

## 1. BASIC INFORMATION

<b>Course</b>	Thought and Language
<b>Degree program</b>	Psychology Degree
<b>School</b>	School of Biomedical and Health Sciences
<b>Year</b>	2 <sup>nd</sup> year
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	Spanish and/or English
<b>Delivery mode</b>	Campus- based
<b>Semester</b>	S1
<b>Academic year</b>	2025- 2026
<b>Coordinating professor</b>	Blanca Álvarez
<b>Professor</b>	Marta Gray, Carmen Irene De Lisa Marques, Sara Vilas

## 2. COURSE DESCRIPTION

In this course, students will explore two distinct and complex cognitive functions: Thought and Language. In the first part of the course, the concept of thought is introduced as an object of study and analysis. A brief historical overview of its conceptualization is presented, along with a discussion of the fundamental relationships between the psychology of thought and cognitive development. In addition, the nature and formation of categories and concepts is examined. The course then introduces and distinguishes the two major areas in the classical study of reasoning: deductive and inductive reasoning. It delves into deductive reasoning (including linear, syllogistic, and propositional reasoning) as well as inductive and heuristic reasoning (mental shortcuts). Key aspects of critical thinking are identified, as well as tools and strategies to foster its development.

In the second part of the course, the concept of language will be introduced as an object of study and analysis. The concept of language is explored through a review of the most relevant definitions to date. Its structure and components are defined. A historical overview of language acquisition and development is provided, highlighting the most influential theoretical approaches. A brief historical review of language functions is also included, emphasising key authors and conceptual frameworks from both traditional and pragmatic perspectives. The communicative, representational, and self-regulatory functions of language are described as the most relevant today. Finally, the course addresses the assessment of language disorders.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

**KN01:** Describe the historical evolution of psychological ideas and knowledge, including the changes in conceptions of psychology's subject matter and research methods over time.

- Describe the conceptualization and definition of thought and language.

- Identify the basic components of thought and language.
- Identify the theoretical models within the psychology of language and thought.
- Describe different methods of psychological assessment, diagnosis, and intervention in applied fields related to the psychology of language.
- Identify the implications of thought and language processes in everyday life contexts.

## **SKILLS**

**SK07:** Analyze the contribution of biological, cultural, and psychosocial foundations to the development of psychological differences in both individuals and groups.

- Relate paradigms and approaches of thought and language.

## **COMPETENCIES**

- **CP02:** Understand the basic principles of various psychological processes in the field of Health Psychology.
- **CP03:** Understand the main processes and stages of psychological development throughout the lifespan, including both typical and atypical aspects, in the field of Health Psychology.
- **CP04:** Understand the biological foundations of human behaviour and psychological functions.
- **CP13:** Be able to describe and measure variables (e.g. personality, intelligence, aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioural processes.
- **CP14:** Be able to identify differences, problems, and needs.

## **4. COURSE CONTENT**

- Unit 1. Introduction to the Concept of Thought
- Unit 2. Deductive Reasoning: Linear, Syllogistic, and Propositional
- Unit 3. Inductive and Heuristic Reasoning
- Unit 4. Critical Thinking
- Unit 5. Basic Processes of Language
- Unit 6. Psychological Functions of Language
- Unit 7. Language Acquisition, Comprehension, and Production
- Unit 8. Assessment and Communication, Language, and Speech Disorders

## **5. TEACHING-LEARNING METHODOLOGIES**

The following teaching and learning methodologies will be used throughout the course:

- Lectures
- Student Presentations
- Practical Activities/Hands-on Exercises

- Problem-Based Learning (PBL)

## 6. LEARNING ACTIVITIES

Below are the types of learning activities included in the course, along with the estimated number of hours students are expected to dedicate to each:

Learning Activity	Hours
Lectures (in-person)	27h
Asynchronous Lectures	13h
Formative Assessment	3h
Problem Solving	25h
In-person Tutorials	5h
Independent Study	45h
Practical Exercises	20h
Research Assignments	10h
In-person Knowledge Assessment (Exam)	2h
<b>Total</b>	<b>150h</b>

## 7. ASSESSMENT

The following assessment methods will be used, along with their corresponding weight towards the final grade for the course:

