



## COURSE DATA

### Data Subject

<b>Code</b>	44012
<b>Name</b>	Neurolinguistics II: speaking and speech
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2022 - 2023

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2185 - Master's Degree in Cognitive Neuroscience and Special Education Needs	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2185 - Master's Degree in Cognitive Neuroscience and Special Education Needs	5 - Neurolinguistics II: speaking and speech	Obligatory

### Coordination

<b>Name</b>	<b>Department</b>
GIL LLARIO, M.DOLORES	305 - Developmental and Educational Psychology
PEREA LARA, MANUEL	267 - Behavioral Sciences Methodology

## SUMMARY

### English version is not available

Esta asignatura proporciona los cimientos necesarios para el conocimiento detallado de los procesos de habla y discurso, tanto a nivel de desarrollo normal, como en los que no, en particular para los casos de necesidades específicas de apoyo educativo. Por tanto proporciona una herramienta indispensable tanto a nivel investigador como profesionalizante.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Leer y entender artículos en inglés. Conocimientos esenciales sobre los procesos cognitivos básicos y sobre la metodología científica en este ámbito, incluyendo diseños y análisis de datos

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2185 - Master's Degree in Cognitive Neuroscience and Special Education Needs

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Dominar los conocimientos en el ámbito de la neurociencia cognitiva que permitan realizar acciones de intervención en las necesidades específicas de apoyo educativo.
- Aplicar las habilidades y destrezas profesionales que son propias del ámbito de intervención en las necesidades específicas de apoyo educativo.
- Conocer las bases conceptuales y metodológicas de los procesos de intervención en el alumnado que presenta Necesidades específicas de Apoyo Educativo (NEAEs), priorizando aquellos que han sido validados por los resultados de investigación en el campo de la neurociencia cognitiva.
- Conocer las características neuropsicológicas, cognitivas y conductuales de los alumnos con NEAEs derivadas de altas capacidades, TDAH, dislexia, disgrafía, discalculia, diversidad cultural y lingüística, autismo, etc.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	25,00	100
Classroom practices	5,00	100
Development of group work	15,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>65,00</b>	

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Dell, G., & Reich, P. A. (1981). Stages in sentence production: An analysis of speech error data. *Journal of Verbal Learning and Verbal Behavior*, 20, 611-629.
- Glenberg, A. M. y Gallese, V. (2011). Action-based language: A theory of language acquisition, comprehension, and production. *Cortex*.
- León, I., Díaz, J. M., de Vega, M. y Hernández, J. A. (2010). Discourse-Based Emotional Consistency Modulates Early and Middle Components of Event-Related Potentials. *Emotion*, 10:6, 863873.
- Petersen, S. E., Fox, P. T., Posner, M. I., Mintun, M., and Raichle, M. E. (1989). Positron emission tomographic studies of the processing of single words. *Journal of cognitive neuroscience*, 1(2):153-170.
- Price, C. J. (2012). A review and synthesis of the first 20 years of PET and fMRI studies of heard speech, spoken language and reading. *Neuroimage*, 62, 816-847
- Regel, S., Gunter, T. C. & Friederici, A. D. (2010). Isn't It Ironic? An electrophysiological Exploration of Figurative Language Processing. *Journal of Cognitive Neuroscience*, 23, 277-293.



**Additional**

- Abraham, A., von Cramon, D. W., y Schubotz, R. I. (2008). Meeting George Bush versus meeting Cinderella: The neural response when telling apart what is real from what is fictional in the context of our reality. *Journal of Cognitive Neuroscience* 20:6, 965-976.
- Indefrey, P., & Levelt, W.J.M. (2004). The spatial and temporal signatures of word production components. *Cognition*, 92, 101-144.

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