

## **Syllabus**

### **PSYCHOLINGUISTICS**

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Department of Humanities

Meeting Minute # \_\_\_\_ dated \_\_\_\_\_ 2019

#### **1. Course Description**

##### **a. Prerequisites**

The course program “Psycholinguistics” establishes minimum requirements for students’ competencies and determines the content and styles of training sessions. It is designed for students accomplishing master programme “Political Linguistics”. This program has been developed in accordance with:

- Educational standards NRU HSE;
- Educational program and the curriculum for master’s degree “Political Linguistics”.

##### **b. Abstract**

The present course is designed to give students fundamental knowledge of psycholinguistics – a linguistic science studying speech acquisition, comprehension and production processes in their interrelation with the language system.

The theoretical part is delivered in the form of lectures and acquaints students with the major Russian and foreign approaches to psycholinguistics.

#### **2. Learning Objectives**

The learning objectives of the course are as follows:

- to give the students knowledge of major theories in psycholinguistics;
- to help students master competencies, which will allow them to be successful in their professional interaction.

#### **3. Learning Outcomes**

As a result of the course, students will acquire the following competencies:

1. knowledge of the major psycholinguistic theories;
2. awareness of the place of psycholinguistics within a broader scope of linguistic studies;
3. managing effective interaction within the intercultural context;

4. ability to carry out the linguistic experiment.

#### 4. Course Plan

No.	Topic	Total hours for the topic	Total class hours		Self-Study
			Lectures	Seminars	
1	Linguistic Psychologism or the Psychological School of thought in linguistics	6	2	2	2
2	Humboldtianism and Neo-Humboldtianism as opposed to the Logical School of thought in linguistics	6	2	2	2
3	Kharkov Linguistic School	6	2	2	2
4	Psycholinguistics proper (Soviet psycholinguistics and the three stages of Western psycholinguistics)	6	2	2	2
5	Behaviorism and Neo-Behaviorism	6	2	2	2
6	Generative Linguistics	4	1	2	1
7	Descriptive Linguistics	4	1	2	1
8	Child Language Acquisition	4	1	2	1
9	Speech Comprehension	4	1	2	1
10	Speech Production	4	1	2	1
11	Neurolinguistics	4	1	2	1
12	Speech Disorders	4	1	2	1
13	Acquisition of a Foreign Language from the Psycholinguistic Standpoint	4	1	2	1
14	Psycholinguistics and Semantics: Meaning and Categorization	4	1	2	1
15	Cognitive Linguistics as Stemming from Psycholinguistics	4	1	2	1
	Total	70 3 credit units	20	30	20

#### 5. Reading List

### a. Required

Menn, L. Psycholinguistics: Introduction and Applications [Electronic resource] / Lise Menn, Nina F. Dronkers; DB ebrary. – 2<sup>nd</sup> ed. – San Diego: Plural Publishing Inc., 2017. – 528 p. – Access: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=4591656&query=psycholinguistics>.

### b. Optional

- Twenty-First Century Psycholinguistics: Four Cornerstones [Electronic resource] / ed. by Anne Cutler; Db ebrary. – New York: London: Psychology Press; Taylor & Francis Group, 2008. – 412 p. – ISBN 9780805852080. Access mode: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=3060658&query=psycholinguistics>.

- Glukhov, V.P. Psycholinguistics [Electronic resource]: Textbook for academic bachelors / VP Glukhov; EBS Yurayt. – M.: Yurayt, 2019. – 361 p. – ISBN 978-5-534-00480-9. – Access mode: <https://www.biblio-online.ru/viewer/psiholingvistika-433566#page/1>.

- Leontiev, A.A. Basics of psycholinguistics: a textbook / A.A. Leontyev. – 5th ed.; stereotype. – M.: Meaning: Academy, 2008. – 287 p.

- Frumkina, R.M. Psycholinguistics: textbook / R.M.Frumkina. – 5th ed., revised. – M.: Academy, 2014. – 336 p.

- Journal of linguistics. Cambridge University Press UK 7 NI. ISSN 0022-2267. Periodicity – 3. Available archive: 01/03/1998 – present. Academic peer-reviewed journal. Bsc. Academic Search Premier.

- Linguistics. DE Gruyter Germany. ISSN 2024-3949. Periodicity – 6. Available archive: 01/01/1995 – present. Academic peer-reviewed journal. Bsc. Academic Search Premier.

- Psycholinguistics. ISSN 2306-7462. Frequency – 1. Available archive: 01.2012 – 01.2015. elibrary

## 6. Grading System

Type of assessment	Form of assessment	1 <sup>st</sup> year				Parameters
		1	2	3	4	
Current	Home assignment - report delivered in the form presentation		+			Report 5-8 min. long + presentation (about 10 slides)
Final	Examination		1			Three questions on the theoretical part of the course, 40 min. for preparation

This course is graded by a 10-scores system. During the grading the Instructor takes into consideration: the use of theoretical knowledge student got from the course, the logic of the statements, independence of the analysis. The results of the research will be reported in the form of oral team presentation as well as in a written form.

