UNIVERSIDADE DA CORUÑA

	Teaching Guide			
Identifying Data				**2016/17**
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	Estévez Saa, José Manuel		**E-mail**	jose.manuel.estevez.saa@udc.es
Lecturers	Estévez Saa, José Manuel		**E-mail**	jose.manuel.estevez.saa@udc.es
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 / results	
Code	**Study programme competences / results**
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 / results**		
This course constitutes an introduction to psycholinguistics and language processing. Psycholiguistics 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 / Results**	**Teaching hours (in-person & virtual)**	**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 complusory. The teacher is available in office hours, and also via e-mail.

Assessment			
Methodologies	**Competencies / Results**	**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
Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades. Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity. Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado). Students who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

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