# Prifysgol Wrecsam
# Wrexham University

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

| Module Code | PSY519 |
|---|---|
| Module Title | Memory and Language |
| Level | 5 |
| Credit value | 20 |
| Faculty | Social and Life Sciences |
| HECoS Code | 100497 |
| Cost Code | GAPS |

## Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|---|---|
| BSc (Hons) Psychology | Core |
| BSc (Hons) Psychology with Foundation Year | Core |

## Pre-requisites

None

## Breakdown of module hours

| | |
|---|---:|
| Learning and teaching hours | 30 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| **Total active learning and teaching hours** | **30 hrs** |
| Placement / work based learning | 0 hrs |
| Guided independent study | 170 hrs |
| **Module duration (total hours)** | **200 hrs** |

| For office use only | |
|---|---|
| Initial approval date | 15th May 2024 |
| With effect from date | September 2024 |
| Date and details of revision | |
| Version number | 1 |

## Module aims

This module will acquaint students with current and classical theories relating to attention, learning, memory, and language, and develop their ability to evaluate these theories and evidence base. The various factors that can influence these cognitive processes and how these can be evaluated through experiments and assessments will be explored in this module. Relevant neuroscientific techniques used for research and assessments will also be discussed.

## Module Learning Outcomes - at the end of this module, students will be able to:

| 1 | Demonstrate an appreciation of the cognitive processes of attention, memory and /or language. |
|---|---|
| 2 | Critically evaluate the separate and the cooperative functions of different parts of the brain with respect to the human learning processes. |
| 3 | Critically discuss the key cognitive theories, concepts, and models of attention, memory, or language to appraise current research. |
| 4 | Evaluate the application of key methodological approaches that are used to understand the changes in attention, learning, memory and or language on behaviour. |

## Assessment

Indicative Assessment Tasks:

1. A portfolio of assessments focused on biological underpinnings of memory and language, which is equivalent to 1500-word (e.g., 10-minute Power point presentation, 5-minute Podcast on a given topic, short answers, class tests, case study).

2. A 2500-word research report or proposal focused on cognitive aspects of memory and language

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|---|---|---|---|
| 1 | 4 | Portfolio | 40% |
| 2 | 1, 2, 3 | Written Assignment | 60% |

## Derogations

None

## Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. Students will gain experience through experimental and biological tasks that relate to the topic area, which may be provided online or physically in the classroom.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Indicative Syllabus Outline

- Memory
- Attention
- Learning
- Semantic memory
- Consciousness, thinking, and cognitive control
- Language
- Reading
- Cognition and emotion
- Creativity and wisdom
- Amnesia and memory difficulties

# Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

**Essential Reads**

Barnes, J. (2013). *Essential biological psychology*. Sage Publications Ltd.

Eysenck, M. W., & Brysbaert, M. (2023). *Fundamentals of cognition*. (4th ed.). Routledge.

**Other indicative reading**

Andrewes, D. (2016). *Neuropsychology: From theory to practice*. (2nd ed.). Routledge.

Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2020). *Memory* (3rd ed.). Psychology Press.

Gilhooly, K, Lyddy, F., Pollick, F., & Buratti, S. (2021). *Cognitive psychology* (2nd ed.)

Harley, T. J. (2013*). The psychology of language: From data to theory* (4th ed.). Psychology Press.

Ward, J. (2020). *The student's guide to cognitive neuroscience* (4th ed.). Psychology Press.

Workman, L., & Reader, W. (2021). *Evolutionary psychology: An introduction* (4th ed.). Wiley.

**Journals**

Journal of Neuropsychology

Neuropsychology

Neuroscience

Cognitive Neuropsychology

Biological Psychology

British Journal of Clinical Psychology