

# Glendale College

## Course Outline of Record Report

Course ID 010643  
Created - October 2023

### LING103 : Psycholinguistics

#### General Information

Author:	<ul style="list-style-type: none"> <li>Paul Vera</li> <li>Kaye, Zohara</li> </ul>
Course Code (CB01) :	LING103
Course Title (CB02) :	Psycholinguistics
Department:	LING
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1501.10) Linguistics
CIP Code:	(16.0102) Linguistics.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000642177
Curriculum Committee Approval Date:	10/25/2023
Board of Trustees Approval Date:	12/19/2023
Last Cyclical Review Date:	10/25/2023
Course Description and Course Note:	LING 103 provides a foundation of terminology and methodology used in the current study of language and the mind. The course emphasizes the cultural and biological aspects of language, first language acquisition, second language acquisition and bilingualism. In addition, language processing (including production and comprehension), areas of the brain that affect language, and language disorders are examined. More recent topics include technologies such as artificial intelligence, natural language processing, and their implications for psycholinguistics.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Author:	<ul style="list-style-type: none"> <li>Paul Vera</li> <li>Kaye, Zohara</li> </ul>

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Linguistics</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade with Pass / No-Pass Option

**Course Support Course Status (CB26)**

Course is not a support course

### Transferability & Gen. Ed. Options

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**IGETC Area**

4G-Interdisciplinary, Social & Behavioral Sciences

**Area**

Interdisciplinary, Social & Behavioral Sciences

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

LING 103H

4-Social Sciences

Social Sciences

Pending

No value

**CSU GE-Breadth Area**

D7-Interdisciplinary Social or Behavioral Science

**Area**

Interdisciplinary Social or Behavioral Science

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

LING 103H

D-Social Sciences

Social Sciences

Pending

No value

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact Hours)** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Credit / Non-Credit Options**

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

**Advisory**

ENGL101 - Introduction to College Reading and Composition

**Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ESL151 - Reading And Composition V

**Objectives**



**Textbook Rationale**

Without equipment.

**Textbooks**

Author	Title	Publisher	Date	ISBN
Sedivy, Julie	Language in Mind: An Introduction to Psycholinguistics	Oxford University Press	2019	9781605357058

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

There is no materials fee.

**Learning Outcomes and Objectives****Course Objectives**

Identify, review, and summarize the major sub-disciplines of the study of psycholinguistics and their interrelationships, including first and second language acquisition, language production and processing, neurolinguistics, language-related disorders, and speech pathologies.

Identify and discuss areas of the human brain, their linguistic function, and their relevance to the field of psycholinguistics.

Apply principles of psycholinguistic concepts to original and/or professionally collected English or non-English language data to prepare a research paper and/or group project exploring an area appropriate to the field.

Demonstrate an understanding of how individuals acquire, process, and produce language, and the effects of social and biological factors on linguistic abilities.

**SLOs**

Define and provide examples for the major psycholinguistics concepts.	Expected Outcome Performance: 70.0
Design and execute original research to test psycholinguistic hypotheses.	Expected Outcome Performance: 70.0
Analyze and interpret scientific research on language and the brain with psycholinguistics principles.	Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

Yes

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Introduction (3 hours)

- Defining language and linguistics
- Universality of language
- Overview of linguistics, including phonology (sound), morphology (words), syntax (sentence structure), and semantics/pragmatics (meaning)
- Prescriptive vs. descriptive views of language

#### 1st and 2nd language acquisition (15 hours)

- First language acquisition
  - Language stages
  - How children use words
  - Motherese/caregiver language
  - At what age should a child speak and use language?
  - Learning two or more languages at the same time
- Second language acquisition
  - Using rules of one language in another language
  - Negative emotions and the ability to learn language
  - Motivation
  - Environmental factors
  - Teaching methodologies

#### Language production and processing (15 hours)

- Review of speech sound features
- Language parsing (breaking language down into parts)
- Using stimuli or background knowledge to understand what we see
- Common speech errors and causes
- Gard path sentences (trick the reader into understanding incorrectly)
- Differences between speech/signing and reading/writing

#### Neurolinguistics (6 hours)

- Overview of the anatomy of the brain
- Lateralization: Does language and speech use one side of the brain?
- Listening with one ear

#### Disorders and Atypical language processing (15 hours)

- Psychological/neurological language disorders

- Damage to the brain
- Two sides of the brain unable to communicate with one another
- Trouble with saying what a person wants to say
- Stuttering
- Fast and/or irregular speech
- Anxiety that causes a person to be unable to speak
- Child's inability to verbally communicate
- What the person hear and what the brain understands
- Lack of language usage and exposure
- Learning disabilities, developmental disabilities, and neurodivergence
- Other language disorders

**Total Hours: 54**