

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: APPLIED PSYCHOLINGUISTICS

Unit ID: EDBSP2014

Credit Points: 15.00

Prerequisite(s): (EDBSP1013)

Co-requisite(s): Nil

Exclusion(s): (EDMSP6014)

ASCED: 061707

Description of the Unit:

This unit provides undergraduate students with a foundation in applied psycholinguistics and methodological training in experimental research. The subject offers an overview of the theoretical and experimental knowledge related to language psychology, and how this relates to language education and speech pathology. Psycholinguistics is inherently multidisciplinary and students will learn about first and second language acquisition, language processing, speech production/perception, models of the mental lexicon and grammar. This unit draws on work from psychology, linguistics, education, speech pathology, audiology and cognitive science more generally. Essential to this unit are links to practice in fields such as education and speech pathology.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Analyse language and its subsystems in the context of cognitive science
- K2.** Develop an awareness of how psycholinguistics and linguistic theory can inform educational practice
- K3.** Examine methods of psycholinguistic experimentation
- K4.** Develop graduate level research skills
- K5.** Explore speech perception and production and models of processing

Skills:

- S1.** Analyse cognitive operations of language processing
- S2.** Identify the components of language production
- S3.** Differentiate pedagogy for diverse learners, e.g. English as an additional language, dialect, specific language impairment.
- S4.** Conduct experimental research

Application of knowledge and skills:

- A1.** Read current research in psycholinguistics
- A2.** Interpret theory and research in relation to practice
- A3.** Benchmark observed language behaviour against theory and research

Unit Content:

- Language and the mind
- What is psycholinguistics
- How psycholinguistic research informs practices in education and speech pathology
- Speech perception and production
- Components of the language system
- Linguistic theory and language learning
- Functional-cognitive models of language
- The mental lexicon
- Semantic representation
- Grammar and grammar processing
- Language and thought
- Research designs in psycholinguistics
- Specific language impairments
- Psycholinguistics and literacy

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K5, S1, S2, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4, S3, S4	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K5, S1, S2, A1, A2, A3	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, S2	AT3

Learning Task and Assessment:

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, A1, A2	Mid-semester quiz	Quiz	15-25%
K1, K2, K4, K5, S1, S2, A1, A3	Analysis of a topic, in pairs/small groups, with reference to recent empirical research articles in an area of interest	Term paper	20-40%
K2, K3, K4, S3, S4, A1, A2	Complete a psycholinguistic study on topic of interest and present it to the group	Research Report	40-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MiCS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)