Module Title	***The Psychology of Thinking and Communication***
Programme(s)/Course	BSc (Hons) Psychology, BSc (Hons) **Psychology (with Child Development),** BSc (Hons) Psychology (Clinical), BSc (Hons) Psychology with Criminology, Graduate Diploma in Psychology
Level	5
Semester	2
Ref No:	
Credit Value	20 CAT Points
Student Study hours	Contact hours: 44 Student managed learning hours: 156
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Module Coordinator [Name + e mail address]	Liz N ewton Newtone3@lsbu.ac.uk
Parent Department	Psychology
Parent Course	BSc Psychology
Description [100 words max]	This module provides students with the opportunity to explore a number of the major concepts, theories and methods encountered in understanding how we communicate with others, solve problems and make decisions. This module will help students to understand the development of human communication, both cognitive and social. Students will learn what different psychologists think intelligence is, how it develops, and how it can be measured. The module will explore the internal and external influences on the development of reasoning and decision making. The module will explore whether innate mechanisms underlie these capacities or whether they develop over time.
JACS Code	
Aims	The module aims to provide students with the opportunity: • To explore current theories regarding language acquisition • To understand differences in how language is used • To investigate non-verbal communication including the development of mathematical language • To develop an understanding of what different psychologists mean when they refer to intelligence • To explore different psychometric measures of intelligence and other cognitive abilities and how these can inform our knowledge of development • To gain an understanding of how reasoning develops • To identify the factors which may influence decision making • To explore how we develop an understanding of what others think, and when this goes wrong • To understand that there is debate between experts regarding the modularity of the brain
Learning outcomes	**Knowledge and Understanding**: • Demonstrate a critical awareness and understanding of how important communication skills develop • Demonstrate a critical awareness and understanding of intellectual

	abilities and how they are measured • Demonstrate a critical awareness and understanding of how humans solve problems and make decisions **Intellectual Skills**: • Demonstrate critical awareness and understanding through discussion and writing. This includes the ability to accrue and review relevant literature; to summarise and critically appraise evidence; and to use appropriate theoretical evidence to understanding real-world issues **Practical Skills**: • Construct a self-managed theoretically justified persuasive communication • Oral and written communication **Transferable Skills**: • *Communication:* Using relevant technology to convey information to others • *Creativity and initiative:* Generation and development of novel solutions to real-world issues • *Time management:* Working to achieve goals to a specified timeframe • *Decision making:* To make informed decisions on the basis of available information • *Personal development:* to reflect on factors which influence how we reason and to use this to improve personal decision making
Employability	Once this module has been passed, students will have successfully demonstrated the ability to take scientific research form a variety of different sources and combine this to present a report for a non-scientific audience. The ability to evaluate complex information and present it simply to others is an important skill which would transfer to a variety of workplaces both inside and outside of an academic setting.
Teaching & Learning Pattern	11 x 4 hour learning and teaching sessions comprising a mixture of lectures and discussion-based seminar activities, using a variety of modes of delivery.
Indicative content	Session 1: How do we acquire language? The development of language from sounds to words. Session 2: How do we use language? The development of grammatical understanding and social influences on this. Session 3: How do we communicate? Learning to read and write. Session 4: How do we 'speak' without words? The development of symbolic representation, for example, mathematics. Session 5: What is meant by intelligence? Theories of what intelligence is. Session 6: How do we measure intelligence? Psychometric measures of intelligence and other cognitive abilities. Session 7: How do we solve problems? Factors which influence problem solving. Session 8: How do we decide what to do? Factors which influence our decision making. Session 9: How do we come to agree or disagree with others? Socio-cultural influences on reasoning. Session 10: How do we know what others think? Theory of mind. Session 11: Revision: Do I know what I think I know?

Assessment method	1. Coursework – writing a 1000 word report for a non scientific audience. Writing concise reports is an important employability skill (50%) 2. Multiple choice examination (2 hours, 50%, final component)
Indicative Reading	**Core texts:** Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). New York: Worth. **Optional Reading:** Eysenck, M. W., & Keane, M. T. (2010). *Cognitive psychology: A student's handbook* (6th ed.). Hove, East Sussex: Psychology Press. Harris, M., & Butterworth, G. (2002). *Developmental psychology: A student's handbook.* Hove, East Sussex: Psychology Press. Karmiloff-Smith, A. (1992). *Beyond modularity: A developmental perspective on cognitive science.* Cambridge, Mass.: MIT Press/Bradford Books. Manktelow, K. (1999). *Reasoning and thinking.* Hove, East Sussex: Psychology Press.
Other Learning Resource:	**Journals available on-line through the library such as:** Applied Cognitive Psychology British Journal of Psychology Cognition European Journal of Cognitive Psychology The Quarterly Journal of Experimental Psychology Thinking & Reasoning