	✓	✓	✓	✓	
CILO 3	✓	✓	✓	✓	
CILO 4	✓	✓	✓	✓	

Describe the TLAs:

### TLA1: Lectures

Provide an overview of basic concepts and theories of language learning and processing.

### TLA2: Demonstration

Help students consolidate their knowledge through laboratory and video demonstration of psychology of language issues.

### TLA3: Small group discussion

Help students critically analyse different issues on language learning and processing.

### TLA4: Group project and presentation

Provide students with an opportunity to learn psychology of language theories and perspectives through hands-on experience. Help students discover the impacts of psychology of language theories and perspectives on individuals.

#### 4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable) State CILOS in percentages	Remarks
CILO 1-4	AT1: Quizzes	60%	Individual
CILO 1-4	AT2: Group project presentation	20%	Group
CILO 1-4	AT3: Group written report	20%	Group

Further description of ATs:

##### AT1: Quizzes (60%)

Students are required to individually answer questions in two quizzes to demonstrate their understanding of the theories and issues of psychology of language.

##### AT2: Group project presentation (20%)

Students are required to work in a group of 4-6 students and present a psychology of language issue. Students are required to analyse theories and research findings, and demonstrate good application of the theories and research-based evidence.

##### AT3: Group written report (20%)

Students are required to work in a group to compile a written report on their selected topic. Students are required to discuss psychology of language theories, and generate sensible arguments and ideas.

#### 5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of theories and research findings about psychology of language; evidence of extensive knowledge base and sensible ideas.
B+ B B-	Evidence of proper understanding about issues in psychology of language; evidence of familiarity with literature; some evidence of critical capacity and analytic ability, and sensible ideas.
C+ C C-	Student who is profiting from the university experience; understanding of psychology of language; ability to develop solutions to typical issues in psychology of language.
D	Sufficient familiarity with major concepts and issues in psychology of language to enable the student to progress without repeating the course.
F	Little evidence of familiarity with psychology of language; weakness in critical and analytic skills; limited, or irrelevant use of literature.

### **Part III**

#### **Keyword Syllabus:**

Evolutionary origins of language. Nonverbal communication. Main stages in language development. Theories of language development. Bilingualism and second language acquisition. Reading Chinese and English. Word recognition. Sentence processing. Language and reading disorders.

#### **Recommended Reading:**

##### Text(s)

Harley, T. A. (2008). *The Psychology of Language (3<sup>rd</sup> Ed.)*. Hove: Psychology Press.

McBride-Chang, C. (2004). *Children's Literacy Development*. London: Edward

Arnold/Oxford Press.