



Teaching Guide

Teaching Guide				
Identifying Data				2021/22
Subject (*)	Cognition and Cognitive Processes in English		Code	613505110
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es	
Lecturers	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	This course constitutes an introduction to cognition phenomena and language processing. The main goal is to investigate 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.			
Contingency plan	1.Modifications to the contents: Not modified. 2.Methodologies *Teaching methodologies maintained: None. *Teaching methodologies that are modified Presential sessions or 'seminars' that become telematic on the same time schedule of the presential sessions, except for last minute changes, via Moodle and Teams. There will not be a final exam, but there will be a feedback session in the form of a chat or a conversation with the students. 3.Mechanisms of personalized attention to the students Moodle, Teams and Email. 4.Modifications in the evaluation: Continuous Asessment 100%. It could include a brief written essay, depending on the circumstances, Reading Tasks. Exercises and proposed activities. Evaluation observations: participation via Teams or Moodle will be taken into account through written contributions and discussions about the contents. 5.Modifications to the bibliography or webgraphy: not modified. Texts and learning resources will be provided in electronic format.			

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.
A3	E03 ? Capacity to reflect on the factors which influence the learning and acquisition of English as a foreign language.
A4	E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics.
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.
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

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	BR7	
	AR2	BR8	
	AR3	BR10	
	AR4		



Contents	
Topic	Sub-topic
1. Introduction to psycholinguistics: aims, scope and methods.	COGNITIVE THEORIES and HISTORY
2. Experience or genes. Innateness.	COGNITIVE LINGUISTICS THEORY- INTRODUCTION-
3. The biology of language. Acquisition.	COGNITIVE AND FUNCIONAL THEORIES
4. Words in the mind.	COGNITIVE AND FUNCIONAL THEORIES II
5. Syntactic comprehension.	The relationship between linguistic knowledge and cognition.
6. Language production. Cognitive linguistics.	Language and speech production.
7.-Semantic production: the importance of meaning.	Comprehension (definition, coherence and cohesion, assessing comprehension). Chomsky's cognitive theory. Functionalism and experientialism. The symbolic function of language. Language experience and lexical foundations. Cognitive semantics Categorization, prototypes, schema. The mental representation of categories. The concept of frames. Embodied experience. Metaphor and metonymy. The construction of the spaces of the mind. Cognitive aspects of grammar Cognition and literature.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Seminar	A1 A2 A3 A4 B7 B8 B10	14	30	44
Long answer / essay questions	A1 A2 A3 A4	0	30	30
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	Individual and Group work technique that aims to intensively study a topic. It is characterized by discussion, participation, the elaboration of documents and the conclusions to which all the components of the seminar must reach. Classes and seminars, including debates, and written work, etc. Moodle UDC
Long answer / essay questions	Written test used to evaluate learning, whose distinctive feature is the possibility of determining whether the answers given are correct or not. It is a measurement instrument, rigorously developed, that allows to evaluate knowledge, abilities, skills, performance, aptitudes, attitudes, intelligence, etc. It is applicable for both diagnostic, formative and summative evaluation. The objective test can combine different types of questions: multiple choice questions, ordering, short answer, discrimination, completion and / or association questions. You can also build it with just one type of one of these questions.

Personalized attention	
Methodologies	Description



Seminar	Class attendance is compulsory. The teacher is available in office hours, and also via e-mail.
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Assessment			
Methodologies	Competencies	Description	Qualification
Seminar	A1 A2 A3 A4 B7 B8 B10	Assistance is mandatory. Active participation in classes which are considered as interactive: up to 20% of the final grade.	20
Long answer / essay questions	A1 A2 A3 A4	Written or oral test in which the theoretical and practical contents of the course are included, with the presence of theoretical questions and exercises. Course work (s) done in class: 60% (exceptionally an out-of-class essay and an oral presentation could be added to the final assessment) Skills in the expression in English, both oral and written English, and correct structuring and presentation of activities, participation in debates and seminars: up to 20%	80

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. Any student who does not carry out the supervised work, if any, or the class work, or has not performed work equal to or greater than 50% of the rest of the evaluation categories, will obtain the rating of NO PRESENTADO. Anyone who does not show up for the written test can only achieve the grade of 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. Plagiarism In this subject, the Turnitin tool could be used in the evaluation of essays and activities. Based on the recommendations of the Xunta de Facultade, the following text is added for the students' consideration: Turnitin is an application for teachers to review parts of a text from other texts and indicate their origin. This tool can identify papers presented previously in this or other universities, including those written by the same student. If this circumstance occurs, it will be understood that it is contrary to academic honesty and will be applied to the academic regulations for evaluations, grades, etc.



Sources of information

Basic	- Ungerer & Schmid (1996). An Introduction to Cognitive Linguistics. Harlow: Pearson Education - Evans, Vyvyan and Melanie Green (2006). Cognitive linguistics, 1. Edinburgh University Press 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	Chomsky, N. (1957). Syntactic structures. The Hague: Mouton. Chomsky, N. (1959). A Review of B. F. Skinner's Verbal Behavior. Language, 35, 26-58. Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press. Chomsky, N. (1957). Syntactic structures. The Hague: Mouton. Chomsky, N. (1959). A Review of B. F. Skinner's Verbal Behavior. Language, 35, 26-58. Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press.

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.