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| Subject Code | ENGL5016 |
| Subject Title | Pragmatic Disorders |
| Credit Value | 3 |
| Level | 5 |
| Exclusion | ENGL511 Excluded |
| Objectives | <p>A significant number of clients who are assessed and treated by speech and language therapists have deficits in pragmatic aspects of language. These clients, who include children and adults, may be unable to recover the implicature of a speaker's utterance, interpret the meaning of ironic utterances or establish the illocutionary force of a particular speech act. The result is a range of communication disorders that present unique challenges to the clinicians who are involved in their treatment. The field of clinical pragmatics has arisen in response to the growing recognition that these clients require specific forms of assessment and treatment that are quite distinct from those used in the management of clients with structural language impairments. In this course, we will examine developmental and acquired pragmatic disorders in a number of clinical populations. These populations include children with pragmatic language impairment, autism spectrum disorder (ASD), emotional and behavioural disorders (e.g. selective mutism) and intellectual disability. Adults with left- and right-hemisphere damage, schizophrenia, traumatic brain injury and neurodegenerative disorders (e.g. Alzheimer's disease) will also be examined. Theoretical questions relating to these disorders will be discussed. For example, we will examine cognitive theories of autism (theory of mind, weak central coherence and executive function) and assess which, if any, of these theories is able to capture the marked pragmatic deficits of children and adults with ASD.</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 pragmatics in children and adults b. analyze disordered pragmatics using pragmatic concepts and terms c. understand the work of speech-language pathologists in assessing and treating clients with pragmatic disorders <p>Attributes for all-roundedness:</p> <ol style="list-style-type: none"> d. appreciate the economic, social and psychological impact of pragmatic disorders on patients and their families e. appreciate the need for strong advocacy for clients with pragmatic disorders at local, regional and national levels f. display a deeper understanding of the role of health professionals, and |

| | <p>particularly speech-language pathologists, in addressing the needs of clients with pragmatic disorders</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Subject Synopsis/ Indicative Syllabus (Note 2)</p> | <p>This subject will examine the features, assessment, and treatment of the full range of pragmatic disorders including:</p> <ol style="list-style-type: none"> a. children with social (pragmatic) communication disorder b. children and adults with intellectual disability (e.g. genetic syndromes) c. children and adults with autism spectrum disorder d. childhood traumatic brain injury e. childhood cancer f. emotional disorders in children (e.g. selective mutism) g. behavioral disorders in children (e.g. ADHD) h. schizophrenia i. acquired aphasia j. right-hemisphere language disorder k. traumatic brain injury in adults l. dementias (e.g. Alzheimer’s dementia, vascular dementia) m. neurodegenerative disorders (e.g. Parkinson’s disease) n. management of pragmatic disorders o. cognitive basis of pragmatic disorders p. impact of pragmatic disorders | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Teaching/Learning Methodology (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 clients who have pragmatic 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 (Note 4)</p> | <table border="1" data-bbox="518 1458 1469 2000"> <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> <tr> <td>2. In-class assessment</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td></td> <td></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> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | 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 % | | | | | | |
| 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% | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Both assessment methods will require students to understand how pragmatic disorders are manifested in children and adults, use pragmatic concepts and terms to characterize these disorders, and understand the role of speech-language pathologists in assessing and treating clients. Both assessment methods will require an appreciation on the part of students of the impact of pragmatic disorders on patients and their families, and the need to be a positive advocate for these clients and the speech-language pathology services that support them.</p> | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> | |
| | <ul style="list-style-type: none"> ▪ Lectures | <p>39 Hrs.</p> |
| | <p>Other student study effort:</p> | |
| | <ul style="list-style-type: none"> ▪ Private study | <p>58 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Take-home assignments | <p>29 Hrs.</p> |
| | <p>Total student study effort</p> | <p>126 Hrs.</p> |
| <p>Reading List and References</p> | <p>Required reading: Cummings, L. (2014). <i>Pragmatic Disorders</i>. Dordrecht: Springer. Cummings, L. (2015). <i>Pragmatic and Discourse Disorders: A Workbook</i>. Cambridge: Cambridge University Press.</p> <p>Further reading: Abdelal, A.M. (2009) ‘Assessment and treatment of pragmatic disorders: Integrating linguistic and neurocognitive perspectives’, <i>SIG 1 Perspectives on Language Learning and Education</i>, 16 (2): 70-78. Adams, C. (2015) ‘Assessment and intervention for children with pragmatic language impairment’, in D.A. Hwa-Froelich (ed.), <i>Social Communication Development and Disorders</i>, New York and London, 141-170. Bayles, K.A. and Tomoeda, C.K. (2013) <i>Cognitive-Communication Disorders of Dementia: Definition, Diagnosis and Treatment</i>, Second Edition, San Diego, CA: Plural Publishing. Benner, G.J. and Nelson, J.R. (2014) ‘Emotional disturbance and communication’, in L. Cummings (ed.), <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 125-140. Bosco, F. and Parola, A. (2017) ‘Schizophrenia’, in L. Cummings (ed.) <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer,</p> | |

267-290.

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- Lehman Blake, M. (2013) 'Communication deficits associated with right hemisphere brain damage', in J.S. Damico, N. Müller and M.J. Ball (eds.), *The Handbook of Speech and Language Disorders*, Chichester, West Sussex: Wiley-Blackwell, 556-576.
- Loukusa, S. (2017) 'Attention deficit hyperactivity disorder', in L. Cummings (ed.), *Research in Clinical Pragmatics*, Cham, Switzerland: Springer, 85-107.
- McDonald, S., Togher, L. and Code, C. (eds.) (2014) *Social and Communication Disorders Following Traumatic Brain Injury*, Second Edition, Hove and New York: Psychology Press.
- Norbury, C.F. (2014) 'Autism spectrum disorders and communication', in L. Cummings (ed.), *Cambridge Handbook of Communication Disorders*, Cambridge: Cambridge University Press, 141-157.
- Olness, G.S. and Ulatowska, H. (2017) 'Aphasias', in L. Cummings

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| | <p>(ed.), <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer, 211-242.</p> <p>Short-Meyerson, K. and Benson, G. (2014) 'Intellectual disability and communication', in L. Cummings (ed.), <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 109-124.</p> <p>Turkstra, L.S. and Politis, A.M. (2017) 'Traumatic brain injury', in L. Cummings (ed.), <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer, 291-322.</p> |
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Prepared by Louise Cummings (November 2017)

Revised in June 2019