

**Division of Humanities  
School of Humanities and Social Science**

Course syllabus

Course code & title: HUMA 3050 Psychology of Language [actually, “Psycholinguistics”]  
Course offered: Fall 2025  
Course instructor: Dr. Quentin Zhen QIN (hmzqin@ust.hk)  
Course TA: Ms. Yuqi WANG (ywangqi@connect.ust.hk)  
Course information: 1:30-2:50 PM, Wednesday & Friday; LG3008  
Office hours: 3:00 PM-4:30 PM, Wednesday (instructor’s office at Rm 3368);  
TA’s office hours (by appointment)

Course Description

This course will focus on the psychological processes of language use. It includes an introduction to basic linguistic and psychological models and examines the biological foundations of language. Psycholinguistic issues in language comprehension and language production will be discussed. Over the course of the semester, it covers research areas such as speech perception and production, word recognition, and language in the brain

Intended Learning Outcomes (ILOs)

- Understand the major theories and models of language processing
- Assess weakness and strength of a scientific study of linguistics
- Effectively communicate findings of a psycholinguistics study through speaking and writing
- Objectively evaluate research designs and tools used by a psycholinguistics study
- Study language phenomenon from an empirical perspective

Textbook

David W. Carroll. (2008). *Psychology of Language* (5th ed.) Cengage Learning. Australia ; Belmont, CA : Wadsworth. (Required, library reserve for 3 days)  
Fromkin, Rodman, and Hyams. (2014). *An Introduction to Language*. 10<sup>th</sup> ed. Australia: Cengage Learning. (Optional, a supplementary textbook for students who did not take HUMA 1010)

Assessment (this course adopts criterion-referenced assessment, CRA)

1. Class Attendance AND Active Participation (individually assessed – 20%)
2. In-Class Quiz (individually assessed – 29%)
3. Written Summary (individually assessed – 25%)
4. Poster Presentation and Submission (group assessed – 26%)

Attendance policy

- You should attend class regularly and participate in class activities (lecture recordings will be provided exclusively for review). Poor attendance will have a negative impact on your performance, slow down the class pace, and consequently negatively impact other students’ learning. In past experience, students who didn’t do well in this course were those who routinely missed lectures.
- Food and cell phone (e.g., for personal use) are not allowed in class.

Quiz and assignment policy

As a general rule, **NO make-up quiz or late submission will be accepted** for credit unless:

- (a) You got **advance** permission (before due) from me about a make-up quiz or a late submission of an assignment
- (b) You could not attend the class for the quiz or submit the assignment on the day the assignment is due because of a serious illness or unexpected emergency. You need to contact me with a written explanation of the situation and provide **proof** (e.g., medical certificate).
- (c) We go with “*Restrict ways of using generative AI tools for assessment*”. You can use generative AI tools (e.g., ChatGPT, DeepSeek) to assist your understanding of materials. However, you are **prohibited** from using the GenAI tools to produce any content related to essay assessments (written summary).
- (d) In general, *non-essay* assignments/assessments will normally receive feedback within 10 working days.

Plagiarism and misconduct policy

Plagiarism (e.g., academic theft) in quizzes, assignments, and exams, depending on the severity, will result in penalties in the range from a zero for that portion of your work, an F for the course, transcript citation, to suspension/expulsion from HKUST. For library guidelines on plagiarism and other resources on referencing/citation, see <https://libguides.ust.hk/referencing/plagiarism>. For HKUST policies on academic misconduct, see <http://ugadmin.ust.hk/integrity/student-1.html>.

Tentative Schedule (subject to change)

	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1	Sep 03	Introduction to Psycholinguistics 1	Carroll Ch.1
	Sep 05	Introduction to Psycholinguistics 2	Carroll Ch.2
2	Sep 10	Linguistics Principles	Carroll Ch.2
	Sep 12	Psychological Mechanisms 1	Carroll Ch.3
3	Sep 17	Psychological Mechanisms 2	Carroll Ch.3
	Sep 19	Brain and Language 1	<i>Fromkin Ch.10</i> Carroll Ch.13
4	Sep 24	Brain and Language 2	Carroll Ch.13
	Sep 26	Brain and Language 3	<b>*Bird et al. (2003)</b>
5	Oct 01	<i>No Class-The National Day</i>	
	Oct 03	Speech Perception 1	<i>Fromkin Ch.5</i> Carroll Ch.4
6	Oct 08	Speech Perception 2	Carroll Ch.4
	Oct 10	Speech Perception 3	Carroll Ch.4 <b>*Cutler et al. (1986)</b>
7	Oct 15	The Internal Lexicon 1	Carroll Ch.5
	Oct 17	The Internal Lexicon 2	<b>*Scarborough et al. (1977; Exp.2 only)</b>
8	Oct 22	Second Language Acquisition and Bilingualism1	<i>Fromkin Ch. 9</i> Carroll Ch.11
	Oct 24	Second Language Acquisition and Bilingualism2	Carroll Ch.11 <b>*Wang et al. (2001)</b>
9	Oct 29	<i>No Class-Chung Yeung Festival</i>	
	Oct 31	<b>Poster Workshop</b>	
10	Nov 05	<b>In-Class Quiz</b>	
	Nov 07	Language Processing (eye movement 1)	<i>McMurray et al., (2002)</i>
11	Nov 12	Language Processing (eye movement 2)	<i>Marian &amp; Spivey (2003)</i>
	Nov 14	Language Processing (brain imaging 1)	<b>*Kim et al. (1997)</b>
12	Nov 19	Language Processing (brain imaging 2)	<i>Wang et al. (1999, 2003)</i>
	Nov 21	<b>Poster Presentations 1</b>	
13	Nov 26	<b>Poster Presentations 2</b>	
	Nov 28	<b>Poster Presentations 3</b>	
	Dec 10 (noon)	<b>Poster Submission Due</b>	

Required Readings

*Articles (a written summary is required for one of 5 articles)*

- \*Bird, H., Ralph, M., Seidenberg, M., McClelland, J. and Patterson, K. (2003). Deficits in phonology and past-tense morphology: What's the connection? *Journal of Memory and Language*, 48, 502-526.
- \*Cutler, A., Mehler, J., Norris, D., and Segui, J. (1986). The syllable's differing role in the segmentation of French and English. *Journal of Memory and Language*, 25, 385-400.
- \*Kim, K., Relkin, N., Lee, K-M, and Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388, 171-174.
- \*Scarborough, D., Cortese, C. and Scarborough, H. (1977). Frequency and repetition effects in lexical memory. *Journal of Experimental Psychology: Human Perception and Performance*, 3(1), 1-17.
- \*Wang, Y., Jongman, A. and Sereno, J.A. (2001). Dichotic perception of linguistic tones by Mandarin and American listeners. *Brain and Language*, 78, 332-348.

Suggested Readings (optional)

*Textbooks*

- Anne Cutler (2012). *Native Listening Language Experience and the Recognition of Spoken Words*. The MIT Press.
- Matthew J. Traxler (2011). *Introduction to Psycholinguistics*. Wiley-Blackwell. (Library reserve for days)

Articles for *written summary* are available on Canvas. Articles for *poster presentations* will be posted on Canvas (e.g., October).