

MODULE DESCRIPTOR

TITLE	Language and Psychology
SI MODULE CODE	77-6987-00S
CREDITS	20
LEVEL	6
JACS CODE	Q310
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Barbara MacMahon

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30		70	200

MODULE AIM

The module aims to introduce and develop an understanding of the range of current approaches in the area of Language and Psychology, to provide an overview of a number of psycholinguistic theories and models, and to show how these theories and models are developed and refined through experimental methodologies.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- discuss and evaluate psycholinguistic theories, approaches and models, including models of speech production and reception, and models of reading and writing processes
- consider accounts of the relationship between language and thought, of child language acquisition and of language pathologies
- consider the relationship between data, experiment and theory in work on language and psychology

INDICATIVE CONTENT

The module will normally cover: modularity of mind, connectionist models, prototype theory, spoken word recognition, parsing spoken sentences, speech production models, reading and writing processes, models of language and thought, models of child language acquisition and language pathologies.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

Specific reading will be recommended relating to each topic, and for some seminars there will be preparatory work. Seminars and workshops will consolidate lecture material through general discussion and guided group activities.

ASSESSMENT TASK INFORMATION

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Project	CW	50	2500	N
2	Exam	EX	50	2 hours	N

FEEDBACK

Feedback is given through written comments, marginal and summary, on the assignments.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

The module will be supported by appropriate library provision, module handbook and a Blackboard site.

Recommended books:

Field, John. (2003) *Psycholinguistics: a resource book for students*. London: Routledge.

Further Reading

Aitchison, J. (1998) *The Articulate Mammal*. London: Routledge. **Available as E book through SHU library catalogue**

Aitchison, J. (1994 2nd edition or 2003 3rd edition) *Words in the Mind: an introduction to the mental lexicon*. Oxford: Blackwell.

Bar-Adon, A. and Leopold, W.F. (eds) (1971) *Child Language: a book of readings*. New Jersey: Prentics Hall.

Brown, R. and McNeil, D. (1966) The 'tip of the tongue' phenomenon. *Journal of Verbal Learning and Verbal Behaviour* 5, 325-37.

Byrd, D. and Mintz, T.H. (2010) *Discovering Speech, Words, and Mind*. Oxford: Wiley-Blackwell.

Cattell, R. (2000) *Children's Language: consensus and controversy*. London: Cassell.

Chomsky, Carol (1969) *The Acquisition of Syntax in Children from 5 to 10*. Cambridge, Mass.: MIT Press.

Crystal, D. (1987) *Child Language, Learning and Linguistics*. London: Arnold.

Crystal, D. and Varley, R. (1998) *Introduction to Language Pathology*. London: Arnold.

Czerniewska, P. (1996) 'Learning to read and write in English' in Mercer, N. and Swann, J. (eds) *Learning English: development and diversity*. London: Routledge.

- Ellis, A. and Beattie, G. (1986) *The Psychology of Language and Communication*. Sussex: Erlbaum.
- Field, J. (2005) *Language and the Mind*. London: Routledge.
- Foster-Cohen, S. (1999) *An Introduction to Child Language development*. Harlow: Longman.
- Garton, A. and Pratt, C. (1998) *Learning to be Literate: the development of spoken and written language*. Oxford: Blackwell.
- Garnham, A. (1985) *Psycholinguistics: central topics*.
- Harley, T. (2001, 2nd edition) *The Psychology of Language*. East Sussex: Psychology Press. **Available as E-book through SHU library catalogue**
- Levelt, W. (1991) (ed.) *Lexical Access in Speech Production*. Oxford: Blackwell.
- Levelt, W. (1993) *Speaking: from intention to articulation*. Cambridge Mass.: MIT Press.
- Mercer, N. and Swann, J. (1996) *Learning English: development and diversity*. London: Routledge/Open University Press.
- Newton, M. (2002) *Savage Girls and Wild Boys*. London: Faber and Faber.
- Obler, L.K. and Gjerlow, K. (1999) *Language and the Brain*. Cambridge: CUP.
- Rosch, E. (1975) 'Cognitive representations of semantic categories'. *Journal of Experimental Psychology: General*, 104: 192-233.
- Tribble, C. (1996) *Writing*. Oxford: Oxford University Press.
- Vihman, M.M. (1986) *Phonological Development*. Oxford: Blackwell.
- Wilde Astington, J. (1993) *The Child's Discovery of the Mind*. Cambridge Mass.: Harvard University Press.
- Wray, A., Trott, K. and Bloomer, A. (1998) *Projects in Linguistics*. London: Arnold.

Journals:

Child Development
Journal of Child Language
Journal of Psycholinguistic Research
Journal of Verbal Learning and Verbal Behaviour
Language Acquisition

Website:

Child Language data sharing site:
<http://chilides.psy.cmu.edu/>

SECTION 2 'STANDARD' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2015

MODULE DELIVERY PATTERN

	Module Begins	Module Ends
Course Intake 1	01/10/2015	20/12/2015

Is timetabled contact time required for this module?	Y
Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	

REVISIONS

Date	Reason
Aug 2015	Minor Modification DB2HU01-1415
Sept 2017	Operational change approved by Chairs Action on behalf of the Humanities Departmental Board 22/11/2017