

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	Normal and Disordered Word Processing
Module code	SL3006
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	15
ECTS	7.5
Level	6
Delivery location (partnership programmes only)	

MODULE SUMMARY

Module outline and aims

To develop your understanding of normal and disordered single word processing in both children and adults.

Content outline

- To familiarise you with single word processing models.
- To familiarise you with patterns of developmental and acquired lexical impairments, including disorders of reading, naming and auditory comprehension
- To familiarise you with methods of investigating lexical impairments, and give them skills in interpreting test data
- To familiarise you with therapies for lexical disorders

The course will cover: reading mechanisms, acquired dyslexia, spoken and written word production, acquired anomia and dysgraphia, word comprehension and disorders of comprehension, developmental disorders of word comprehension and production, treatment for lexical disorders in children and adults.

WHAT WILL I BE EXPECTED TO ACHIEVE?

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

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Knowledge and understanding:

- Demonstrate a detailed knowledge of models of single word processing
- Demonstrate a detailed knowledge of psycholinguistic assessment procedures
- Demonstrate a detailed knowledge of psycholinguistic therapy approaches for single word disorders

Skills:

- Use single word processing models to develop hypotheses about acquired and developmental language disorders
- Select appropriate assessments to test these hypotheses and interpret the data that they supply
- Compare and contrast acquired and developmental language disorders

Values and attitudes:

- Demonstrate awareness of the wider social and environmental implications for people who have language, cognition & communication disabilities.

HOW WILL I LEARN?

You will learn through the lecture programme. Lectures emphasise core practical skills, such as the interpretation of test data, with some reference to cases in the literature. You will be encouraged to carry out self directed learning exercises between lectures.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Lecture	Lecture	18	132	0	150
Totals		18	132	0	150

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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed via two worksheets, one requiring the analysis of data from an aphasic adult the other requiring analysis of developmental data.

In addition you will be assessed via a two hour written exam.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Coursework	Written assignment including essay	30	40	N/A
Exam	Written Exam	70	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 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

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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

Beaumont, J (2008) Introduction to Neuropsychology Guilford Press

Bishop D (1998) Uncommon understanding: Development and disorders of language comprehension in children and adults. Hove: Psychology Press.

Ellis A and Young A (1996) Human cognitive neuropsychology (2nd ed). Hove: Psychology Press

Hillis A (2002) The handbook of adult language disorders: integrating cognitive neuropsychology, neurology and rehabilitation. New York: Psychology Press.

Parkin A (1996) Explorations in cognitive neuropsychology. Oxford: Blackwell.

Rapp B (2001) The handbook of cognitive neuropsychology. What deficits reveal about the human mind. Hove: Psychology Press

Stackhouse J and Wells B (1998) Psycholinguistic assessment of children with speech and literacy difficulties. London: Whurr.

Temple C (1997) Developmental Cognitive Neuropsychology. Hove: Psychology Press.