1. **Title of the module**

LING8440 (LL844) – Language Development in Exceptional 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 7

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**

None

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

Optional for MA Linguistics; MA Applied Linguistics with TESOL

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

8.1 Consider how different linguistic components affect each other;

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

8.3 Assess the extent to which theoretical and empirical work on atypical linguistic development inform each other;

8.4 Analyse transcripts from a variety of corpora in order to identify typical characteristics of specific disorders;

8.5 Understand the results of social, cognitive and linguistic tests against which subjects’ capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning tests; 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, verbal discussion and written analysis of various theoretical approaches and empirical findings;

9.2 Assess different theoretical approaches and evaluate the efficacy of such approaches;

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 Explain complex phenomena to interested yet non-specialist audiences.

1. **A synopsis of the curriculum**

During this course, students focus on a set of case studies (e.g. Language abilities in Autistic Spectrum Disorders, Specific Language Impairment and Down Syndrome; The Aphasias; Sign Language), which provide novel insights into ongoing questions within language acquisition research. Issues considered include: the extent to which linguistic capacities interact with psychological ones; the distinction between developmental and acquired disorders; the evidence for and against linguistic principles being operative in child grammars; the distinction between language delay and language deviance, and the reliability and validity of social, cognitive and linguistic tests against which individuals’ capabilities are measured.

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

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

Guasti, M. (2004). *Language Acquisition: The Growth of Grammar*. Bradford: Bradford Books.

Hoff, E & M Shatz (2009). *Blackwell Handbook of Language Development*. London: Wiley-Blackwell.

Karmiloff-Smith, A. (1992). *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, Mass: MIT Press.

Marshark, M, Siple P, Lillo-Martin, D, Campbell, R & Everhart, V. (1997). *Relations of Language and Thought: The View from Sign Language and Deaf Children*. Oxford: OUP.

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

Ritchie, W. and T. K. Bhatia (eds) (1999). *Handbook of Child Language Acquisition*. London: Academic Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Presentation (10 minutes) – 20%
* Critical Review (2,500 words) – 80%
	1. 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Critical Review | **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**

Cross-linguistic differences will be emphasised throughout the course so that students can see that language difficulties and challenges are not language-specific.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/11/16 | Minor | September 2017 | 1, 17 | No |
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| Revised FSO Jan 2018 |