

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication

2. Data about the course

2.1 Name of course	Introduction to Psycholinguistics							
2.2 Course convenor	Lect. dr. Cristina Dimulescu							
2.3 Seminar/ laboratory/ project convenor	Lect. dr. Cristina Dimulescu							
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	EC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					9
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					17
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	78				
3.8 Total number per semester	100				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Basic knowledge of Pragmatics and Discourse Analysis
4.2 competences-related	<ul style="list-style-type: none"> Very good command of English Study skills in English

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> multimedia teaching space
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> multimedia teaching space

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> • Usage of metalanguage and theories connected to the study of cross-cultural fields • Acquisition, strengthening and implementation of pragmatic approaches to the study of English
7.2 Specific objectives	<ul style="list-style-type: none"> • Development of students' ability to process and analyse language-related

	<p>information in the field of meaning creation in talk-in-interaction</p> <ul style="list-style-type: none"> • Acquisition of new theoretical /methodological perspectives in pragmatics • Acquisition of a conceptual and methodological framework with a view to the analysis of processes involved in communication in English • Acknowledgment and implementation of logical criteria in the research of linguistic phenomena • Text analysis from a pragmatic perspective • Communication in English according to pragmatic criteria • Pragmatic analysis in the identification of cultural differences in communication
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8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to Psycholinguistics	Lecture-type	2	n.a.
Cognitive processes in language acquisition	Lecture-type	2	n.a.
Theories of language processing	Lecture-type	2	n.a.
Language and thought	Lecture-type	2	n.a.
Linguistic variation and social influences	Lecture-type	2	n.a.
Language pathologies and interventions	Lecture-type	2	n.a.
Contemporary applications of psycholinguistics	Lecture-type	2	n.a.
<p>Aitchison, J. (1988). <i>Words in the mind: An introduction to the mental lexicon</i>. Wiley Blackwell.</p> <p>Blumenthal, A. L. (1970). <i>Language and psychology: Historical aspects of psycholinguistics</i>. New York: Wiley.</p> <p>Brown, R. (1970). <i>Psycholinguistics: Selected papers</i>. New York: Free Press.</p> <p>Carroll, D. (2008). <i>Psychology of language</i> (5th ed.). Thomson Wadsworth.</p> <p>Field, J. (2003). <i>Psycholinguistics: A resource book for students</i>. Routledge.</p> <p>Garnham, A. (1985). <i>Psycholinguistics: Central topics</i>. Methuen.</p> <p>Gernsbacher, M. A. (Ed.). (1994). <i>Handbook of psycholinguistics</i>. Academic Press.</p> <p>Guasti, M. T. (2004). <i>Language acquisition: The growth of grammar</i>. MIT Press.</p> <p>Kantor, J. R. (1936). <i>An objective psychology of grammar</i>. Bloomington: Indiana University Press.</p> <p>Matthews, D. (Ed.). (2014). <i>Pragmatic development in first language acquisition</i>. John Benjamins.</p> <p>Miller, G. A. (Ed.). (1975). <i>Psychology and communication</i>. New York: Plenum Press.</p> <p>O'Grady, W., Dobrovolsky, M., & Katamba, F. (2001). <i>Contemporary linguistics: An introduction</i> (4th ed.). Bedford/St. Martin's.</p> <p>Pinker, S. (1994). <i>The language instinct: The new science of language and mind</i>. Harper Perennial.</p> <p>Pronko, N. H. (1946). Language and psycholinguistics: A review. <i>Psychological Bulletin</i>, 43(5), 189-239.</p> <p>Pulvermüller, F. (2007). Word processing in the brain as revealed by neurophysiological imaging. In M. G. Gaskell (Ed.), <i>The Oxford handbook of psycholinguistics</i> (pp. 241-255). Oxford University Press.</p> <p>Rowland, C. (2014). <i>Understanding child language acquisition</i>. Routledge.</p> <p>Steinberg, D. D., & Sciarini, N. V. (2006). <i>An introduction to psycholinguistics</i>. Pearson Education.</p> <p>Steinberg, D. D., Nagata, H., & Aline, D. P. (2001). <i>Psycholinguistics: Language, mind, and world</i> (2nd ed.). Longman.</p> <p>Slama-Cazacu, T. (1980). <i>Lecturi de psiholingvistică</i>. Editura Stiintifica si Enciclopedica.</p> <p>Slama-Cazacu, T. (1999). <i>Psiholingvistica, o știință a comunicării</i>. Editura ALL.</p> <p>Topala, D. V. (2021). <i>Limbaajul militarilor americani în timpul războiului din Vietnam: Elemente de analiză psiholingvistică</i>. Editura Universitaria.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction	Introductory session	2	n.a.
Introduction and review of key concepts	Reading and group	2	n.a.

