

## Tamkang University Academic Year 108, 2nd Semester Course Syllabus

Course Title	PSYCHOLINGUISTICS	Instructor	KUO, I-CHUN
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> </ul>
<p>Departmental Aim of Education</p>			
<p>I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol>			
<p>Subject Departmental core competences</p>			
<p>A. Nurture the ability to do research in literary studies, language teaching, and linguistics. (ratio:50.00)</p> <p>B. Strengthen qualitative and quantitative research methods and abilities in critical thinking. (ratio:50.00)</p>			
<p>Subject Schoolwide essential virtues</p>			
<p>1. A global perspective. (ratio:50.00)</p> <p>5. Independent thinking. (ratio:50.00)</p>			

Course Introduction	<p>This course is to explore and resolve as much as possible the five psycholinguistic puzzles: (1) How do people comprehend language? (2) How do they produce it? (3) How do they acquire it? (4) How do they lose it? (5) How does a particular language affect cognition, if at all?</p>
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**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Students are to explore and resolve as much as possible the five psycholinguistic puzzles: (1) How do people comprehend language? (2) How do they produce it? (3) How do they acquire it? (4) How do they lose it? (5) How does a particular language affect cognition, if at all?	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	AB	15	Lecture, Discussion	Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	109/03/02 ~ 109/03/08	Introduction	
2	109/03/09 ~ 109/03/15	Comprehension	
3	109/03/16 ~ 109/03/22	Comprehension	
4	109/03/23 ~ 109/03/29	Production	

5	109/03/30 ~ 109/04/05	Production	
6	109/04/06 ~ 109/04/12	Acquisition	
7	109/04/13 ~ 109/04/19	Acquisition	
8	109/04/20 ~ 109/04/26	The Input-Interaction-Output (IIO) Model	
9	109/04/27 ~ 109/05/03	Input in Second Language Acquisition	
10	109/05/04 ~ 109/05/10	Input in Second Language Acquisition	
11	109/05/11 ~ 109/05/17	Interaction in Second Language Acquisition	
12	109/05/18 ~ 109/05/24	Interaction in Second Language Acquisition	
13	109/05/25 ~ 109/05/31	Output in Second Language Acquisition	
14	109/06/01 ~ 109/06/07	Output in Second Language Acquisition	
15	109/06/08 ~ 109/06/14	A Social Turn for SLA	
16	109/06/15 ~ 109/06/21	A Social Turn for SLA	
17	109/06/22 ~ 109/06/28	Review	
18	109/06/29 ~ 109/07/05	Final Exam	
Requirement			
Teaching Facility	Computer, Projector		
Textbooks and Teaching Materials	Scovel, T. (2001) 'Psycholinguistics.' In R. Carter and D. Nunan (eds.) The Cambridge Guide to Teaching English to Speakers of Other Languages (pp. 80-86). Cambridge: Cambridge University Press.		
References	Block, D. (2003) The Social Turn in Second Language Acquisition. Edinburgh: Edinburgh University Press.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance :            %    ◆ Mark of Usual :            %    ◆ Midterm Exam : 50.0 % ◆ Final Exam :    50.0 % ◆ Other (    ) :            %		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p>※ <b>Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>
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