

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	ENGL5016
Subject Title	Pragmatic Disorders
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	None
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 (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <p>Professional/academic knowledge and skills:</p> <ul style="list-style-type: none">a. understand processes of normal and disordered pragmatics in children and adultsb. analyze disordered pragmatics using pragmatic concepts and termsc. understand the work of speech-language pathologists in assessing and treating clients with pragmatic disorders

	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 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>							
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. (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</p>							

	<p>communication', in L. Cummings (ed.), <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 125-140.</p> <p>Bosco, F. and Parola, A. (2017) 'Schizophrenia', in L. Cummings (ed.) <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer, 267-290.</p> <p>Bryan, K. (2014) 'Psychiatric disorders and communication', in L. Cummings (ed.), <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 300-317.</p> <p>Cummings, L. (2005) <i>Pragmatics: A Multidisciplinary Perspective</i>. Edinburgh: Edinburgh University Press.</p> <p>Cummings, L. (2009). <i>Clinical Pragmatics</i>. Cambridge: Cambridge University Press.</p> <p>Cummings, L. (ed.) (2010) <i>The Routledge Pragmatics Encyclopedia</i>. London and New York: Routledge.</p> <p>Cummings, L. (2012) 'Pragmatic disorders', in H.-J. Schmid (ed.) <i>Cognitive Pragmatics</i> [Handbook of Pragmatics, Vol. 4], Berlin and Boston: Walter de Gruyter, 291-315.</p> <p>Cummings, L. (2014) 'Pragmatic disorders and theory of mind', in L. Cummings (ed) <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 559-577.</p> <p>Cummings, L. (2015) 'Pragmatic disorders and social functioning: A lifespan perspective', in A. Capone & J.L. Mey (eds), <i>Interdisciplinary Studies in Pragmatics, Culture and Society</i>, Series: Perspectives in Pragmatics, Philosophy & Psychology, Vol. 4, Dordrecht: Springer, 179-208.</p> <p>Cummings, L. (ed.) (2017) <i>Research in Clinical Pragmatics</i>. Cham, Switzerland: Springer.</p> <p>Docking, K., Paquier, P. and Morgan, A. (2017) 'Childhood brain tumour', in L. Cummings (ed.), <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer, 131-164.</p> <p>Hartelius, L., Jonsson, M., Rickeberg, A. and Laakso, K. (2010) 'Communication and Huntington's disease: Qualitative interviews and focus groups with persons with Huntington's disease, family members, and carers', <i>International Journal of Language & Communication Disorders</i>, 45 (3): 381-393.</p> <p>Lehman Blake, M. (2013) 'Communication deficits associated with right hemisphere brain damage', in J.S. Damico, N. Müller and M.J. Ball (eds.), <i>The Handbook of Speech and Language Disorders</i>, Chichester, West Sussex: Wiley-Blackwell, 556-576.</p> <p>Loukusa, S. (2017) 'Attention deficit hyperactivity disorder', in L. Cummings (ed.), <i>Research in Clinical Pragmatics</i>, Cham, Switzerland: Springer, 85-107.</p> <p>McDonald, S., Togher, L. and Code, C. (eds.) (2014) <i>Social and Communication Disorders Following Traumatic Brain Injury</i>,</p>
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	<p>Second Edition, Hove and New York: Psychology Press.</p> <p>Norbury, C.F. (2014) 'Autism spectrum disorders and communication', in L. Cummings (ed.), <i>Cambridge Handbook of Communication Disorders</i>, Cambridge: Cambridge University Press, 141-157.</p> <p>Olness, G.S. and Ulatowska, H. (2017) 'Aphasias', in L. Cummings (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)