	discussion.		
Exercises on language acquisition processes	Reading and group discussion.	2	n.a.
Analysis of language processing theories	Reading and group discussion.	2	n.a.
Debates on the topic of language and thought	Reading and group discussion.	2	n.a.
Social implications of linguistic variations	Reading and group discussion.	2	n.a.
Case studies on language pathologies	Reading and group discussion.	2	n.a.

Aitchison, J. (1988). *Words in the mind: An introduction to the mental lexicon*. Wiley Blackwell.

Blumenthal, A. L. (1970). *Language and psychology: Historical aspects of psycholinguistics*. New York: Wiley.

Brown, R. (1970). *Psycholinguistics: Selected papers*. New York: Free Press.

Carroll, D. (2008). *Psychology of language* (5th ed.). Thomson Wadsworth.

Field, J. (2003). *Psycholinguistics: A resource book for students*. Routledge.

Garnham, A. (1985). *Psycholinguistics: Central topics*. Methuen.

Gernsbacher, M. A. (Ed.). (1994). *Handbook of psycholinguistics*. Academic Press.

Guasti, M. T. (2004). *Language acquisition: The growth of grammar*. MIT Press.

Kantor, J. R. (1936). *An objective psychology of grammar*. Bloomington: Indiana University Press.

Matthews, D. (Ed.). (2014). *Pragmatic development in first language acquisition*. John Benjamins.

Miller, G. A. (Ed.). (1975). *Psychology and communication*. New York: Plenum Press.

O'Grady, W., Dobrovolsky, M., & Katamba, F. (2001). *Contemporary linguistics: An introduction* (4th ed.). Bedford/St. Martin's.

Pinker, S. (1994). *The language instinct: The new science of language and mind*. Harper Perennial.

Pronko, N. H. (1946). Language and psycholinguistics: A review. *Psychological Bulletin*, 43(5), 189-239.

Pulvermüller, F. (2007). Word processing in the brain as revealed by neurophysiological imaging. In M. G. Gaskell (Ed.), *The Oxford handbook of psycholinguistics* (pp. 241-255). Oxford University Press.

Rowland, C. (2014). *Understanding child language acquisition*. Routledge.

Steinberg, D. D., & Sciarini, N. V. (2006). *An introduction to psycholinguistics*. Pearson Education.

Steinberg, D. D., Nagata, H., & Aline, D. P. (2001). *Psycholinguistics: Language, mind, and world* (2nd ed.). Longman.

Slama-Cazacu, T. (1980). *Lecturi de psiholingvistică*. Editura Stiintifica si Enciclopedica.

Slama-Cazacu, T. (1999). *Psiholingvistica, o știință a comunicării*. Editura ALL.

Topala, D. V. (2021). *Limbajul militarilor americani în timpul războiului din Vietnam: Elemente de analiză psiholingvistică*. Editura Universitaria.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

This course contributes towards enhancing the students' ability to communicate effectively and to research a variety of phenomena related to the construction of meaning in talk-in-interaction.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	Acquisition of theoretical background and practical analysis on a given assignment.	Exam	60%
10.5 Seminar/ laboratory/ project	Taking an active part in discussions during the seminar.	Text analysis	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> a minimum of 50% of the final evaluation requirements and a minimum of 50% of the seminar requirements. 			

This course outline was certified in the Department Board meeting on 23/09/2004 and approved in the Faculty Board meeting on 23/09/2004

Conf. dr. Adrian Lăcătuș	Prof. univ. dr. habil. Răzvan Săftoiu
Dean	Head of Department
Lect. Dr. Cristina Dimulescu	Lect. Dr. Cristina Dimulescu
Course holder	Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
- 4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).