1. **Title of the module**

LING5310 (LL531) – Language in Atypical Circumstances

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

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

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: LING5190 – Syntax 1;

Erasmus students must have completed and passed an intermediate level course in generative grammar

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

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

8.1 Demonstrate their knowledge of current key debates within linguistics/language acquisition;

8.2 Consider how different levels of representation interact with each other;

8.3 Understand the difference between atypical language development and atypical language acquired once development is complete;

8.4 Assess the extent to which theoretical and empirical work on atypical linguistic development coincide;

8.5 Demonstrate the ability to analyse transcripts from data from a variety of subjects with particular language impairments, using these data to identify typical characteristics of these disorders;

8.6 Understand the results of social, cognitive and linguistic tests against which subjects’ capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning test; experimental tests designed to tap into particular aspects of linguistic knowledge).

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

9.1 Engage in critical reflection, discussion and analysis of various theoretical approaches and empirical findings and to devise and sustain arguments relating to these analyses;

9.2 Make informed judgments about the efficacy of different theoretical approaches to language development;

9.3 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;

9.4 Demonstrate the ability to explain, with confidence and assurance, linguistic notions to interested yet non-specialist audiences.

1. **A synopsis of the curriculum**

During this course, students will focus on a core set of linguistic case studies, which will equip students 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 disorders;
* Critically analyse evidence for/against linguistic principles being operative in child grammars;
* Distinguish between language delay and language deviance with regard to developmental disorders;
* Understand the results of social, cognitive and linguistic tests against which subjects’ capabilities are measured.

Main themes will be picked from a variety of topics each year, from the following selection: Levels of Representation; Interaction between ‘modules’; British Sign Language; Vocabulary and Syntax in the Aphasias; Morpho-syntactic abilities in SLI, complex syntax in Williams Syndrome, Down Syndrome and Autism, Linguistic savants; Pragmatic knowledge in these disorders; Bi-Lingualism.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

De Groot, Annette. (2011). *Language and Cognition in Bilinguals and Multilinguals*. London: Routledge

Fodor, Jerry (1998). *There and Back Again: A Review of Annette Karmiloff-Smith’s Beyond Modularity in Fodor, Jerry (1998) In Critical Condition: Polemical Essays on Cognitive Science & the Philosophy of Mind.* Cambridge, Mass: MIT Press.

Foster-Cohen, Susan. (2009). *Language Acquisition Palgrave Advances in Linguistics*. Basingstoke: Palgrave Macmillan.

Guasti, Maria. (2012). *Language Acquisition: The Growth of Grammar*. Cambridge, Mass: MIT Press.

Hoff, Erica & Shatz, Maggie (2009). *Blackwell Handbook of Language Development*: Oxford: Blackwell.

Naigles, Letitia. (ed) (2017). *Innovative Investigations of Language in Autism Spectrum Disorder. Language and the Human Lifespan Series*. Washington, De Gruyter Mouton/American Psychological Association.

Smith, Neil and Tsimpli, Ianthi (1995). *The Mind of a Savant: Language Learning and Modularity* London: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay (2,500 words) – 65%
* Poster – 35%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Mini Project or Long Essay | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |
| Presentation | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/02/2016 | Minor | September 2016 | 1 | No |
|  |  |  |  |  |