SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: Clinical Linguistics
2. Course code: JK
3. Course type (compulsory or optional): optional
4. Study programme name: Language, Mind, Technology
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 2nd cycle of studies
6. Educational profile (general academic profile or practical profile): general academic profile
7. Year of studies (if relevant): 2
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): practical classes: 30 hours
9. Number of ECTS credits: 5
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr Karolina Rataj, krataj@amu.edu.pl
11. Language of classes: English
12. Online learning – yes (partly – online / fully – online) / no: no

II. Detailed information
1. Course aim (aims):

C1	to familiarize students with basic speech and language disorders
C2	to familiarize students with facilitated communication methods
C3	to develop the recognition of selected speech and language symptoms
C4	to develop critical thinking skills needed for understanding and interpretation of existing research results
C5	to develop communication and team work skills

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
JK_01	name basic symptoms in selected speech and language disorders	K_W02;
JK_02	present the etiology of selected speech and language	K_W02;
JK_03	present neurobiological bases of selected speech and language disorders	K_W02;
JK_04	identify selected speech and language disorders based on symptoms	K_W02; K_U02
JK_05	present selected facilitated communication techniques	K_W02; K_U04;
JK_06	present selected methods used in speech and language therapy	K_W02; K_U04;

JK_07	interpret results of research on speech and language disorders	K_W01; K_W03; K_W06; K_U02; K_U09; K_U010; K_K01; K_K09
JK_08	collaborate in a group in order to critically evaluate the hypothesis, research design, and research results in a given research article;	K_U03; K_U05; K_U09; K_U010; K_U013; K_U019; K_K01; K_K04
JK_09	provide constructive comments on other students' presentations, respond to criticism.	K_U03; K_U05; K_U09; K_U010; K_U013; K_K01; K_K04

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Basic terminology and topics in the field of clinical linguistics	JK_01-JK _09
Dyslexia	JK_01-JK _09
Language and speech disorders in the Autism Spectrum Disorder	JK_01-JK _09
Language and speech disorders in William's Syndrome	JK_01-JK _09
Specific Language Impairment	JK_01-JK _09
Language and speech disorders in schizophrenia and psychosis	JK_01-JK _09
Acquired reading disorders	JK_01-JK _09
Acquired writing disorders	JK_01-JK _09
Aphasia	JK_01-JK _09
Aphasia and bilingualism	JK_01-JK _09
Neuropragmatics	JK_01-JK _09

5. Reading list:

Boeckx, C. et al. (eds.). 2012. *Language forma biological point of view: Current issues in biolinguistics.* Cambridge: Cambridge Scholars Publishing.

Cummings, L. 2008. *Clinical Linguistics.* Edinburgh: Edinburgh University Press.

Faust, M.(ed.). 2012. *The Handbook of Neuropsychology of Language.* Chichester : Wiley-Blackwell.

Ingram, J.C.L. 2007. *Neurolinguistics. An Introduction to Spoken Language Processing and its disorders.* Cambridge: Cambridge University Press.

Paradis, M. 1995. *Aspects of bilingual aphasia.* Oxford, Pergamon Press.

Rapp, B. 2001. *What deficits reveal about the human mind: A handbook of cognitive neuropsychology*. Philadelphia: Psychology Press.

Stemmer, B. and H.A. Whitaker. 2008. *Handbook of Neurolinguistics*. San Diego: Academic Press.

Additionally, students will read selected scientific articles reporting research in the field of language disorders. The number of articles per term will not exceed 3 per student.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) -	
…	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol	
	JK_01 – JK_07	JK_01 -JK_09
Written test	x	
Individual presentation		x

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30 h
Independent	Preparation for classes	30 h
	Reading for classes	Reading for classes, on average 25 pages every other class / 45 hours

	Essay / report / **presentation** / demonstration preparation, etc.	10 h
	Project preparation	
	Term paper preparation	
	Test preparation	10 h
	Other (please specify) -	
	…	
Total hours		125
Total ECTS credits for the course		5

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): the student has excellent knowledge and understanding of speech and language disorders, and is able to use appropriate terminology in presentations and academic writing

Good plus (+db; 4,5): the student has very good knowledge and understanding of speech and language disorders, and is able to use appropriate terminology in presentations and academic writing, but makes small errors

Good (db; 4,0): the student has good knowledge and understanding of speech and language disorders, and is able to use appropriate terminology in presentations and academic writing, but makes some errors

Satisfactory plus (+dst; 3,5): the student has sufficient knowledge and understanding of speech and language disorders, and is able to use appropriate terminology in presentations and academic writing, but makes errors

Satisfactory (dst; 3,0):the student has sufficient knowledge and understanding of speech and language disorders, and is able to use appropriate terminology in presentations and academic writing, but makes numerous errors

Unsatisfactory (ndst; 2,0):the student has insufficient knowledge and understanding of speech and language disorders, is not able to use appropriate terminology in presentations and academic writing, and makes numerous errors