1. KentVision Code and title of the module

LING5310 Clinical Linguistics

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities

School of Culture and Languages

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 Credits (7.5 ECTs)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA English Language and Linguistics and can be offered as a wild module for other courses (e.g. Psychology students).

Also available as an elective module

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

* 1. Demonstrate their knowledge of current key debates within linguistics/language acquisition;
	2. Consider how social, cognitive and linguistic skills interact with each other;
	3. Understand the difference between atypical language development and atypical language acquired as an adult;
	4. Assess the extent to which theoretical and empirical work on clinical linguistic development coincide;
	5. Demonstrate the ability to analyse data transcripts from a variety of participants with particular language impairments/differences, using these data to identify typical characteristics of these profiles;
	6. Understand the results of social, cognitive and linguistic tests against which participants’ capabilities are measured, and issues raised by such testing (e.g. standardised vocabulary, verbal and non-verbal reasoning tests; experimental tests designed to tap into particular aspects of linguistic knowledge).

## The intended generic learning outcomes.On successfully completing the module students will be able to:

* 1. Engage in critical reflection, discussion and analysis of various theoretical approaches and empirical findings and to devise and sustain arguments relating to these analyses;
	2. Make informed judgments about different theoretical approaches to language development;
	3. Undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, reflect critically on their own academic work and present coherent arguments both during classroom discussion and in their written work;
	4. Demonstrate the ability to explain, with confidence and assurance, linguistic notions to interested yet non-specialist audiences.

## A synopsis of the curriculum

This course is aimed at students interested in language development in individuals with clinical diagnoses or cultural/linguistic differences that impact on cognitive and linguistic progression. It will be of particular interest to students considering further research or careers in teaching (mainstream and special educational needs) and speech & language therapy. During the course, students will focus on a core set of linguistic case studies, which will equip them with the ability to:

• Assess the extent to which linguistic capacities interact with psychological ones;

• Recognise the relevance of the distinction between developmental and acquired language impairments/differences;

• Critically analyse evidence for/against linguistic principles being operative in children’s developing grammatical systems;

• Distinguish between language delay and language divergence with regard to developmental conditions;

• Understand the results and implications of social, cognitive and linguistic tests against which individuals’ capabilities are measured.

Main themes will be picked each year from the following selection: aspects of typical children’s phonological, morphological, syntactic and pragmatic knowledge; interaction between linguistic and cognitive components; British Sign Language and Deaf children’s language development; vocabulary and syntax in the Aphasias; morpho-syntactic abilities in Developmental Language Disorder (SLI), syntax/pragmatics in Williams Syndrome, Down Syndrome and Autism; Issues raised by Bilingualism.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

13.1 Main assessment methods

* Essay (Theoretical or Data Analysis-Based) (2,500 words) – 65%
* Poster – 35%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |
| **Lecture** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** |  |
| **Seminar** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Essay** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Poster** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Linguistic theories make universal claims, and as such, they need to be tested cross-linguistically. This module achieves this aspect of internationalisation by including studies that adopt a comparative methodology, incorporating data from a broad range of spoken and signed languages.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 01/11/2023 | Minor | 2024/25 | 1 |  |
|  |  |  |  |  |