Assessment Component	Weight
<b>Individual Knowledge Test (Exam):</b> Exam with 40 multiple-choice questions (20 for the Thinking block and 20 for the Language block), each with three answer options (80% of the final grade), and two short-answer questions (20% of the final grade), one for the Thinking block and one for the Language block. Passing both the Thinking and Language blocks separately is mandatory to pass the course.	50%
<b>Case Analysis and Problem Solving:</b> The student must view various audiovisual resources and review the literature to write a critical commentary on the relationship between thinking and language,	12%

<p>responding to the questions provided to facilitate the analysis and understanding of these materials (2%).</p> <p>The student must participate in an in-class debate, presenting their arguments on the relationship between thinking and language. Attendance in the classroom is mandatory for this debate (10%)</p>	
<p><b>Reports and Essays: Research project:</b> The student must write a scientific article based on the development of a research study focused on the use of a reasoning task (18%). In the Psychology Degree, this activity is carried out in coordination with the subject Research Methods as part of an integrated curriculum activity.</p> <p><b>Practical case:</b> Resolution of a practical case based on the assessment of language disorders, which includes attendance at a simulation session (10%). Attendance at this session is mandatory in order to pass the written activity.</p>	28%
<p>Student report on practicals : A student portfolio including eight activities, four for each content block (four on thought and four on language); submitted in two different deadlines. Thought block: 5%. Language block: 5%. It is an individual submission.</p>	10%

You can find full details of each assessment activity, including submission deadlines and evaluation procedures on the course's Virtual Campus platform (Canvas).

### Attendance

As established in Title I, Article 4 of the Assessment Regulations for Degree Programmes at European University of Madrid: "For students enrolled in on-campus undergraduate programmes, it is mandatory to justify at least 50% attendance in class. This is considered a necessary part of the assessment process and ensures the student's right to receive academic guidance, support, and follow up from their instructor. Failure to provide proof of at least 50% attendance through the procedures established by the university entitles the instructor to assign a failing grade for the ordinary exam session, in accordance with the grading system outlined in the current regulations. This is without prejudice to other requirements or higher attendance percentages that may be set by each faculty in the course guides or internal regulations."

Students who do not meet the 50% attendance requirement in the ordinary exam session may be graded as **fail** and will be required to pass the objective assessment(s) in the **extraordinary exam session**, where they must obtain a minimum score of **5.0 out of 10**.

#### 7.1. Ordinary exam period.

To pass the course in the ordinary exam period, students must achieve a final weighted average grade of 5.0 or higher out of 10.0 or higher. Additionally, a minimum score of 5 out of 10 or higher must be obtained in each of the following areas:

- Final Individual Exam (Knowledge Test).

- Research Project (PBL, evaluated within the “Reports and Written Essays” section)
- Average of active methodologies (i.e., Case Analysis and Problem Solving + Reports and Essays + Student report on practicals).
- Attendance at the in-class debate is mandatory.
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\*The Final Exam consists of two content blocks (one for Thought and one for Language). Each block includes 20 multiple choice questions, for a total of 40 questions. Each block is graded on a scale of 0 to 10. Students must score **at least 5 out of 10 in each block** to pass the exam and the course.

### PLAGIARISM AND USE OF ARTIFICIAL INTELLIGENCE TOOLS

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade (“0”) in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

#### **Artificial Intelligence Generated Content:**

All content generation Tools (AIGC), such as ChatGPT and other language models (LLMs), are not permitted for generating written assignments. These tools must not be responsible for producing any part of the submitted content. The use of AI tools must be explicitly authorized by the instructor for each specific activity. If a student uses such tools, this use must be clearly described in the submitted work. Students are fully responsible for the accuracy of any AI-generated information and must cite any supporting references properly. Tools used for spelling, grammar, and general editing are excluded from these restrictions. The final decision on the appropriateness of AI tool use rests with the instructor, academic coordination, and program director.

### Delayed submissions of mandatory activities

Late submissions of mandatory assignments will be penalized with a deduction of 0.5 points for each 24-hour period past the deadline established on the virtual campus, up to a maximum of 7 calendar days. After this period, submissions will not be evaluated and will automatically receive a grade of 0 points.

### Simulations

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. The student's absence from the simulation will result in a failing grade (0) for this activity (Case study on language disorders), which is assessed under the Reports and Essays section.

### Debates

Attendance at the in-class debate is mandatory. Absence from the debate will result in a grade of 0, and the student must retake the activity during the extraordinary exam session.

## 7.2. Extraordinary Exam Period.

To pass the course in the extraordinary call, the evaluation will be the same as in the ordinary period.

Students must obtain a final weighted average grade of 5 out of 10 or higher. Students must submit any activities not passed in the ordinary call, either those not submitted or those that require revision following feedback from the instructor.

To pass the course in the extraordinary session, students must obtain a minimum score of 5.0 out of 10.0 in the following areas:

- Final Individual exam (Knowledge test)
- Research project (evaluated under "Reports and written essays + Practice Portfolio)
- Average of active learning methodologies (i.e., case analysis and problem-solving + reports and essays + Student report on practicals)

\*The Final Exam consists of two content blocks (one for Thought and one for Language). Each block includes 20 multiple choice questions, for a total of 40 questions. Each block is graded on a scale of 0 to 10. Students must score **at least 5 out of 10 in each block** to pass the exam and the course.

### Make up for Simulations in the Extraordinary Period

The recovery of the simulation in the extraordinary call will be a clinical case analysis exam.

### Make-up for Debate in the Extraordinary Session

Students may recover this activity through an individual dialogue with the instructor, during which they must demonstrate critical thinking on the debate topic.

### Make-up for Problem-Based Learning (PBL) in the Extraordinary Session

The activity may be recovered following the same instructions as those provided for the ordinary session. However, in this session only, the project may be completed and submitted individually, as opposed to the group format required in the ordinary session.

### Make-up for Student report on practicals(Both Thought and Language Sections)

The same guidelines and activities from the ordinary session apply.

This is an individual activity and must be submitted as such.

## 8. SCHEDULE

This table outlines the timeline and submission dates for graded activities in the course:

Graded Activity	Submission Date
Student report on practicals (Thought Block Activities, 4 in total)	2nd week of November 2025
Case Analysis and Problem Solving: resource viewing, critical commentaty, and in class debate.	4th week of November 2025
Reports and written essays: Practical case analysis on the assessment of language disorders.	2nd week of December 2025
Student report on practicals (Language Block Activities, 4 in total)	4th week of December 2025

Reports and written essays: Scientific article based on the development of a reasoning task.	2nd week of January 2025
Final exam	Between the 2nd and 4th week of January 2026

This schedule is subject to change due to logistical reasons. Any modifications will be communicated to students in a timely and appropriate manner.

## 9. BIBLIOGRAPHY

The main reference work for following the course is:

- Bruner, J. S. (2009). *The process of education*. Harvard university press.
- Chomsky, N. (1966). *Topics in the theory of generative grammar* (Vol. 3, pp. 1-60). The Hague: Mouton.
- Owens Jr, R. E. (2012). *Language Development: An Introduction*. Boston: Pearson.
- Rose, S. A., Feldman, J. F., & Jankowski, J. J. (2009). A cognitive approach to the development of early language. *Child development*, 80(1), 134-150.
- Vygotsky, L. S. (2012). *Thought and language*. MIT press.

Additional recommended reading:

- Recommended readings will be provided to students within each unit of the course.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI) offers support to our students throughout their university journey, helping them achieve their academic goals. Other core pillars of our mission include fostering the inclusion of students with specific educational support needs, ensuring universal accessibility across all university campuses, and promoting equal opportunities for all.

The Unit offers students the following services:

1. Ongoing support and follow-up through personalized guidance and academic improvement plans for students needing to enhance their academic performance.
2. In terms of diversity, non-significant curricular adaptations (in terms of methodology and assessment) are made for those students with specific educational support needs, with the aim of ensuring equal opportunities for all.
3. We offer students different extracurricular training resources to help students develop a range of personal and professional skills.
4. Vocational guidance through tools and individual advisory sessions for students experiencing doubts about their chosen program or who believe they may have made the wrong choice.

Students in need of educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to help identify strengths and areas for improvement in teaching staff, degree programs and the overall teaching-learning process.

Surveys will be available in the “surveys” section of your virtual campus or sent directly to your email.

Your feedback is essential to improving the quality of your academic experience.

Thank you very much for your participation!