



Teaching Guide

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	BR6	
	AR4	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

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



Subjects that continue the syllabus
Other comments

(*)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.