



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1171202 **Name:** Psycholinguistics

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Basic Training

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Psychology

Department: Neuropsychobiology, Methodology and Basic and Social Psychology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1172A Ricard Herrero Arambul (**Responsible Lecturer**)

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Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1

Recommended knowledge

It is recommended to update the knowledge on phonetics and phonology, morphosyntax, semantics and pragmatics of the courses 'Applied Linguistics for speech therapy'



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To manage the basic theoretical concepts to begin in the psycholinguistic study and its methodology.
- R2 To know and analyse the psycholinguistic processes of perception and comprehension of language (perception of speech and spelling, lexical access, syntactic representation, propositional access, etc.).
- R3 To know and manage the cognitive phases that intervene in the production of language , from conceptual preparation to articulatory and graphic codification.
- R4 To know the main models that account for the psycholinguistic processes of language production and comprehension.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE2 Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics				X
CE3 Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics			X	
CE4 Understand and integrate the educational foundations of speech therapy: teaching and learning processes		X		
CE5 Understand and integrate the methodological foundations for research in Speech Therapy			X	
CE33 Final project involving transversally applicable material; to be carried out in association with different subjects		X		
CE37 Master the terminology that allows one to interact effectively with other professionals			X	
CE50 Understand and critically evaluate the terminology and specific methodologies used in speech therapy research			X	
CE53 Have adequate speech production, structure of language and voice quality		X		
CE54 Manage communication technologies and information			X	
TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		



CT3 Have the flexibility to work within teams integrated by other professionals belonging to the same field

x

CT5 Recognize, analyze and obtain solutions to ethical problems in professional practice situations

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written exam
R1, R2, R3, R4	40,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

Observations

Reports deliveries are subject to strict deadlines and format. Students not meeting deadlines (for any reason) may equally get maximum score increasing multiple-choice final test value: In order to pass the subject the student must have at least 4.5 (10) in multiple-choice final test. Practical scores will be ignored when having less than this mark

Mention of distinction. The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 On-Campus Class

M2 Practical Class



- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M4	R1, R2, R3, R4	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M1, M2, M4	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M5, M6	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M3, M4	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R1, R2, R3, R4	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1. Introduction	-
Unit 2. Sublexical units recognition	-
Unit 3. Visual / auditory word recognition and meaning access	-
Unit 4. Syntax processing and propositional representation	-
Unit 5. Text comprehension	-
Unit 6. Language production	-
Unit 7. Bilingualism	-



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1. Introduction	4,00	8,00
Unit 2. Sublexical units recognition	6,00	12,00
Unit 3. Visual / auditory word recognition and meaning access	6,00	12,00
Unit 4. Syntax processing and propositional representation	6,00	12,00
Unit 5. Text comprehension	2,00	4,00
Unit 6. Language production	4,00	8,00
Unit 7. Bilingualism	2,00	4,00



References

Main references

- Berko, J. & Bernstein, N. (1999). *Psicolingüística*. Madrid: McGraw-Hill.
- Cuetos Vega, F., González Álvarez, Julio y Manuel de Vega Rodríguez (2015): *Psicología del lenguaje*. Madrid: Médica Panamericana.
- Serra, M. (2013): *Comunicación y lenguaje: la nueva neuropsicología cognitiva*. Barcelona: UB.

Other references

- Anula, A. (1998). *El abecé de la psicolingüística*. Madrid: Arco-Libros.
- Belinchón, M., Igoa, J.M. & Rivièrè, A. (1996). *Psicología del lenguaje. Investigación y teoría*. Madrid: Trotta.
- Carreiras, M. (1997). *Descubriendo y procesando el lenguaje*. Madrid: Trotta
- Carroll, D.W. (2006). *Psicología del Lenguaje*. Madrid: Paraninfo.
- De Vega, M. & Cuetos, F. (1999). *Psicolingüística del español*. Madrid, Trotta.
- Gavilán, J. (2010): *El origen del lenguaje en el proceso de formación de la mente*. Madrid: Biblioteca Nueva
- Harley, Trevor A. (2013): *Psicología del lenguaje*. Madrid: McGraw-Hill
- López-Higues Sánchez, R. (2003). *Psicología del lenguaje*. Madrid: Pirámide.
- Pinker, S. (2012): *El instinto del lenguaje*. Madrid: Alianza
- Pueste, A. (2006): *Los orígenes del lenguaje*. Madrid: Alianza
- Soler, O. (ed.) (2006). *Psicología del llenguatge*. Barcelona: UOC
- Valle Arroyo, F. (1991). *Psicolingüística*. Madrid: Morata.
- Valle, F. et al. (1990). *Lecturas de psicolingüística (2 vols.)*. Madrid: Alianza.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: