

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2022-23**

<b>Course Title:</b> LING5608 Language Disorders
<b>Description:</b> This survey course introduces non-clinical students to fundamental concepts of language disorders in pediatric and adult populations. Characteristics of primary language impairment, aphasia, dysarthria, and hearing impairments, as well as articulation, fluency, and voice and other related disorders affecting language are among the topics to be discussed. Diagnostic techniques and treatment strategies are also introduced.

**Content, highlighting fundamental concepts**

<b>Topic</b>	<b>Contents/fundamental concepts</b>
Foundations of language and communication	Systems of communication, classification of disorders
Biological foundations of language	Anatomy & physiology of the vocal mechanism and the brain
Psychometrics, normalcy & variation in language development and functions	Stages of speech, language, and literacy development
Speech disorders	Articulation & phonological disorders in children, fluency disorders, voice disorders, and dysarthria
Language disorders in children	Primary language impairment, literacy problem, and genetic syndromes
Neurogenic disorders in adults	Aphasia and cognitive-based communication disorders
Hearing impairment and language	Deafness, cochlear implant, and aging
Disorders in multi-lingual speakers	Characteristics, assessment, and treatment
Clinical Research	Methods and evidence

**Learning outcomes**

At the end of the course, students will be able to
<ul style="list-style-type: none"> <li>● Describe the fundamentals of language and communication, and basic characteristics of language disorders</li> <li>● Explain the etiology of different language disorders</li> <li>● Analyze patient signs and symptoms and attribute them to specific language disorder types</li> <li>● Search and summarize clinical research evidence</li> </ul>

**Learning activities**

<b>Lecture</b> (hr) in /out class	<b>Interactive tutorial</b> (hr) in /out class	<b>Lab</b> (hr) in /out class	<b>Discussion of case</b> (hr) in /out class	<b>Field-trip</b> (hr) in /out class	<b>Projects</b> (hr) in /out class	<b>Web-based teaching</b> (hr) in /out class	<b>Other</b> (hr) in /out class
2	1		1		1		
M	M		M		M		

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

## Assessment scheme

Task nature	Description	Weight
Exams	Midterm and final exam will assess knowledge learned in class Midterm: 15% Final: 24% (Cumulative)	39% [Graded by Instructor & TA]
Quizzes	Short quizzes will focus on a specific topic to facilitate the timely review of course related materials. (4 total, 4% each, graded on pass/fail basis)	16% [Graded by TA]
Research Paper	A research paper reviewing evidence for treatment of one language disorder.	20% [Graded by Instructor & TA]
Case Studies	Audio, audio-video, and written cases will enable students to apply textbook knowledge in analyzing clinical cases. (3 total, 5% each)	15% [Graded by Instructor & TA]
In-class Assignments	Short assignments will be administered to promote interactive learning in class. (one per class, two can be dropped, graded on pass/fail basis)	10% [Graded by TA]

## Learning resources for students

Required textbook: Fogle, Paul T. (2019). <i>Essentials of Communication Sciences &amp; Disorders</i> , 2 <sup>nd</sup> Edition. Burlington, MA: Jones & Bartlett Learning.
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## Feedback for evaluation

Students are welcome to give comments and feedback by sending them in written form to the TA's email address or talking to the instructor and TA individually.
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## Course schedule

Class/ week	D	Lecture	Other Activities
Week 1	11 January	Foundation of Language & Communication; Classification of Disorders  <i>Chapter 1-2</i>	<b>Quiz 1:</b> Phonemes & Morphemes
Week 2	18 January	Psychometrics, Normalcy & Variation in Language Development and Functions  <i>Chapter 4</i>	<b>Quiz 2:</b> Semantics and Semantic Network
<i>Week 3</i>	25 January	<i>No Class</i>  <i>(Lunar New Year Holiday)</i>	
Week 4	01 February	Speech Disorders in Children: Anatomy & Physiology  <i>Chapter 3</i>	Research Paper Assignment Discussion
Week 5	08 February	Speech Disorders in Children: Artic & Phonological Disorders  <i>Chapter 5-6</i>	<b>Quiz 3:</b> Phonological Errors

