

Study Abroad Programme

The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

Module name	Language sciences (2)
Module code	SL2004
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	15
ECTS	7.5
Level	5

MODULE SUMMARY

Module outline and aims

This module will enable you to gain an understanding of the acquisition of speech and language development. This is essential in order to appreciate the nature of communication disability.

Content outline

- To provide you with a preliminary introduction to information processing approaches to language processing and its development.
- This module will help to give you an understanding of typical speech, language and literacy development.
- The speech lectures will include teaching on normal and delayed phonological development, strategies for the acquisition of words and frameworks for analysis.
- You will learn about literacy development including theoretical models, developmental sequence and phonological awareness skills.
- You will also be taught about language development, including traditional and

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current models of acquisition, ages and stages of language development, and methods of assessing developmental complexity of language.

- You will be introduced to speech and language processing models for intervention.

Pre-requisite Modules

SL1001 Hearing & speech sciences (1)

SL1002 Bio-medical sciences (1)

SL1003 Life span studies

SL1004 Social context

SL1005 Language sciences (1)

SL1006 Professional studies (1)

Co-requisite Modules

SL2001 Hearing & speech sciences (2)

SL2002 Bio-medical sciences (2)

SL2003 Developmental psychology

SL2005 Speech, communication & swallowing disabilities

SL2006 Professional studies (2)

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

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- You will be able to demonstrate a knowledge and understanding of theoretical claims and evidence concerning the development of speech and language.
- You will be able to demonstrate knowledge of normal development as a basis for assessing a child, for investigating the nature of impairment in a child's cognitive and linguistic processing, and the implications for intervention.

Skills:

- You will be able to apply knowledge of normal development as a basis for assessing a child and for investigating the nature of impairment.

Values and attitudes:

- Show respect and tolerance for others in the group

HOW WILL I LEARN?

You will learn through lectures and group discussion

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Language development	Lecture	24	36	0	60

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Development of literacy	Lecture	4	36	0	40
Speech development	Lecture	10	40	0	50
Totals		38	112	0	150

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through:

Essay; (unseen) exam

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Speech & Language development Exam	Written exam	100%	40%	N/A

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module

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assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader.

Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

Speech and literacy development:

1. Law, J. Parkinson, A. and Tamhne, R. (Eds.) (2000). Communication difficulties in children: A practical guide. Oxon: Radcliffe Medical Press.
2. Bishop, D., & Leonard, L. (Eds.) (2000) Speech and Language Impairments In Children. Causes, Characteristics, Intervention and Outcome. Hove.UK: Psychology Press
3. Stackhouse, J. and Wells, B. (1997). Children's speech and literacy difficulties. A psycholinguistic framework. London: Whurr.

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4. ***Vihman, M. (1996). Phonological Development. Blackwell.
5. Dodd, B. (1995). Differential diagnosis and treatment of children with speech disorders. London: Whurr.
6. P. Fletcher and B. MacWhinney (Eds.) (1995) The Handbook of Child Language. Oxford: Blackwell.
7. Grunwell, P. (Ed.) (1992). Developmental Speech Disorders. London: Whurr.
8. Grunwell, P. (1987). Clinical Phonology. London: Croom Helm.

Language development:

1. Chiat S. (2000) Understanding Children with Language problems. Cambridge University Press
2. Fletcher P. and MacWhinney B. (Eds.) (1995) The Handbook of Child Language. Blackwell Oxford
3. Foster S. (1990) The Communicative Competence of Young Children. Longman, London
4. 4. Ingram D. (1989) First Language Acquisition. Method, Description and Explanation. Cambridge University Press.
5. Marschark M. & Spencer, P.E. (Eds) (2005) Oxford handbook of deaf studies, language and education. [Vol .1]
6. Marschark M. & Spencer, P.E. (Eds) (2010) Oxford handbook of deaf studies, language and education. [Vol .2]

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7. Oates J. and Grayson A. (2004) Cognitive and language development in children
Oxford : Blackwell,
8. ***Owens R.E. (2001) Language Development. An Introduction. Allyn and Bacon,
Boston.
9. Pinker S. (1994) The Language Instinct. Penguin Books, London.
10. Tomasello M. and Bates E. (Eds.) (2001) Language Development. The Essential
Readings. Blackwell, Oxford.