



UNSW Course Outline

LING5029 The Psychology of Language - 2024

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General Course Information

Course Code : LING5029

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The psychology of language, or psycholinguistics, is the scientific study of the relationship between language and psychology. The more you understand about the psychology of language, how it is acquired, and how it is processed, the more you understand about yourself and the

people and world around you. In this course, you will learn how we acquire, develop, and use language in general and specialised contexts. By developing an understanding of contemporary research methods, including language performance tasks, eye tracking and brain imaging, you will identify the relationship between language, cognition, and behaviour. You will evaluate the application of various fundamental approaches in psycholinguistics to identify how they account for the psychological processes underlying the production, processing and representation of human language. You will also explore atypical language development, language impairment, and clinical contexts.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
CLO2 : apply general principles of linguistics to language acquisition, language comprehension and production, and to apposite neurological processes involving language.
CLO3 : explicate the basic research on brain damage and language impairment, breakdown and loss, and language and thought.
CLO4 : critically examine and evaluate modern approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.

Course Learning Outcomes	Assessment Item
CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.	<ul style="list-style-type: none"> • Oral Presentation • In-class test • Weekly tutorial activity • Essay
CLO2 : apply general principles of linguistics to language acquisition, language comprehension and production, and to apposite neurological processes involving language.	<ul style="list-style-type: none"> • In-class test
CLO3 : explicate the basic research on brain damage and language impairment, breakdown and loss, and language and thought.	<ul style="list-style-type: none"> • Weekly tutorial activity • Essay • In-class test
CLO4 : critically examine and evaluate modern approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.	<ul style="list-style-type: none"> • Oral Presentation • Essay

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Oral Presentation Assessment Format: Individual	25%	Start Date: Ongoing weekly, from Week 4 refer to Moodle for assigned presentation dates Due Date: Ongoing weekly from Week 4
In-class test Assessment Format: Individual	25%	Due Date: Week 7
Weekly tutorial activity Assessment Format: Individual	10%	Start Date: Weekly starting 3 June, as rostered Due Date: weekly starting 3rd June, as rostered
Essay Assessment Format: Individual	40%	Due Date: Week 11

Assessment Details

Oral Presentation

Assessment Overview

Students will be allocated papers to critique in an Oral presentation format.

15-20 minutes. Students receive individual written feedback.

Course Learning Outcomes

- CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
- CLO4 : critically examine and evaluate modern approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.

Detailed Assessment Description

This will take the form of an oral presentation of your critique of a research article. More details will be available in class and on Moodle. Oral presentations will begin in Week 4. There will be group feedback as well as a grade assigned by the lecturer.

Assessment Length

As rostered ongoing weekly from Week 4, 17/6

Submission notes

Note: this will be done in presentation format to the class, starting Week 4

Assessment information

This will take the form of an oral presentation of a research article as rostered. Details of dates, length, topics and nature of presentation can be found on Moodle.

Refer to Moodle for submission information

Assignment submission Turnitin type

Not Applicable

In-class test

Assessment Overview

Students will be given a 1.5 hour test consisting of 40 multiple choice questions in class about the topics covered in class.

Feedback via individual written comment.

Course Learning Outcomes

- CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
- CLO2 : apply general principles of linguistics to language acquisition, language comprehension and production, and to apposite neurological processes involving language.
- CLO3 : explicate the basic research on brain damage and language impairment, breakdown and loss, and language and thought.

Assessment Length

40 Multiple Choice Questions

Submission notes

Moodle Quiz

Assessment information

Refer to Moodle for submission information

Assignment submission Turnitin type

Not Applicable

Weekly tutorial activity

Assessment Overview

Students will prepare and present answers to tutorial questions within the seminar format.

Duration: 30 minutes.

Feedback via mark and oral comment in seminar class.

Course Learning Outcomes

- CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
- CLO3 : explicate the basic research on brain damage and language impairment, breakdown and loss, and language and thought.

Detailed Assessment Description

This takes the form of presenting weekly homework exercises as of Week 2, 3rd June

Assessment Length

10 minutes

Submission notes

Presentation as rostered and students must submit their PowerPoint slides before their scheduled presentation

Assessment information

Refer to Moodle for submission information

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Essay

Assessment Overview

Students will write a 2500 word essay.

Feedback via mark and individual written comment.

Course Learning Outcomes

- CLO1 : describe and explain the most crucial issues involved in the interaction between the brain and language in relation to how languages are acquired, processed and stored.
- CLO3 : explicate the basic research on brain damage and language impairment, breakdown and loss, and language and thought.

and loss, and language and thought.

- CLO4 : critically examine and evaluate modern approaches in psycholinguistics, in terms of their power to account for the psychological processes underlying the production, processing and representation of human language.

Assessment Length

Approximately 2,500 words

Assessment information

Refer to Moodle for submission information

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

General Assessment Information

Detailed information for each assessment will be provided on the course Moodle page

Grading Basis

Standard

Requirements to pass course

Students need to complete all assessments and attain an overall average of at least fifty percent in the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Course introduction The historical context of the psychological study of language The scientific method in the study of language
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading Sequence 1
Week 2 : 3 June - 9 June	Lecture	The neurobiological basis of language acquisition and processing
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 2
Week 3 : 10 June - 16 June	Lecture	Cognitive foundations of language development
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 3
Week 4 : 17 June - 23 June	Lecture	Phonological development
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 4
Week 5 : 24 June - 30 June	Lecture	Lexical development
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 5
Week 6 : 1 July - 7 July	Other	Week 6 is Flex Week with no scheduled activities for this course Please use this time to consolidate and reflect upon the course so far. You may wish to use this time to keep on track with the readings and assessments and to plan ahead for the coming contents and assessments.
Week 7 : 8 July - 14 July	Lecture	Syntactic and Pragmatic Development
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading Sequence 7
	Assessment	in-class test Moodle quiz
Week 8 : 15 July - 21 July	Lecture	Atypical language development and language disorders
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 8
Week 9 : 22 July - 28 July	Lecture	Language and our perception of time and space
	Tutorial	Structured discussion of lecture content and required reading
	Reading	Reading sequence 9

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Resources

Prescribed Resources

Please refer to the Reading Sequences link on Moodle for details of each week's required reading. All readings are available via Moodle and the UNSW Library.

- Hoff, E. (2014). Language development (5th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Harley, T. (2014). The psychology of language: From data to theory (4th ed.). Hove, UK: Psychology Press.

Recommended Resources

- Gaskell, M. G. (2007). The Oxford handbook of psycholinguistics. Oxford, UK: Oxford University Press.
- Further recommended resources are available on Moodle.

Course Evaluation and Development

Student feedback is gathered using UNSW's myExperience system in addition to on-going feedback throughout the course and via in-class activities and assessments. All forms of student feedback will be acted upon to improve the student learning experience in the course and its future iterations.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sithembinkosi Dube		Morven Brown	By appointment via e-mail	By appointment via e-mail	No	Yes
Lecturer	Sithembinkosi Dube		Morven Brown	By appointment via e-mail	By appointment via e-mail	No	No
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Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;

- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your

study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on

Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm