THE EDUCATION UNIVERSITY OF HONG KONG Course Outline

Part I

Programme Title Programme QF Level Course Title Course Code Department	: : : : : :	Bachelor of Education (Honours) (English Language) 5 Language, Brain, and the Mind LIN3021 Department of Linguistics and Modern Language Studies (LML)
Credit Point Contact Hours Pre-requisite(s) Medium of Instruction Level	: : : :	3 39 Nil English 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

- 1. Problem Solving Skills
- 2. Critical Thinking Skills
- 3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
- 5. Social Interaction Skills
- 6. Ethical Decision Making
- 7. Global Perspectives

1. Course Synopsis

This course helps students develop an understanding of how language is processed, stored, and learnt, as well as how it is related to thoughts and cognition. It also familiarizes students with the neural machinery that underlies our ability to speak and understand language and how language disorders reveal the relation between brain and mind.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a sound understanding of how language is processed and learned
- CILO₂ Demonstrate an understanding of reciprocal relation between language and other cognitive abilities
- CILO₃ Compare different theoretical approaches to the understanding of how language is represented in our brain, and use up-to-date methodologies to verify these approaches

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO₁ Develop and use subject-specific vocabulary in academic writing

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
• The nature of language and language acquisition	CILO _{1,2} CILLO ₁	Lecture, seminar, group work, students' PPT presentation, online learning activities
• How language is processed	<i>CILO</i> _{1,2 & 3} <i>CILLO</i> ₁	Lecture, seminar, group work, students' PPT
		presentation, online learning activities
• How language is represented	CILO _{2,3} CILLO ₁	Lecture, seminar, group work, students' PPT
		presentation, online learning activities

•	Language and thought: linguistic relativity	<i>CILO</i> ₂ Lecture, seminar, group	
			work, students' PPT
			presentation, online
			learning activities
•	Bilingualism: how two or more languages	CILO _{1,3}	Lecture, seminar, group
	are stored and represented	CILLO ₁	work, students' PPT
			presentation, online
			learning activities
•	Language disorders: a window to brain-	CILO _{1,3}	Lecture, seminar, group
	mind relation	CILLO1	work, students' PPT
			presentation, online
			learning activities

5. Assessment

Ass	essment Tasks	Weighting	CILOs/
			CILLOs
(a)	Online tasks	20%	CILO1,2 & 3
	i. Quiz on the comprehension of the video		CILLO ₁
	(10%)		CILLOI
	ii. Comment (10%)		
Stuc	lents are required to give an insightful response on		
a qu	estion regarding the video		
(b)	Group research	30%	CILO1,2 & 3
	Students will conduct some simple experiments		
	in groups. They will present their their findings in		
	class (20%).		
	To encourage active participation, students will		
be asked to rate the other members of the group,			
	and each student will obtain a score from the		
	ratings (10%)		
(c)	Final exam	50%	CILO1,2 & 3
Ň	Students will be asked to analyze problems		
			CILLO ₁
	Students will be asked to analyze problems regarding the topics covered in this course.		CILLO ₁

6. Required Text(s)

Nil

7. Recommended Readings

Abutalebi, J., & Green, D. (2007). Bilingual language production: The neurocognition of language representation and control. *Journal of Neurolinguistics*, 20(3), 242-

275.

Ahlsén, E. (2006). Introduction to neurolinguistics. Amsterdam: John Benjamins.

- Bybee, J. (2010). *Language, usage and cognition*. Cambridge: Cambridge University Press.
- Carroll, J. B. (Ed.). (1956). Language, thought, and reality: Selected writings of Benjamin Lee Whorf. Cambridge, MA: MIT Press.
- Dąbrowska, E. (2015). What exactly is Universal Grammar, and has anyone seen it?. *Frontiers in psychology*, *6*, 852.
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- Fabbro, F. (2013). *The neurolinguistics of bilingualism: An introduction*. New York: Psychology Press.
- Gentner, D. & Goldin-Meadow, S. (Eds.). (2003). Language in mind: Advances in the study of language and thought. Cambridge, MA: The MIT Press.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2000). *The scientist in the crib: What early learning tells us about the mind*. New York: HarperCollins.
- Johnson, M., & Lakoff, G. (2002). Why cognitive linguistics requires embodied realism. *Cognitive linguistics*, 13(3), 245-264.
- Kotz, S. A. (2009). A critical review of ERP and fMRI evidence on L2 syntactic processing. *Brain and Language*, 109(2), 68-74.
- Kuhl, P. K. (2010). Brain mechanisms in early language acquisition. *Neuron*, 67(5), 713-727.
- Li, P., Bates, E., & MacWhinney, B. (1993). Processing a language without inflections: A reaction time study of sentence interpretation in Chinese. *Journal of Memory and Language*, *32*, 169-169.
- Lieberman, P. (2003). Motor control, speech, and the evolution of human language. In M. H. Christiansen & S. Kirby (Eds.), *Language Evolution* (pp. 255-271). Oxford: Oxford University Press.
- Lucy, J. A. (1996). *Grammatical categories and cognition: A case study of the linguistic relativity hypothesis*. Cambridge: Cambridge University Press.
- McGregor, K. K., Newman, R. M., Reilly, R. M., & Capone, N. C. (2002). Semantic representation and naming in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 45(5), 998-1014.
- Nielsen, A., & Rendall, D. (2011). The sound of round: evaluating the sound-symbolic role of consonants in the classic Takete-Maluma phenomenon. *Canadian Journal* of Experimental Psychology/Revue canadienne de psychologie expérimentale, 65(2), 115.
- Paradis, M. (2004). *A neurolinguistic theory of bilingualism* (Vol. 18). Amsterdam/Philadelphia: John Benjamins Publishing.
- Pinker, S. (2007). *The stuff of thought: Language as a window into human nature*. New York: Viking.
- Ungerer, F., & Schmid, H. J. (2013). An introduction to cognitive linguistics. New York: Routledge.
- Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.
- Yip, V. 2006. Early bilingual acquisition in the Chinese context. In P. Li, L-H. Tan, E. Bates & O. Tzeng. (eds.) *Handbook of East Asian Psycholinguistics* (Vol.1) (pp. 148-162). Cambridge: Cambridge University Press.

8. Related Web Resources

Language Log http://languagelog.ldc.upenn.edu/nll/

Language Log was started by linguists at the University of Pennsylvania. It is a blog where linguists and students of linguistics discuss interesting language-related issues, often in a casual, non-academic manner. Although the blog does not discuss exclusively the topics covered in this course, students will be able to find interesting discussions and research findings regarding language, the brain, and the mind.

9. Related Journals

Applied Psycholinguistics Bilingualism: Language and Cognition Brain and Language Cognition Cognitive Linguistics Journal of Memory and Language

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<u>https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89</u>). Students should familiarize themselves with the Policy.

11. Others

Nil

09 January 2019