

Module Template for New and Revised Undergraduate Modules¹

Module Code	PSU12160
Module Name	Language
ECTS credit weighting	5 ECTS
Semester taught	Michelmas Term
Module Coordinator/s	Jean Quigley
Module Learning Outcomes with embedded Graduate Attributes	<p>On completion of this module students should be able to:</p> <ol style="list-style-type: none">1. Describe the structure of the language system2. Describe the broad functional divisions of the brain relevant for language3. Describe theories of how language is processed in the normal and atypical brain4. Describe the variety of methods used in language science to understand how the brain is organised to produce and comprehend language5. Describe models of speech perception, comprehension and production6. Discuss research on theories relating to key issues in psycholinguistics (e.g., the critical period, language and species-specificity, language and thought, speech perception)
Module Content	<p>Psycholinguistics is the scientific study of the psychology of language. Language dominates our cognitive and social activities and psycholinguistics examines the relationship between language and the human mind. It is one of the most important areas of cognitive psychology and studies how we acquire, understand, and use language, and how these processes are affected by ageing and brain damage. Modern psycholinguistic research makes use of biology, neuroscience, cognitive science, and information theory to study how the brain processes language and to evaluate the psychological reality and underpinnings of linguistic rules and processes. The objective of this module is to introduce students to some of the main principles, methods and findings in the study of language within psychology.</p> <p>Indicative topics</p> <ul style="list-style-type: none">• The evolution of language• Non-human animal communication• The structure of the language system• Biological basis of language• Methods in psycholinguistic research• Understanding speech• Producing speech• Word processing• Sentence processing• Discourse processing• First language acquisition• Bilingual language processing• Aphasias

¹ [An Introduction to Module Design](#) from AISHE provides information on designing and re-designing modules.

- Language & Thought

Teaching and Learning Methods²

- Lectures, Powerpoint presentations and annotated, categorised reading lists

Assessment Details³

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
MCQ	150 multiple choice questions covering material from the entire module	1-6	100%

Contact Hours and Indicative Student Workload⁴

Contact hours: 22
Independent Study (preparation for course and review of materials): 63
Independent Study (preparation for assessment, incl. completion of assessment): 40

² [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

³ <https://www.tcd.ie/academicpractice/resources/assessment/>

⁴ https://www.tcd.ie/academicpractice/resources/assessment_workload/

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Inclusive Curriculum

All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	<input type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <ul style="list-style-type: none">• <i>All materials made available on BB in advance of lectures; monitored discussion boards for questions/comments,</i>	

Indicative Reading List (approx. 4-5 titles)

Recommended text: Traxler, M.J. (2023). *Introduction to Psycholinguistics*. (2nd Ed.). Wiley
Readings (categorised as required, recommended and for the very interested) will be made available for each lecture/topic.

Module Pre-requisite

None

Module Co-requisite

None

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.

No