Week 6	15 February	Language Disorders in Children: Primary Language Disorders  <i>Chapter 7</i>	Review
<b>Week 7</b>	22 February	<b>Midterm Exam</b>	
Week 8	01 March	Language Disorders in Children: Literacy Problem & Syndromes  <i>Chapters 8-10</i>	Pediatric Case: Diagnostics
Week 9	08 March	Etiologies of Brain Disorders  <i>Chapter 15</i>	Pediatric Case: Treatment
Week 10	15 March	Neurological Disorders in Adults: Aphasia  <i>Chapter 15</i>	<b>Quiz 4:</b> Overview of Nervous System
Week 11	22 March	Neurological Disorders in Adults: Cognitive & Motor Speech Disorders  <i>Chapters 16-17</i>	Autism Case (Special Guest)  <b>Research Paper Due</b>
Week 12	29 March	<i>No class</i>	
Week 13	05 April	<i>No Class</i>  <i>(Ching Ming Festival)</i>	
Week 14	12 April	Hearing Impairments and Language  <i>Chapter 19-20</i>	Neurological Case: Aphasia
Week 15	19 April	Assessment and Treatment of Language Disorders in Multilingual Speakers	Review
<b>Week 16</b>	<b>24 April (Monday, Time: 6:30- 9:15pm, Location: TBD)</b>	<b>Final Exam</b>	

**Instructor's and TA's contact information**

<b>Professor:</b>	
Name:	Patrick C. M. Wong
Office Location:	G03 KKB and 4/F HYS
Office Hours:	Wed 4-5:30pm (at HYS) or by appt
Telephone:	3943-7009
Email:	p.wong@cuhk.edu.hk
Teaching Venue:	ELB LT2
Class Time:	Wed 6:30-9:15pm
Website:	<a href="http://brain.cuhk.edu.hk/">http://brain.cuhk.edu.hk/</a>

<b>Teaching Assistant:</b>	
Name:	Zhao Xuejiao
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## A facility for posting course announcements

All announcements will be posted on blackboard. (<https://blackboard.cuhk.edu.hk>)

## Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines, and procedures.

## Grade Descriptors

Grade	Overall Course
A	Demonstration of a thorough understanding of the linguistic and biological bases of all language disorders discussed, and a high degree of competency in translating this knowledge into making a diagnosis and developing a treatment plan for each disorder with virtually no weakness, including 1) the ability to analyze language samples to arrive at a diagnosis by integrating information about the etiology of the disorder, 2) the ability to describe comparative treatment strategies for each disorder and to provide a rationale for the chosen strategy based on the patient's disorder profile, and 3) the ability to discuss the social, emotional, and educational consequences of each disorder.
A-	Demonstration of a thorough understanding of the linguistic and biological bases of all language disorders discussed, and a high degree of competency in translating this knowledge into making a diagnosis and developing a treatment plan for each disorder with minor weaknesses in no more than two disorders.
B	Demonstration of a thorough understanding of the linguistic and biological bases of all language disorders discussed, and a degree of competency in translating this knowledge into making a diagnosis and developing a treatment plan for each disorder with major weaknesses in no more than two disorders.
C	Demonstration of an understanding of the linguistic and biological bases of all language disorders discussed, and a degree of competency in translating this knowledge into making a diagnosis and developing a treatment plan for each disorder with major weaknesses in several disorders.
D	Demonstration of some understanding of the linguistic and biological bases of all language disorders discussed, and limited competency in applying this knowledge into making a diagnosis and developing a treatment plan for each disorder with major weaknesses across a spectrum of disorders.
F	Demonstration of minimal understanding of language disorders, with very limited ability to apply basic knowledge into diagnostics and treatment.