



IDENTIFYING DATA

Cognition and Cognitive Processes in English

| | | | | |
|---------------------|--|----------|------|------------|
| Subject | Cognition and Cognitive Processes in English | | | |
| Code | V01M121V01203 | | | |
| Study programme | (*)Máster Universitario en Estudos Ingleses Avanzados e as súas Aplicacións | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 3 | Optional | 1st | 2nd |
| Teaching language | English | | | |
| Department | | | | |
| Coordinator | Pérez Guerra, Javier | | | |
| Lecturers | Pérez Guerra, Javier | | | |
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| Web | http://faitic.uvigo.es | | | |
| 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. | | | |

Competencies

| | |
|------|--|
| Code | |
| A1 | (*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación. |
| A2 | (*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| A3 | (*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| A4 | (*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades. |
| B1 | |
| B4 | -- |
| B5 | -- |
| B6 | -- |
| B7 | -- |
| B8 | -- |
| B9 | -- |
| B10 | -- |
| C1 | (*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada. |
| C8 | (*)Coñecemento dos estudos de cognición e procesamento dentro da investigación na lingüística inglesa. |
| D2 | (*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses. |
| D3 | (*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses. |
| D4 | (*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables. |

- D5 (*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
- D7 (*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
- D8 (*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
- D9 (*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
- D17 (*)Autonomía progresiva na aprendizaxe, procura propias de recursos e información, accedendo para iso a fontes bibliográficas e documentais sobre os distintos ámbitos que conforman os Estudos Ingleses.
- D18 (*)Capacidade para obter información sobre a investigación máis recente que se está levando a cabo dentro do ámbito dos Estudos Ingleses, tanto en lingüística como en literatura e cultura.
- D19 (*)Capacidade para realizar traballos de investigación de carácter académico nos distintos ámbitos dos Estudos Ingleses.
- D20 (*)Capacidade para presentar e defender un traballo de investigación utilizando a terminoloxía e os recursos adecuados e apropiados dentro do campo obxecto de estudo.

Learning outcomes

| Expected results from this subject | Training and Learning Results | | | |
|--|-------------------------------|-----|-----|-----|
| (*)desenvolver pequenas investigacións sobre problemas e cuestións da psicolingüística e mailo procesamento da lingua inglesa (busca de fontes metodolóxicas, análise crítica de aportacións previas, desenvolvemento de teorías inéditas) | A1 | B1 | C1 | D2 |
| | A2 | B4 | C8 | D3 |
| | A3 | B5 | | D4 |
| | A4 | B6 | | D5 |
| | | B7 | | D7 |
| | | B8 | | D8 |
| | | B9 | | D9 |
| | | B10 | | D17 |
| | | | | D18 |
| | | | | D19 |
| | | | D20 | |

Contents

| Topic | |
|--|---|
| 1. Introduction to psycholinguistics | Introduction. The field of psycholinguistics (data collection, elements, evidence). Method. A brief history. Important concepts (Connectionism, priming, activation. Controversies (complexity of language, top-down vs down-top processing, innateness, rules). |
| 2. Production, comprehension and parsing | Production (language and speech production, stages, investigation, errors, hesitation analysis). Comprehension (definition, coherence and cohesion, assessing comprehension, inferences, reference/coreference, anaphoric ambiguity). Parsing (definition, parsing and syntactic theory, conflicting approaches: autonomy, interaction; ambiguity; garden-path, Minimal Attachment, Late Closure; constraint-based approaches). |
| 3. Cognitive linguistics | Introduction (guiding assumptions, architecture). Cognitive linguistics and Generative Grammar. Cognitive linguistics and grammar. Langacker's Cognitive Grammar (functions of language, architecture, semantics, grammar). Construction grammar (Croft's Radical Construction Grammar, Goldberg's Construction Grammar). Implicit, explicit and statistical knowledge. Theory of mind. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-----------------|-------------|-----------------------------|-------------|
| Problem solving | 6 | 53 | 59 |
| Lecturing | 8 | 0 | 8 |
| Problem solving | 0 | 8 | 8 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|--|
| Problem solving | Development and resolution of relative practical questions as regards the linguistic analysis of problems, within each of the theoretical models. |
| Lecturing | Introduction to the theoretical models of psycholinguistic explanation and of linguistic processing of the English language, with an emphasis on practical aspects of analysis of cases. |

Personalized attention

| Tests | Description |
|-----------------|--|
| Problem solving | None of the teaching activities involve personal attention. In any case, personal attention will take place during the professors' office hours. |

| Assessment | | Qualification | Training and Learning Results | | | |
|--|--|---------------|-------------------------------|-----|----|-----|
| Description | | | | | | |
| Problem solving- Activities requested during the teaching sessions: 60% - writing skills, structuring and presentation of the activities: 20% | | 80 | A1 | B1 | C1 | D2 |
| | | | A2 | B4 | C8 | D3 |
| | | | A3 | B5 | | D4 |
| | | | A4 | B6 | | D5 |
| | | | | B7 | | D7 |
| | | | | B8 | | D8 |
| | | | | B9 | | D9 |
| | | | | B10 | | D17 |
| | | | | | | D18 |
| | | | | | | D19 |
| Lecturing Active participation in the class (class attendance is mandatory) | | 20 | A1 | B1 | C1 | D2 |
| | | | A2 | B4 | C8 | D3 |
| | | | A3 | B5 | | D4 |
| | | | A4 | B6 | | D5 |
| | | | | B7 | | D7 |
| | | | | B8 | | D8 |
| | | | | B9 | | D9 |
| | | | | B10 | | D17 |
| | | | | | | D18 |
| | | | | | | D19 |
| | | | D20 | | | |

Other comments on the Evaluation

The grading system requires the students' attendance and regular participation in the teaching sessions. Those students that cannot attend the teaching sessions and those in the second call will be assessed exclusively by means of a final theoretical-practical test, whose nature (in class or online) and date will be agreed by the teaching staff and students.

Sources of information

Basic Bibliography

Evans, Vyvyan and Melanie Green, **Cognitive linguistics**, 1, Edinburgh University Press, 2006

Field, John, **Psycholinguistics: a resource book for students**, 1, Routledge, 2004

Geeraerts, Dirk and Hubert Cuyckens eds, **The Oxford handbook of cognitive linguistics**, 1, Oxford University Press, 2007

Hawkins, John A., **Efficiency and complexity in grammars**, 1, Oxford University Press, 2004

Complementary Bibliography

Recommendations

Other comments

The course will be delivered in English. Attendance is compulsory. Students are expected to complete all assignments and readings suggested by the lecturer, and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course regularly. Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via email. Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised with a zero mark or with a fail for the entire course, depending on the task involved. Pledging lack of awareness about plagiarism will not excuse students from their responsibility.