

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL4021
Subject Title	Clinical Linguistics
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>This subject will equip students with the skills of linguistic analysis that are needed to understand language disorders. Students will draw upon concepts and theories in all the main linguistic disciplines to understand a range of language impairments. For example, problems with speech sound acquisition in children with cleft palate, difficulty understanding passive sentences in adults with aphasia, and the conversational challenges of individuals with autism spectrum disorder draw on key concepts in phonetics, syntax, and pragmatics, respectively. Students will work with clinical linguistic data derived from discourse production tasks, spontaneous conversation, language testing, and other sources. They will also be introduced to the many ways in which linguistic theory can advance our understanding of language disorders. For example, specific claims about utterance interpretation in relevance theory can shed light on the language comprehension problems of adults with schizophrenia.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>Professional/academic knowledge and skills:</p> <ol style="list-style-type: none"> a. understand processes of normal and disordered language in children and adults b. analyze disordered language using clinical linguistic concepts and theories c. employ different methods of data collection in clinical linguistics <p>Attributes for all-roundedness:</p> <ol style="list-style-type: none"> d. understand the relationship between clinical linguistics and other applied linguistic disciplines such as sociolinguistics, psycholinguistics and neurolinguistics

	<p>e. appreciate the relevance of clinical linguistics to fields such as education and medicine</p> <p>f. understand the societal relevance of clinical linguistics as a discipline that can mitigate the negative economic, academic, and psychological consequences of language disorders</p>																						
<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<p>This subject will examine each of the following areas within clinical linguistics:</p> <p><i>Clinical phonetics</i>, e.g. application of articulatory phonetics to the speech sound production problems of children with cleft palate and cerebral palsy.</p> <p><i>Clinical phonology</i>, e.g. application of phonological principles and features of the sound system of language to an understanding of speech sound disorder in children.</p> <p><i>Clinical morphology</i>, e.g. use of morphological knowledge to understand the morphosyntactic deficits of children with specific language impairment.</p> <p><i>Clinical syntax</i>, e.g. application of grammatical principles to the syntactic encoding and decoding deficits of adults with aphasia.</p> <p><i>Clinical semantics</i>, e.g. use of semantic concepts such as lexical relations, semantic fields, and participant roles to understand lexical retrieval deficits in adults with dementia.</p> <p><i>Clinical pragmatics</i>, e.g. application of pragmatic concepts such as implicature, speech acts, and presupposition to the conversational skills of individuals with autism spectrum disorder.</p> <p><i>Clinical discourse</i>, e.g. use of notions such as cohesion, coherence and narrative structure to understand the discourse difficulties of adults with schizophrenia.</p>																						
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Teaching on the module will take place in a 2-hour interactive lecture followed by a 1-hour seminar in which students will work with data from individuals with language disorders. A range of audio-visual material will be used in class and is part of the reading package for the subject.</p>																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Term paper	50%	√	√	√	√	√	√
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																			
		a	b	c	d	e	f																
1. Term paper	50%	√	√	√	√	√	√																

	2. In-class assessment	50%	√	√	√	√	√	√
	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Both assessment methods will require students to understand how language disorders are manifested in children and adults, use clinical linguistic concepts and theories to characterize these disorders, and employ a range of methods of data collection in clinical linguistics. Both assessment methods will require an appreciation on the part of students of the relationship between clinical linguistics and other applied linguistic disciplines, the relevance of clinical linguistics to fields such as education and medicine, and the role of clinical linguistics in mitigating the adverse consequences of language disorders.</p>							
Student Study Effort Expected	Class contact:							
	▪ Lectures		26 Hrs.					
	▪ Seminars		13 Hrs.					
	Other student study effort:							
	▪ Private study		58 Hrs.					
	▪ Take-home assignments		29 Hrs.					
	Total student study effort		126 Hrs.					
Reading List and References	<p>Required reading: Cummings, L. (2008) <i>Clinical Linguistics</i>, Edinburgh: Edinburgh University Press. Cummings, L. (2014) <i>Communication Disorders</i>. Houndmills, Basingstoke: Palgrave Macmillan.</p> <p>Further reading: Brookshire, R.H. (2015) <i>Introduction to Neurogenic Communication Disorders</i>. Eighth Edition. St. Louis, Missouri: Elsevier Mosby. Cummings, L. (ed.) (2014) <i>Cambridge Handbook of Communication Disorders</i>. Cambridge: Cambridge University Press. Cummings, L. (2014) <i>Communication Disorders Workbook</i>. Cambridge: Cambridge University Press. Cummings, L. (2017) <i>Case Studies in Communication Disorders</i>. Cambridge: Cambridge University Press.</p>							

	<p>Cummings, L. (2018) <i>Speech and Language Therapy: A Primer</i>. Cambridge: Cambridge University Press.</p> <p>Johnson, A.F. and Jacobson, B.H. (eds.) (2007) <i>Medical Speech-Language Pathology: A Practitioner's Guide</i>, Second Edition, New York: Thieme Medical Publishers.</p> <p>Kersner, M. and Wright, J.A. (eds.) (2012) <i>Speech and Language Therapy: The Decision-Making Process when Working with Children</i>, Second Edition, Abingdon and New York: Routledge.</p> <p>McAllister, J. and Miller, J. (2013) <i>Introductory Linguistics for Speech and Language Therapy Practice</i>, Chichester: Wiley-Blackwell.</p> <p>Plante, E. & Beeson, P.M. (2003). <i>Communication and Communication Disorders: A Clinical Introduction</i>. Boston: Allyn & Bacon.</p>
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Prepared by Louise Cummings (November 2017)

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.