


**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Psycholinguistics		
Module Code	UPGP6L-30-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	English Language and Linguistics
Department	ACI		
Contributes towards	BA (Hons.) English Language and Linguistics (optional) BA (Hons) English and English Language (optional)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p><b>This module gives students the opportunity to consider how language is organised and assembled in the human brain, allowing us to read, write and communicate easily with one another. The module also considers cases where language has broken down, whereby practical applications of psycholinguistic knowledge will be explored, including speech and language therapy. Students will develop an appreciation of psycholinguistic theory and modelling, explore how psycholinguistic phenomena can be tested and gain skills in conducting empirical investigations.</b></p> <p><b>Syllabus:</b></p> <p>Teaching Block 1</p> <ul style="list-style-type: none"> <li>• Word production: finding words and building words</li> <li>• Gestures in production and comprehension</li> <li>• Word comprehension: reading and hearing words</li> </ul> <p>Teaching Block 2</p> <ul style="list-style-type: none"> <li>• When things go wrong: aphasia and other conditions</li> <li>• Speech therapy</li> <li>• Data collection and analysis techniques</li> </ul>

Part 3: Assessment		
<p>In the first teaching block, students learn about psycholinguistics, drawing on a number of skills developed at level 1 and 2 (including the analysis of words, sounds and meaning). The assessment for TB1 is a 3-hour seen exam during the regular exam period, for which students can prepare answers in advance. The exam tests students' abilities to apply the concepts introduced to tangible data. The topics will include a range of areas covered in the module, dealing both with practical and academic applications of psycholinguistics. Students will have to relate their prepared answers to the theoretical issues discussed throughout the teaching block as part of the requirements.</p> <p>In the second teaching block, students will be introduced to practical applications of the field (alongside some further theoretical aspects), such as speech and language therapy. Students will also be exposed to different testing techniques used in psycholinguistic research. Practical exercises and formative feedback related to the testing techniques and concepts discussed across the entire year will be available to students throughout this teaching block. The assessment component in TB2 will build on these practical exercises and one (or more) testing techniques introduced in the course, whereby students will be required to carry out an empirical research assignment. The topic of the research assignment will be decided in agreement with the module leader (and with the module leader's guidance). The assignment will be 3,000 words in length and will include some of the quantitative methods introduced in the class. The relevance of the computing and quantitative skills to future employment will be explicated.</p>		
Identify final timetabled piece of assessment (component and element)		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
A three-hour exam in controlled conditions (TB1)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
A 3,000 word essay, the focus of which is decided by the student in consultation with the module leader (TB2)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
A three-hour exam in controlled conditions (TB1)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
A 3,000 word essay, the focus of which is decided by the student in consultation with the module leader (TB2)	100%	

### Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Subject-specific skills:</p> <ul style="list-style-type: none"> <li>• Understand how language is organised, accessed and processed in the human mind (Component A &amp; B);</li> <li>• Demonstrate an understanding of the key concepts of Psycholinguistics, including the nature of psycholinguistic data and data collection techniques and the ability to collect and analyse data (Component A &amp; B);</li> <li>• Demonstrate the ability to analyse and interpret data related to a psycholinguistic phenomenon (Component A &amp; B);</li> <li>• Recognise the most important features of a well-designed research investigation, including a confident and competent background research, critique of existing literature and proposal of improvements to methodological designs (Component A &amp; B)</li> <li>• Demonstrate an understanding of the practical applications of psycholinguistics, including speech therapy (Component B);</li> <li>• Design and conduct their own research studies (Component B);</li> <li>• Present clearly the results of empirical investigations (Component B);</li> <li>• Demonstrate the application of quantitative skills, an understanding of how to design an empirical project and synthesise findings from it (Component B)</li> <li>• Communicate effectively and fluently (Component A &amp; B);</li> <li>• Work independently, demonstrating initiative, self-organisation and time management (Component A &amp; B).</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• The ability to work as a member of a group</li> <li>• An understanding of how the skills learnt in this module can lead to future employment</li> </ul>										
Key Information Sets Information (KIS)	<p style="text-align: center;"><b><u>Key Information Set - Module data</u></b></p> <p style="text-align: right;"><i>Number of credits for this module</i> <span style="border: 1px solid black; padding: 2px 10px;">30</span></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 25%;">Placement study hours</th> <th style="width: 12.5%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>80</td> <td>220</td> <td>0</td> <td>300</td> </tr> </tbody> </table> 	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	80	220	0	300
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300	80	220	0	300							
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>										

Total Assessment	<p>Total assessment of the module:</p> <table data-bbox="646 235 1310 387"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage			100%
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Practical exam assessment percentage									
	100%								
Reading List	<p>Aitchison, J. (2008) <i>The articulate mammal: an introduction to psycholinguistics</i> (5th edition). London: Routledge.</p> <p>Aitchison, J. (2003) <i>Words in the mind: an introduction to the mental lexicon</i> (3rd edition). Oxford: Basil Blackwell.</p> <p>Beaton, A. A. (2004) <i>Dyslexia, reading and the brain</i>. New York: Psychology Press.</p> <p>Cairns, H.S. (1999) <i>Psycholinguistics: an introduction</i>. Austin, Texas: Pro-Ed.</p> <p>Carroll, D.W. (2008) <i>Psychology of language</i> (5th edition). Belmont, CA: Thomson Wadsworth.</p> <p>Cutler, A. (2013) <i>Twenty-first century psycholinguistics: four cornerstones</i>. Abingdon: Routledge.</p> <p>De Groot, A.M.B. (2011) <i>Language and cognition in bilinguals and multilinguals</i>. New York: Psychology Press.</p> <p>Douglas, J. Y. (2015) <i>The reader's brain</i>. Cambridge: CUP.</p> <p>Garman, M. (1990) <i>Psycholinguistics</i>. Cambridge: CUP.</p> <p>Gaskell, M.G. (ed.) (2007) <i>The Oxford handbook of psycholinguistics</i>. Oxford: OUP.</p> <p>Grosjean, F. and Li, P. (2013) <i>The Psycholinguistics of Bilingualism</i>. Oxford: Wiley-Blackwell</p> <p>Harley, T.A. (2013) <i>The Psychology of language</i> (4th edition). New York: Psychology Press.</p> <p>Harley, T.A. (2010) <i>Talking the talk</i>. New York: Psychology Press.</p> <p>Jiang, N. (2012) <i>Conducting Reaction Time Research in Second Language Studies</i>. Abingdon: Routledge.</p> <p>Martin, D., ed. (2013) <i>Researching dyslexia in multilingual settings</i>. Bristol: Multilingual Matters.</p> <p>McNeill, D. (2016) <i>Why we gesture</i>. Cambridge: CUP.</p> <p>Scovel, T. (1998) <i>Psycholinguistics</i>. Oxford: OUP.</p> <p>Steinberg, D.D. and Sciarini, N.V. (2006) <i>An introduction to psycholinguistics</i>. New York: Pearson/Longman.</p> <p>Traxler, M.J. and Gernsbacher, M.A. (eds.) (2006) <i>Handbook of psycholinguistics</i> (2nd edition). Amsterdam: Elsevier.</p> <p>Warren, P. (2013) <i>Introducing psycholinguistics</i>. Cambridge: CUP.</p> <p>Whitney, P. (1998) <i>The psychology of language</i>. Boston: Houghton Mifflin.</p>								

## FOR OFFICE USE ONLY

First CAP Approval Date	01/02/2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to RIA 12136</a>