



| Teaching Guide | | | | |
|--------------------------|---|--------|-----------|---------|
| Identifying Data | | | | 2015/16 |
| Subject (*) | Cognición e procesos cognitivos en lingua inglesa | Code | 613505011 | |
| Study programme | Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Optativa | 3 |
| Language | | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Filoloxía Inglesa | | | |
| Coordinador | | E-mail | | |
| Lecturers | | E-mail | | |
| Web | www.imaes.eu/?page_id=31 | | | |
| General description | All information referring to this subject can be found on the above web site. | | | |

| Study programme competences | |
|-----------------------------|---|
| Code | Study programme competences |
| A1 | E01 ? Familiarity with the main research models in linguistic research. |
| A4 | E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics. |
| B6 | G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology. |
| B10 | G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students |
| B15 | G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired. |

| Learning outcomes | | | |
|---|--|--|-----------------------------------|
| Learning outcomes | | | Study programme competences |
| This course constitutes an introduction to psycholinguistics and language processing. Psycholinguistics is the discipline that studies how the human mind (and, ultimately, the human brain) stores and uses language on-line. The course seeks to provide students with basic knowledge about the psychological reality of language and of the way in which the mind makes use (or not) of grammatical knowledge in ordinary language use. | | | AR1 AR4 BR6 BR10 BR15 |

| Contents | |
|---|-----------|
| Topic | Sub-topic |
| 1. Introduction to psycholinguistics: aims, scope and methods. 2. Experience or genes. Innateness. 3. The biology of language. Acquisition. 4. Words in the mind. 5. Syntactic comprehension. 6. Language production | |

| Planning | | | | |
|------------------------|------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Seminar | A1 A4 B6 B10 B15 | 14 | 60 | 74 |
| Personalized attention | | 1 | 0 | 1 |



(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------|---|
| Methodologies | Description |
| Seminar | Lectures and seminars, combined with online coursework. |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Seminar | Class attendance is compulsory. The teacher is available in office hours, and also via e-mail. |

| Assessment | | | |
|---------------|------------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Seminar | A1 A4 B6 B10 B15 | Attendance to class is compulsory. Active participation in class: 20% Course assignments: 60% Oral and written skills; correct structuring and presentation of the course assignments: 20% | 100 |

| Assessment comments |
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| Sources of information | |
|------------------------|---|
| Basic | <p>Aitchison, J. 2008. The Articulate Mammal. London: Unwin Hyman.</p> <p>Aitchison, J. 2001. Language Change: Progress or Decay? Cambridge: C.U.P.</p> <p>Aitchison, J. 2003. Words in the Mind. Oxford: Blackwell.</p> <p>Aitchison, J. 1996. The Seeds of Speech. Cambridge: C.U.P.</p> <p>Altman, G. 1997. The Ascent of Babel. Oxford: O.U.P.</p> <p>Carroll, D.W. 2008. Psychology of Language. Pacific Grove, California: Brooks/Cole.</p> <p>Field, John. 2004. Psycholinguistics: a resource book for students. London: Routledge.</p> <p>Field, John. 2005. Language and the mind. London: Routledge.</p> <p>Garman, M. 1990. Psycholinguistics. Cambridge: C.U.P.</p> <p>Jackendoff, R. 1993. Patterns in the Mind. New York: Harvester Wheatsheaf.</p> <p>Jackendoff, R. 2002. Foundations of language. Oxford: O.U.P.</p> <p>Pinker, S. 1994. The Language Instinct. London: Penguin.</p> <p>Steinberg, D. 1993. An Introduction to Psycholinguistics. Harlow, Essex: Longman.</p> <p>Aitchison, J. 2008. The Articulate Mammal. London: Unwin Hyman.</p> <p>Aitchison, J. 2001. Language Change: Progress or Decay? Cambridge: C.U.P.</p> <p>Aitchison, J. 2003. Words in the Mind. Oxford: Blackwell.</p> <p>Aitchison, J. 1996. The Seeds of Speech. Cambridge: C.U.P.</p> <p>Altman, G. 1997. The Ascent of Babel. Oxford: O.U.P.</p> <p>Carroll, D.W. 2008. Psychology of Language. Pacific Grove, California: Brooks/Cole.</p> <p>Field, John. 2004. Psycholinguistics: a resource book for students. London: Routledge.</p> <p>Field, John. 2005. Language and the mind. London: Routledge.</p> <p>Garman, M. 1990. Psycholinguistics. Cambridge: C.U.P.</p> <p>Jackendoff, R. 1993. Patterns in the Mind. New York: Harvester Wheatsheaf.</p> <p>Jackendoff, R. 2002. Foundations of language. Oxford: O.U.P.</p> <p>Pinker, S. 1994. The Language Instinct. London: Penguin.</p> <p>Steinberg, D. 1993. An Introduction to Psycholinguistics. Harlow, Essex: Longman.</p> |
| Complementary | |

| Recommendations |
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| Subjects that it is recommended to have taken before |
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| Subjects that are recommended to be taken simultaneously |



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| Subjects that continue the syllabus |
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| Other comments |
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(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.