FICHA DE UNIDADE CURRICULAR
2019/2020

<table>
<thead>
<tr>
<th>Name</th>
<th>Cognitive Neurosciences of Reading</th>
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<tbody>
<tr>
<td>Teaching staff</td>
<td>(Also indicate the Professor in charge)</td>
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<tr>
<td></td>
<td>Tânia Fernandes (in charge); Susana Araújo</td>
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<td>Creditação (ECTS)</td>
<td>6 ECTS</td>
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<td>Functioning</td>
<td>4th year, 1st semester: maximum 35 students (Secção de Cognição Social Aplicada; optative): 4h/week: 1 theoretical class (2h) and 1 practice class (2h).</td>
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| Learning goals      | 1. To develop critical reasoning and reflective thinking about the present cognitive research in the field of reading and visual word recognition.  
                            2. To promote analytic thinking and ability to interpret the results of research adopting behavioural experimental and neuroimaging techniques in the field of reading.  
                            3. To develop autonomous skills in research in cognitive science, especially in cognitive psychology and neuroscience, focusing in the study of the cognitive and neural processes underpinning visual word recognition. |
| Skills to be developed | 1. Advanced skills in experimental design, planning and execution of scientific research in the field of reading.  
                                             2. Skills of preparation and application of experimental paradigms in research on cognitive processes, including with experimental designing softwares (e.g., E-Prime; Matlab).  
                                             3. Skills of interpretation and discussion of results (including behavioral data) framed by the present cognitive theories of visual word recognition. |
| Prerequisites (precedences) * | N/A |
| Contents            | 1. Introduction, concept of modulatory and emergence of novel cognitive systems.  
                            2. Influences of culture in the cognitive system: macro and micro levels.  
                            3. Neuro-cognitive methods of research in visual word recognition  
                            4. Experimental paradigms and design in reading.  
                            5. The neural circuitry of reading in fluent readers and throughout the development of reading in typical-developing participants.  
                            7. Neurocognitive models of visual word recognition.  
                            8. The impact of learning to read on cognitive systems of language and visual object recognition.  
                            9. Reading in the blind. |
Specific references will be given along the semester through e-learning platform.

### Teaching Methods

Theoretical classes: expository with presentation and discussion with the students of references regarding the topic (available at e-learning in the previous week before the class).

Practical classes: Presentation and discussion of scientific papers by the students; conduction of the different steps comprising a research project in cognitive neuroscience of reading.

### Evaluation Regimes (Geral and/or Alternative)

Approval in this course will imply two components (all COMPULSORY) of evaluation: (a) and (b).

Students can decide to do or not to do component (c). The final grade corresponds to the sum of the partial grades of the two (or three) components.

The characteristics of the components and the evaluation criteria will be available in classes and in the e-learning platform.

### Evaluation Elements (Dates due, weights, minimum required grades)

(a) Individual written essays throughout the semester (70%*).

(b) Group work regarding research project in cognitive neuroscience of reading (20%).

(c) Participation in experimental research by the Research Team in Memory and Language (10%; 1 out of 20, optional).

* If the student decides not to do (c), component (a) will have a weight of 80%.

For approval in this UC students have to have a score above 8.5 (out of 20) in the component (a).

### Rules for grade improvement

Due to the nature of the evaluation elements, only component (a) can be improved from the 1st to the 2nd phase of evaluation.

### Rules for students having previously failed the course unit *

Students that have previously attended the course, who had a score above 8.5 out of 20 on component (b) in the academic year immediately before the present one can keep this score. Component (a) is the same as for the other students.

### Exigências relativas à assiduidade e pontualidade *

A aprovação é condicional à participação em 80% das aulas.

### Regras específicas relativas aos estudantes considerados em situação de exceção (estudantes-trabalhadores, atletas de alta competição, alunos dirigentes associativos, alunos militares, pais e mães estudantes, alunos com necessidades educativas especiais) *

N/A

### Language of instruction

Portuguese and English.
Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;

b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else’s work as one’s own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the Universidade de Lisboa.

* If applicable