

25947 - Psychological processes of literacy

Syllabus Information

Academic Year: 2020/21

Subject: 25947 - Psychological processes of literacy

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 270 - Degree in Psychology

ECTS: 6.0

Year: 2

Semester: First Four-month period

Subject Type: Optional

Module: ---

1.General information

1.1.Aims of the course

- 1- Know and understand the laws and principles of psychological processes related to reading and writing.
- 2- Know the processes and main stages of psychological development throughout the life cycle in its aspects of normality and abnormality
- 3- Know how to analyze the needs and demands of the recipients of a specific function according to the context
- 4- Acquire the necessary skills to analyze situations, define problems, design elementary investigations, execute them, statistically analyze the data and write a report correctly
- 5- Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with affected recipients

1.2.Context and importance of this course in the degree

Psychology pursues the objective of training professionals with the scientific knowledge necessary to understand, interpret, analyze and explain human behavior, and with the basic skills and abilities to evaluate and intervene at the individual and social level throughout the life cycle, in order to promote and improve health and quality of life. In this context, literacy constitutes an essential function in the functioning of the being human, both socially and individually, being outstandingly important for the full development of the individual. The subject is based on cognitive psychology, since from this approach you can know the different steps that are put into operation to read or write, providing advances in the understanding, evaluation and intervention of language disorders. Furthermore, reading and writing are based on certain psychological processes and systems of the brain, requiring extensive training during the childhood stages, reason why knowledge is subject are common to subjects related to basic psychological processes, Neuropsychology, Psychology Evolutionary and Education.

1.3.Recommendations to take this course

There are not prerequisites. It is recommended that the student review and keep in mind the contents of the subjects taken previously as Developmental Psychology I and Learning Psychology

2.Learning goals

2.1.Competences

By passing the course, the student will be more competent to:

- 1 (2) Know and understand the laws and principles of psychological processes related to reading and writing.
- 2 (3) Know the processes and main stages of psychological development throughout the life cycle in its aspects of normality and abnormality.
- 3 (26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.
- 4 (27) Acquire the necessary skills to analyze situations, define problems, design elementary investigations, execute them, statistically analyze the data and write a report correctly.
- 5 (28) Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with affected recipients

2.2.Learning goals

The student must demonstrate the following results:

- 1- Know and understand the laws and principles of psychological processes related to reading and writing.
- 2- Know the processes and main stages of psychological development throughout the life cycle in its aspects of normality and abnormality.
- 3- Know how to analyze the needs and demands of the recipients of a specific function according to the context.
- 4- Acquire the necessary skills to analyze situations, define problems, design elementary investigations, execute them, statistically analyze the data and write a report correctly.
- 5- Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with affected recipients.

2.3.Importance of learning goals

Literacy is a fundamental and exclusive tool of the human being that allows training and transmission of knowledge. The processes of reading and writing are linked to cognitive development and their alteration affects the daily functioning of the person. This type of affectations are frequently present in educational practice, as well as in various neuropsychological disorders. Therefore, the competences provided by this subject are fundamental to intervene in the educational field

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he / she has achieved the expected learning results through the following evaluation activities

- **Theoretical-practical final exam: 60%**
- **Evaluation of practices and individual / group work: 40%**

The evaluations of the performances of the students in these tests are made taking into account the following:

- Adaptation of the competences manifested to those worked on in the subject.
- Consistency of the answers expressed with the questions raised.
- Adaptation to the length and recommended presentation format.
- Quality of content.
- Spelling, syntax and presentation.
- Quality of documentation.

An adequate resolution of this type of task requires that the learning results that define the subject. So that the evaluable activities during the course are graded and computed in the final grade They must be delivered on the dates established by the teacher. they are designed to promote continuous learning and not merely as a final grade.

The final grade will depend on the grade obtained in the individual / group practices and work, which will represent 40% of the final grade and the grade obtained in the theoretical-practical final exam, which will account for 60% of the final grade. **To pass** All calls will be governed by the same criteria.

In accordance with the evaluation regulations of the University of Zaragoza there will be a written global test with content theoretical and practical.

In any case, the evaluation of student learning is governed by the regulatory framework of the University of Zaragoza, approved in the Governing Council of December 22, 2010 (B.O.U.Z. No. 01-11, pp. 1358-68).

* **Note:** In the event that for health security reasons a change in blended teaching arose to no face-to-face, the activities proposed for the evaluation will be carried out equally, but through the Internet, that is, Both tests will be carried out through the Moodle platform (with the possibility of asking questions and solving doubts at via Google Meets or email).

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

Combination of expository classes complemented by practical classes, individual activities and group, tutoring and personal work.

