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: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Phisiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/1
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Developmental psychology	6,00	1/1
		Language development	6,00	1/2
		Psycholinguistics	6,00	2/1
		Psychology of attention and perception.	6,00	1/2
		Psychology of Learning and Memory	6,00	2/1
		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 cours 'Applied Linguistics for speech therapy'

Course guide

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 know and manage the cognitive phases that intervene in the production of language, from conceptual preparation to articulatory and graphic codification.

R2   Explain, according to experimental data and the most relevant theoretical models, the psycholinguistic processes of language perception, comprehension and production: perception of speech sounds and spelling, lexical-semantic access, syntactic representation, propositional access, oral and written language production, etc.

R3   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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			x	
CG2	Organize a work plan being able to carry it out within a specified period			x	
CG3	Find, evaluate, organize and manage information systems				x
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				x
CG5	Make decisions and being responsible for them	x			

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
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts			x	
CE32	Using information technology and communication			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			x	

CT2	Critically evaluate own job performance and that of other professionals to improve results	x			
CT7	Having an open and flexible attitude to lifelong learning			x	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	15,00%	Performance and/or presentation of individual theoretical and practical activities.
	5,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Continuous Assessment: Continuous assessment will be carried out through the completion of practical assignments (individually or in small groups) and presentations on topics related to the various contents of the course.

Ordinary Assessment: To pass the course, it is essential to pass each of the following assessment components independently:

·**Written exam (70%)**: The exam will consist of a multiple-choice section and a section with short-answer questions.

·**Practical assignments (20%)**: Submission of all assignments is mandatory for them to be considered in the final average.

·**Attendance, participation, and continuous work (10%)**: A minimum of 40% class attendance is required, along with the completion of classroom activities.

Alternative Assessment: In duly justified cases where the student is unable to meet the minimum attendance requirement of 40% established for this course, and thus cannot be assessed through the ordinary continuous assessment system, they must consult the current regulations and request from the teaching staff the alternative or single assessment modality . This request will allow for the adaptation of both the learning activities and the assessment methods to the student's circumstances.

If the request is accepted, assessment will be carried out as follows:

·**Theoretical exam (80%)**: The exam will include multiple-choice questions and short-answer questions.

·**Practical assignments (20%)**

In this modality, it is also necessary to pass both the written exam and the practical assignments independently in order to pass the course.

Distinction (Matrícula de Honor): The grade of *Matrícula de Honor* (Distinction with Honors) will be awarded to those students who demonstrate an excellent level of achievement in all the competencies and learning outcomes established for the course.

Citation and Attribution Criteria for the Use of Artificial Intelligence Tools:

   ·Any use of artificial intelligence (AI) tools must be explicitly declared in the submitted document, either by means of a footnote or in an appendix.

   ·The declaration must include the name of the tool used, the purpose of its use (e.g., grammar checking, idea organization, writing example), and the part(s) of the work in which it was employed.

   ·The responsible use of AI will be considered within the assessment criteria related to originality and academic honesty.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1   Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.

M2   Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.

M3   Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.

M4   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

M5   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

M6   Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes. M1	R1, R2, R3	35,00	1,40
PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc. M2	R2, R3	16,00	0,64
LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures. M2	R3	1,00	0,04
TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process M6	R2, R3	6,00	0,24
EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included. M1	R1, R2, R3	2,00	0,08
TOTAL		**60,00**	**2,40**

Course guide

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 delivered in theory classes, practical classes or small group tutorials. M2	R2, R3	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3	R1, R2, R3	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1	Introduction to psycholinguistic study
Block 2	Perception of the sub-lexical units of spoken and written language.
Block 3	Lexical-semantic access: word recognition and semantic processing
Block 4	Syntactic and propositional representation
Block 5	Text and discourse comprehension
Block 6	Language production

Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1	4,00	8,00
Block 2	6,00	12,00
Block 3	6,00	12,00
Block 4	6,00	12,00
Block 5	4,00	8,00
Block 6	4,00	8,00

References

Carroll, D.W. (2006). Psychology of Language. Paraninfo.

Cuetos, F. (2012): Neuroscience of Language. Neurological bases and clinical implications. Médica Panamericana.

Cuetos, F., González, J. & de Vega, M. (2015): Psychology of language. Médica Panamericana.

Diéguez-Vide, F. & Peña-Casanova, J. (2012): Brain and Language. Neurolinguistic Symptomatology. Médica Panamericana.

Domínguez, A.; León, J. A. & Alonso, M. Á. (2022): Neurocognition of Language. Beyond words. Médica Panamericana.

Gavilán, J. (2010): The origin of language in the process of mind formation. Biblioteca Nueva

Harley, Trevor A. (2013): Psychology of language. McGraw-Hill

Horno, M. (2024): A brain full of words. Plataforma Actual.

López-Higues Sánchez, R. (2003). Psychology of Language. Pirámide.

Pinker, S. (2012): The language instinct. Alianza

Pueste, A. (2006): The origins of language. Alliance

Serra, M. (2013): Communication and language: the new cognitive neuropsychology. UB.