The final examination will consist of three questions on the theoretical part of the course.

**Deadlines:** Students are strongly recommended to follow the deadlines of the assignment. Team presentation should be done at the class, detailed description should be e-mailed to the lecturers in three days before the last class. Failure to comply with the deadline reduces the grades to zero.

Attendance and participation play an important role on a par with the defense of the paper and the final test.

Students are expected to attend all scheduled classes, class presentations, simulations, exercises, discussion groups, and lectures. Absences will be excused only in cases when a student misses a class because of serious illness, serious illness of an immediate family member, or a death in the immediate family. Decisions on whether an absence qualifies as an excused absence will be made by the campus dean. To be excused for an absence, a student must submit a request to the dean's office along with any required documentation. If a campus dean approves a student's request to be excused for an absence, the dean will notify all affected faculty. In cases of excused absences, faculty members will be expected to offer make-up or substitute exercises or exams, where feasible.

An absence for any reason except those qualifying for an excused absence will be considered an unexcused absence. Students who miss more than 20% of scheduled classroom/activity hours because of unexcused absences (e.g., more than two meetings of a 10-meeting course, or more than 4 meetings of a 20-meeting course) will fail the course. Students who miss substantial portions of a course because of excused absences will receive an incomplete grade for the course and will be required to make up missed work or re-take the course.

With the approval of the campus dean, individual Instructors may impose additional and/or stricter attendance requirements and penalties for tardiness or absence, as they see appropriate for their courses. Students should carefully read course syllabi to be sure that they understand the particular expectations for attendance in each course.

If a student misses a class or other required activity, it is his or her responsibility to review, with classmates, the material covered, and to consult with the Instructor prior to the next class meeting regarding any possible make-up requirements. In case of illness or absence due to religious obligations, students must notify the Instructor(s) by email as soon they are aware of the time conflict. (Note: any make-up work approved by the course Instructor must be completed either immediately before or immediately after the class session missed. It is not acceptable to submit make-up work after the course has ended and/or grades have been issued.)

Absences count as a zero for that day's class participation.

Classes begin promptly according to the published schedule. It is the responsibility of each student to be in class on time. Classroom attendance will be recorded. To eliminate disruption, students are requested not to enter or leave the classroom when class is in session. Furthermore, students are expected to attend all class sessions with their corresponding cohort and team. Switching cohorts to accommodate class attendance is not allowed except in the presence of extenuating circumstances and with the prior approval by the course Instructor and the Registrar's Office.

Students are expected to participate orally in class, and in online forums and discussions, in a critical and evaluative manner; to approach instructor and fellow

students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.

The course grade consists of the following criteria:

30% of the grade – participation

30% - homework assignment

40% - final test

Thus, the formula of the final grade is:

Final grade =  $0,3 * \text{Participation} + 0,3 * \text{essay} + 0,4 * \text{final test}$

## **7. Guidelines for Knowledge Assessment**

Each student in this course is expected to abide by the Higher School of Economics Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's personal work. For this course, collaboration is allowed in the following instances: group discussion in class, group projects and presentations.

Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

During examinations, every student must do his/her own work. Talking or discussing is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

Any work submitted by a student in this course for academic credit must be the student's own work. If you present, as your own idea, any material copied, paraphrased, or extensively drawn upon, you are plagiarizing—unless you give full citations for your sources. Of course, you may make full use of ideas, arguments and information obtained from books etc. but you must make clear in a footnote whose work you are drawing on. Failure to cite your sources will result in a failing grade for that assignment. In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Dean and the Committee (if necessary), which, in extreme cases, may result in dismissal from the University.

Sample topics of students' reports and questions for the final test:

1. Linguistic Psychologism or the Psychological School of thought in linguistics
2. Humboldtianism and Neo-Humboldtianism as opposed to the Logical School of thought in linguistics
3. Alexander Potyebnya and Kharkov Linguistic School
4. Heymann Steinthal as the founder of the psychological school of thought and the people's psychology theory

5. Psycholinguistics proper (Soviet psycholinguistics and the three stages of Western psycholinguistics)
6. Leo Vygotsky as an expert in higher psychical functions, mentality and thought, psycholinguistics
7. Behaviorism and Neo-Behaviorism
8. Generative Linguistics and Noam Chomsky
9. Descriptive Linguistics
10. Child Language Acquisition
11. Speech Comprehension
12. Speech Production
13. Neurolinguistics
14. Speech Disorders
15. Acquisition of a Foreign Language from the Psycholinguistic Standpoint
16. Psycholinguistics and Semantics: Meaning and Categorization
17. Cognitive Linguistics as Stemming from Psycholinguistics

### **8. Methods of Instruction**

In this course, the following methods of instruction are used: lectures, discussions, students' reports, linguistic experiments.

### **9. Special Equipment and Software Support**

The present course is run with the help of the following equipment: laptop, projector, screen for lectures.