

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** APPLIED PSYCHOLINGUISTICS

**Unit ID:** EDMSP6014

**Credit Points:** 15.00

**Prerequisite(s):** (EDMST6010)

**Co-requisite(s):** Nil

**Exclusion(s):** (EDBSP2014)

**ASCED:** 061707

## Description of the Unit:

This unit provides post-graduate 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	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Analyse language and its subsystems in the context of cognitive science
- K2.** Recognise and examine how psycholinguistics can be applied to practice
- K3.** Examine methods of psycholinguistic experimentation
- K4.** Develop potential lines and process of inquiry commensurate with graduate level research
- K5.** Recognise and 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.** Design and 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 and critique current research in psycholinguistics
- A2.** Interpret theory and research in relation to practice
- A3.** Benchmark observed language behaviour against theory and research

**Unit Content:**
**This unit will cover the following topics:**

- 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 E-learning quiz	Quiz	15-25%
K1, K2, K4, K5, S1, S2, A1, A3	In depth analysis of a topic, in pairs/small groups, with reference to recent empirical research articles in an area of interest	Written task	20-40%
K2, K3, K4, S3, S4, A1, A2	Complete a psycholinguistic study on topic of interest accompanied by a presentation and links to practice relevant to education or speech pathology. The final submission is in the form of a graduate-level research report	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:**

APA

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

Fed Cite - [referencing tool](#)