

Faculty: Graduate Studies	
Department: English Language, Literature and Translation	Program: MA
Academic year:	Semester:



Course Plan

First: Course Information

Course No. : 0202756	Course Title: Psycholinguistics	Credit Hours: 3	Theoretical:	Practical:
Prerequisite No. and Title:		Section No.:	Lecture Time:	
Level in JNQF	The Ninth Level			
Type Of Course:	<input type="checkbox"/> Obligatory University Requirement <input type="checkbox"/> Elective University Requirement <input type="checkbox"/> Obligatory Faculty Requirement <input type="checkbox"/> Elective Faculty Requirement <input checked="" type="checkbox"/> Obligatory Specialization Requirement <input type="checkbox"/> Elective Specialization Requirement <input type="checkbox"/> Ancillary course			
Type of Learning:	<input checked="" type="checkbox"/> Face-to-Face Learning <input type="checkbox"/> Blended Learning (2 Face-to-Face + 1 Asynchronous) <input type="checkbox"/> Online Learning (2 Synchronous+ 1 Asynchronous)			

Second: Instructor's Information

Course Coordinator:		
Name:	Academic Rank:	
Office Number:	Extension Number:	Email:
Course Instructor:		
Name:	Academic Rank:	
Office Number:	Extension Number:	Email:
Office Hours:		



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Third: Course Description

This course will focus mainly on three major issues: language comprehension, language production, and language acquisition. Students will be trained to discover systematically the linguistic rules and relations that underlie language behavior; moreover, a special emphasis will also be placed on various issues related to first and second language acquisition.

Fourth: Course objectives

1. Understand and use basic conceptual terminology of psycholinguistics.
2. Get introduced to methods of carrying out research in psycholinguistics.
3. Explain language behavior as far as comprehension is concerned.
4. Explain language behavior as far as production is concerned
5. Understand processes involved in first language acquisition.
6. Understand processes involved in second language acquisition.
7. Classify comprehension disorders.



Fifth: Learning Outcomes

<i>Level descriptor according to (JNQF)</i>	<i>CILOs Code</i>	<i>CILOs</i> If any CLO will not be assessed in the course, mark NA.	<i>Associated PILOs Code</i> Choose one PILO for each CILO*	<i>Assessment method</i> Choose at least two methods
Knowledge	K1	Describe the core principles of phonology as a subfield of linguistics, focusing on the organization of speech sounds in language.	PK1	
	K2	Identify the structural components of sound systems, including segmental representations, distinctive features, and syllable structures.	PK2	
	K3	Explain the concepts of prosodic domains and stress patterns in natural languages (Kenstowicz.	PK3	
	K4	Summarize classical and current trends in generative phonology and recent developments in phonological theory.	PK4	
Skills	S1	Analyze phonological data using symbolic rules and representations to uncover underlying patterns in sound systems.	PS1	
	S2	Apply theoretical models such as distinctive feature theory and syllable structure analysis to real-world language data.	PS2	
	S3	Differentiate between various generative phonological models and evaluate their explanatory power across language phenomena.	PS3	
	S4	Interpret phonological rules and representations within current theoretical	PS4	



		frameworks, including Optimality Theory and feature geometry.		
Competencies	C1	Develop well-supported phonological arguments using empirical data and theoretical constructs in written and oral formats.	PC1	
	C2	Collaborate with peers to conduct analyses of unfamiliar phonological systems, integrating theoretical concepts and phonetic data.	PC2	
	C3	Critically evaluate phonological theories and frameworks through independent reading and reflection on empirical findings.	PC3	
	C4	Demonstrate autonomous learning by researching a current topic in phonological theory and presenting findings in a professional academic format.	PC4	

*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; For each CILO, the PILO could be the same or different.



Sixth: Learning Resources

Main Reference:	Goldsmith, J. (1976). Autosegmental phonology. MIT.			
Author:		Issue No.:	Print:	Publication Year:
Additional Sources & Websites:	<ul style="list-style-type: none">• <i>Develop well-supported phonological arguments using empirical data and theoretical constructs in written and oral formats.</i>• <i>Collaborate with peers to conduct analyses of unfamiliar phonological systems, integrating theoretical concepts and phonetic data.</i>• <i>Critically evaluate phonological theories and frameworks through independent reading and reflection on empirical findings.</i>• <i>Demonstrate autonomous learning by researching a current topic in phonological theory and presenting findings in a professional academic format.</i>			
Teaching Type:	<input type="checkbox"/> Classroom <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshop <input type="checkbox"/> MS Teams <input type="checkbox"/> Moodle			

Seventh: Course Structure

Lecture Date	Course Intended Teaching Outcomes (CILOs)	Topics	Teaching Procedures*	Teaching Methods**	References***



*Teaching procedures: (Face-to-Face, synchronous, and asynchronous).

** Teaching methods: (Lecture, video....).

*** Reference: (Pages of the book, recorded lecture, video....)



Eighth: Assessment Methods

Methods	Online Learning	Blended Learning	Face-To-Face Learning	Specific Course Output to be assessed **If any CILO will not be assessed in the course, mark NA.												
				K1	K2	K3	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
First Exam																
Second Exam																
Mid-term Exam			30	x	x		x					x				
Participation										x					x	
Asynchronous Activities																
Quizzes																x
Assignments			30										x	x		
Group presentation																
Final Exam			40	x	x	x	x	x	x	x	x	x	x	x		x
Total out of 100			100													



Ninth: Course Policies

- All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
 - a. Punctuality.
 - b. Participation and interaction.
 - c. Attendance and exams.
- Academic integrity: (cheating and plagiarism are prohibited).

Approval	Name	Date	Signature
Head of Department			
Faculty Dean			

