

Module title: Developmental disorders of language and cognition

Module code: LIN6205

Credit value: 15

Level: 6

Pre-requisite modules:

Content Description

This module will explore current theoretical approaches and research in the area of developmental disorders of language and cognition. The following topics will be included: Theoretical and methodological issues in the study of developmental disorders; Specific Language Impairment; Dyslexia; Reading Comprehension Impairment; Autism Spectrum Disorders; Attention Deficit Hyperactivity Disorder; Hearing Impairment; Assessment and Intervention for Developmental Disorders.

Module Aims

1. To introduce students to the main areas of research in the field, including the latest trends and intervention approaches;
2. To show students how and why research in these areas relate to developments in linguistics, current clinical practice, and Early Years Education in the UK;
3. To provide a basis for evaluating the application of linguistic concepts and linguistic analysis to typical and atypical child language data;
4. To provide students with the capacity to reflect critically on their own and others' assumptions about a range of developmental disorders through a deep understanding of arguments and analyses in the research literature.

Learning Outcomes

Academic Content:

A1 Demonstrate a broad understanding of theoretical approaches of atypical language development.

A2 Evaluate current research and methods concerning developmental disorders of language and cognition.

A3 Analyse and interpret typical and atypical child language data.

Disciplinary Skills – able to:

B1 Reflect critically on the research methods used to investigate developmental disorders of language.

B2 Show awareness of the strengths and weakness of approaches to assessment, identification, and intervention approaches for children with developmental disorders of language.

B3 Analyse and interpret typical and atypical child language data.

Attributes:

C1 Clarity of Communication: students will develop effective spoken and written English through oral presentations and a range of writing tasks; they will learn to explain and argue clearly and concisely; they will learn to apply different forms of communication in different social professional and cultural settings; and they will be able to use a range of communication technologies.

C2 Research Capacity: students will produce analyses that are grounded in evidence; they will apply their knowledge of linguistics and the analytical skills acquired in earlier module to unfamiliar problems;

will work individually and also in collaboration with others; will acquire a substantial body of new knowledge and develop a strong sense of intellectual integrity. As a result, graduates will be able to extend their understanding through academic enquiry.

C3 Engage Critically with Knowledge: students will acquire and apply their knowledge in a rigorous way; they will learn to connect information and ideas within their field of study; they will use writing for learning and reflection; and they adapt their understanding to new and unfamiliar settings.

Activity Hours

Activity Type	Time spent (hours)
Lecture	11
Seminar	11
Guided independent study	128
Total	150

Indicative Reading List

- Bishop, D. (2014) *Uncommon Understanding: Development and disorders of language comprehension in children (classic edition)*. Psychology Press.
- Chait, S. (2000) *Understanding children with language problems*. Cambridge: Cambridge University Press
- Clarke, E. V. (2016) *First Language Acquisition (3rd edition)*. Cambridge University Press
- Hulme, C. & Snowling, M. (2009). *Developmental disorders of language, learning and cognition*. Wiley-Blackwell.
- Norbury, C. F., Tomblin, J. B., & Bishop, D. V. M. (eds) (2008) *Understanding developmental language disorders: from theory to practice*. Psychology Press
- O'Grady, W. (2005) *How Children Learn Language*. Cambridge University Press.