

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	ENGL1A13
Subject Title	Language Breakdown from Infancy to Adulthood
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	
Objectives	<p>Most of us take the use of language for granted. We can engage in conversations with others, read the newspaper and understand the lyrics of our favorite music, and exchange humour and sarcasm with our friends. But there are many children and adults who are denied these simple pleasures in language. They may have struggled to acquire language along normal lines or experienced an impairment of language as a result of illness or injury. In this subject, we examine the impact of these language difficulties on the personal, social and occupational lives of the children and adults who have them. Language is so central to our view of ourselves as competent social actors that any impairment of it threatens our sense of who we are and even what it means to be human. This subject will examine the professionals whose work it is to mitigate the effects of these impairments and promote the growth and development of effective language and communication skills. The subject will encourage students to reconsider their views of disability as this relates to language, and to reflect on society's role in the support of individuals with language impairment. Students will emerge from this subject with greater self-awareness of the place of language in their own lives and how their interactions can affect, positively and negatively, the experiences of people with language disability.</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">identify common language impairments in children and adultsdescribe how language impairments can affect the use and understanding of speech, reading and writingunderstand the work of professionals in promoting effective language skills for all children and adults, and the important contribution of parents, spouses, and carers in facilitating these skills <p>Attributes for all-roundedness:</p> <ol style="list-style-type: none">appreciate the occupational, social and psychological impact of language disorders on patients and their families

	<ul style="list-style-type: none"> e. appreciate the need for strong advocacy for people with language disorders at local, regional and national levels f. display a deeper understanding of the role of health professionals in addressing the needs of clients with language disorders
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>This subject will follow language and its impairments throughout the life course:</p> <p><i>The early years:</i> This is a critical stage in human development in general, and language development in particular. But many children struggle with sounds, words and their meanings. Problems like dysfluency and speech sound difficulties are common early language problems for children. Unintelligible children are at risk of social devaluation at school entry.</p> <p><i>Older childhood:</i> The school curriculum poses difficulties for children who have language impairment. Impaired language skills in conditions such as dyslexia are a significant risk to children’s academic achievement at this life stage. Problems with the social use of language can impact negatively on the formation of peer relationships and limit class participation.</p> <p><i>Adolescence:</i> During adolescence, teenagers have to negotiate and resolve conflicts with others for the first time on their own. Teenagers with impaired language skills struggle with these important interpersonal skills. The formation of one’s identity, self-esteem, and confidence is also compromised by poor language skills. Head injury related to road traffic accidents and violent assaults is a significant risk to language skills during adolescence, particularly in young males.</p> <p><i>Young adulthood:</i> Starting university education or employment can be a particular challenge for young adults with language disorders. Difficulties like stuttering and pragmatic language disorders can compromise oral presentation skills at interview. The high verbal communicative demands of most jobs can pose insurmountable barriers to young adults with language problems. Mental health difficulties can be caused or exacerbated by language disorders during young adulthood.</p> <p><i>Old adulthood:</i> Aging brings challenges related to decreasing cognitive and physical health. Language disorders can emerge for the first time related to conditions like stroke and dementia that have an increasing prevalence with advancing years. Language difficulties related to these conditions can cause loss of social relationships which places mental health at risk of harm and limits still further opportunities for the use of language and communication skills.</p>
<p>Teaching/ Learning Methodology (Note 3)</p>	<p>Teaching will take place in a 2-hour interactive lecture followed by a 1-hour seminar. Students will hear the histories and stories of people with language disorders, and will discuss some of their own experiences with these disorders among family members and friends. They will also examine the linguistic features of these disorders. Authentic data from clients with language disorders will be examined as will a range of audio-visual materials.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<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>40%</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. In-class assessment</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Online quizzes</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></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	40%				√	√	√	2. In-class assessment	40%	√	√	√				3. Online quizzes	20%	√	√	√	√	√	√	Total	100 %						
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The term paper is an essay of 1,500 - 2,500 words that requires students to reflect on the lived experience of children and adults with language disorders. This includes the adverse impact of these disorders on their lives in terms of limitations in occupational, social and psychological functioning, and how key familial roles such as parenting are affected when someone has a language disorder. The term paper will also encourage students to consider how societies and communities may best support the needs of people with language disorders. This includes political action at local, national and even international levels, and includes strong advocacy for individuals with language disorders, many of whom cannot argue for improved clinical and educational services. The term paper will allow students to display their knowledge of the work of the key health professionals with responsibility for language disorder.</p> <p>A class test of 1.5 hours assesses students' ability to identify and describe common language disorders such as dyslexia and aphasia in children and adults. The test examines knowledge of the linguistic features of these disorders and their effect on speech, reading, and writing. Some of the techniques commonly used by professionals to assess and treat these disorders are also examined.</p> <p>The weekly online quizzes are based on material covered in the previous week's lecture. In testing students' knowledge of the entire lecture content, they are assessing all the intended learning outcomes of the subject. They will also assist students in preparing for the class test by providing incremental revision of all the content of the subject.</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.																																														

<p>Reading List and References</p>	<p>Students will be recommended to read specific sections and chapters from the following books:</p> <p>Required reading: Cummings, L. (2014) <i>Communication Disorders Workbook</i>. Cambridge: Cambridge University Press. Cummings, L. (2014) <i>Communication Disorders</i>. Houndmills, Basingstoke: Palgrave Macmillan.</p> <p>Further reading: Bahr, R.H. and Silliman, E.R. (2015) <i>Routledge Handbook of Communication Disorders</i>, London and New York: Routledge. 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. (2017) <i>Case Studies in Communication Disorders</i>. Cambridge: Cambridge University Press. Cummings, L. (2018) <i>Speech and Language Therapy: A Primer</i>. Cambridge: Cambridge University Press. Hillis, A.E. (ed.) (2015) <i>The Handbook of Adult Language Disorders</i>, Second Edition. Psychology Press. 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. 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. McAllister, J. and Miller, J. (2013) <i>Introductory Linguistics for Speech and Language Therapy Practice</i>, Chichester: Wiley-Blackwell. Paul, R., Norbury, C. and Gosse, C. (2018) <i>Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating</i>, St. Louis, Missouri: Elsevier. Plante, E. & Beeson, P.M. (2003). <i>Communication and Communication Disorders: A Clinical Introduction</i>. Boston: Allyn & Bacon. Reed, V.A. (2017) <i>An Introduction to Children with Language Disorders</i>, Fourth Edition, Pearson.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.