* **Note:** In the event that for health security reasons there is a change in teaching from blended to no

In person, the following modifications may be carried out:

1. The classes will be adapted to the online format (classes through Google Meet or another platform approved by Unizar).
2. Moodle will be used as the preferred way to exchange material. All the material necessary to complete the subject.
3. The tutorials will be carried out by email and / or meetings by Google Meet or other tools approved by the University.

4.2.Learning tasks

Learning activities includes:

- Lectures
- Bibliographical search
- Readings
- Assessment
- Individual work
- Group work
- Identification and analyses of cases in educational settings
- Activities to develop competences.

Such activities will be structured as follows:

1. Theoretical knowledge (4 ECTS)

Lectures about different basic topics of the course, complemented with recommended bibliography, videos, presentations and exercises.

1. Practical knowledge (2 ECTS)

Activities designed to integrate the knowledge, procedural and attitudinal competences of the course, working individually or in groups. Different activities and materials will be employed. Some activities will be aimed to identify reading and writing difficulties, as well as to develop assessment and rehabilitation tasks. For this purpose, case analyses and problem solving will be employed.

1. Tutorials

Tutorials will be an opportunity to adjust and regulate the student's learning progress and correct any problem that may come up along the course.

1. Self-study time

The students will be responsible of the regulation of their own learning progress, aided by the aforementioned activities.

4.3.Syllabus

1. Introduction to literacy: Theories and classifications of learning difficulties.
2. Psychological processes involved in learning to read
3. Representation of the meaning in memory in reading.
4. Acquisition and development of reading
5. Models and methods of teaching reading: different reading profiles, prevention and intervention programs.
6. Difficulties in learning to read.
7. Psychological processes involved in learning to write
8. Writing disorders.
9. Diagnosis and treatment of writing disorders.
10. Difficulties in learning to write.

4.4.Course planning and calendar

Due to health circumstances, during the 2020-2021 academic year teaching will take place on alternate weeks of theories and practices. Each week the theory will be taught in streaming and the practices will be done in person in weeks alternate to theory. This information will be available in the academic calendar of the 2020-2021 academic year.

All the activities and key dates will be announced in the Moodle course of the subject once the course begins.

*** Note:** In the event that for health security reasons a change in blended teaching arose to no

In person, the proposed activities will also be carried out, but through the Internet through the platform Moodle (with the possibility of asking questions and solving doubts through Google Meets or email)

4.5.Bibliography and recommended resources

- Berko Gleason, Jean. Psicolingüística / Jean Berko Gleason, Nan Berstein Ratner ; traducción, Ana María Esquinas Rychen . 2ª ed. Madrid : McGraw-Hill, D. L. 1999
- Cuetos Vega, Fernando. Psicología de la escritura : [diagnóstico y tratamiento de los transtornos de escritura] / Fernando Cuetos Vega . 8ª ed. act. y ampl. Madrid : Wolters Kluwer, D. L. 2009
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- Defior Citoler, Sylvia. Las dificultades de aprendizaje, un enfoque cognitivo : lectura, escritura, matemáticas / Sylvia

Defior Citoler. 1a. ed. Archidona (Málaga) : Aljibe, D.L. 1996

- Ellis, Andrew.W.. Human cognitive neuropsychology / A. W. Ellis, A. W. Young Hove : Lawrence Erlbaum, 1988
- Ellis, Andrew W.. Neuropsicología cognitiva humana / por Andrew W. Ellis, Andrew W. Young Barcelona [etc] : Masson, 1992
- Smith, Carl B. La enseñanza de la lectoescritura : un enfoque interactivo / Carl B. Smith y Karin L. Dahl ; traducción, Jesús Alonso Tapia Madrid : Visor, 1989
- Traxler, M. Handbook of psycholinguistics / M. Traxler, Morton Ann Gernsbacher. - 2ª Oxford, Academic Press, 1994
- Vieiro Iglesias, Pilar. Psicología de la lectura : procesos, teorías y aplicaciones instruccionales / Pilar Vieiro Iglesias, Isabel Gómez Veiga Madrid [etc.] : Prentice Hall Internacional, 2004
- Vieiro Iglesias, Pilar. Procesos de adquisición y producción de la lectoescritura / Pilar Vieiro Iglesias, Manuel Peralbo Uzquiano, Juan Antonio García Madruga Madrid : Visor, 1997
- Vila Chaves, J.O. y Gutiérrez Martínez, F. MANUAL BÁSICO DE DIFICULTADES DE APRENDIZAJE: Concepto, Evaluación e Intervención. 2013
- TALE: Test de Análisis de la Lectoescritura
- PROLEC: Test para el estudio de los procesos de la lectura
- PROESC: Test para el estudio de la escritura
- DNCAS