



Teaching Guide

Identifying Data					2017/18
Subject (*)	Cognition and Cognitive Processes in English		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	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
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.
A2	E02 ? Familiarity with the main resources, tools and methodologies 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.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
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
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B12	G07 ? Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
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



<p>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.</p>	AR1	BR6
	AR2	BR7
	AR4	BR8
		BR9
		BR10
		BR11
		BR12
		BR13
		BR14
		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 A2 A4 B6 B7 B8 B9 B10 B11 B12 B13 B14 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 A2 A4 B6 B7 B8 B9 B10 B11 B12 B13 B14 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	<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>
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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.