
SYLLABUS

I. COURSE DESCRIPTION

Psycholinguistics is the study of how the mind perceives, processes and produces language. The course focuses on the psychological mechanisms by which language acquisition occurs. Issues such as the nature of language, the link between thought, knowledge and language, and the production and comprehension of language will be discussed. Evidence is examined from animal communication, children's language, normal adult language and language of people with speech disturbances. Psychological influences on language acquisition will also be considered. Implications for additional language instruction will be explored

II. COURSE OBJECTIVES

- To understand how linguistic knowledge is organized and accessed in the human mind
- To understand the processes of language production and comprehension
- To gain a greater awareness of psychological influences in second language acquisition
- To draw conclusions and applications for second language acquisition and second language instruction.

III. TEXTBOOKS

Aitchison, Jean. *The Articulate Mammal*. 5th ed. London: Routledge, 2007

Scovel, Thomas. *Psycholinguistics*. Oxford University Press, 1998

Recommended:

Ellis, Rod. *Task- Based Language Learning and Teaching*. Oxford: Oxford University Press, 2003

IV. COURSE SCHEDULE

DATE	TOPICS	SEMINAR TOPICS Chosen from Scovel	READINGS FROM AITCHISON
March 6	<ul style="list-style-type: none"> • Introduction • History of Psycholinguistics • Issues in Psycholinguistics 	Ch. 1 (1) Steinberg (2) Vygotsky	Introduction
March 7	<ul style="list-style-type: none"> • The Acquisition Problem • Nurture vs. Nature/Innateness <ul style="list-style-type: none"> - Child Speech • - Biological basis for Language 	Ch. 2 (3) Fernald (4) Gleitman & Newport (5) Bloom (6) Berko	1. The great automatic grammatizer 2. Animals that try to talk 3. Grandmama's teeth 4. Predestinate grooves
March 8	<ul style="list-style-type: none"> • The Link Between Language Knowledge and Language Use <ul style="list-style-type: none"> - Nature of Linguistic Competence - Morphology & Mental Lexicon • - Producing Language - The Speaker 	Ch. 3 (7) Pinker (8) Peters (9) Fromkin (10) Block & Levelt (11) Clark	5. A blueprint in the brain? 6. Chattering Children 7. Puzzling it out 8. Celestial unintelligibility
March 9	<ul style="list-style-type: none"> • Comprehending Speech - The Hearer • - Syntax, Discourse & Semantics 	Ch. 4 (12) Lieberman (13) Yemi-Konshian (14) Garman (15) Fodor (16) Barsalou	9. The white elephant problem 10. The case of the missing fingerprint 11. The cheshire cat grin 12. Banker's clerk or hippopotamus
March 10	<ul style="list-style-type: none"> • Dissolution of language • Implications for Second Language Teaching • - Role of Instruction 	Ch. 5 (17) Foss & Hakes (18) Goodglass & Kaplan (19) Carroll (20) Critchley	TBA

V. COURSE ASSIGNMENTS AND GRADING

1.	Attendance	
2.	Read Aitchison, <u>The Articulate Mammal</u>	10%
3.	Read Scovel, <u>Psycholinguistics</u> & Discussion Questions(5 X 5%)	25%
3.	Leadership Seminar Discussions (2 X 10%)	20%
4.	Summary Statements	10%
6.	Read Ellis, <u>Task Based Language Learning and Teaching</u>	10%
7.	Research Paper or Unit	25%

1. Attendance & participation is important for the learning process. While no credit is given for participation, up to 10% of the grade may be deducted for undue absences and lack of participation.
2. Read Aitchison, Articulate Mammal prior to class. As you read keep a journal as a basis for discussion in class.

Criteria: completeness and journal insights

Due: March 1, 2010

3. Read Thomas Scovel, Psycholinguistics. Answer the questions at the end of each reading for each chapter in section 2. Be prepared to submit your written answers each day as well as using them as a basis for class discussion.

Criteria: completeness, punctuality, insightfulness.

Due: Each day as designated in the schedule

4. Prepare to lead 2 seminar discussions during the course. The seminar topics will grow out of the questions in Scovel's book at the end of each Chapter's readings in section 2. Choose 2 topics and SIGN UP by February 15, 2010. The discussion should be 1/2 hr. in length.

Criteria: organization, facilitation, creativity

Due: Date assigned

5. Summary Statements:

Submit concise but comprehensive statements of principles you have adopted growing out of the main topics covered in this course. Be sure that these statements also include how these theoretical conclusions might affect your teaching of ESL/EFL or TESOL.

The series of statements should be numbered continuously, presented in logical order (it may be helpful to group statements under subheadings). There should be at least one or two statements from each day of the course (at least 20 in total).

Criteria: clarity, insight, scope, thoroughness

Due: March 5, 2010

7. Read Ellis, Task-based Teaching and Learning. Make notes in a format most useful to you. Hand to the instructor on completion.

Due: March 31, 2010

8. Research Paper or Outline :

Choose a topic that grows out of your readings in Ellis which you would like to research. Write an approximately 15 page paper (3750 words) on the topic. Your research paper should also include implications for teaching.

OR

Prepare an outline for a unit on task-based teaching for a teacher trainee course. Include all the prepared tasks and task flow chart as well as the content notes and outline. You should be able to go into a classroom and teach this when you have completed it.

Criteria: content, organization, punctuality, use of resources

Value: 25%

Due: March 31, 2010

VI. Grading

A+ 100-98 A 97-94 A- 93-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-73 C- 72-70
D+ 69-67 D 66-63 D- 62-60

Note: Students must complete ALL assignments in order to pass the course.

VII. BIBLIOGRAPHY

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