

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2025-26

Course Code: LING3208 / UGEC3928 Title in English: Language Disorders Title in Chinese: 語言障礙

Course Description: This 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, and other related disorders affecting language are among the topics to be discussed. Diagnostic techniques and treatment strategies are also introduced.
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Learning outcomes

At the end of the course, students will be able to <ul style="list-style-type: none"> • Describe the fundamentals of language and communication, and basic characteristics of language disorders • Explain the etiology of different language disorders • Analyze patient signs and symptoms and attribute them to specific language disorder types
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Course Syllabus

Topic	Contents/fundamental concepts
• Foundations of language and communication	• Systems of communication, classification of disorders
• Biological foundations of language	• Anatomy & physiology of the vocal mechanism and the brain
• Basic theories of language and speech development	• Stages of speech and language development
• Speech disorders	• Articulation & phonological disorders in children, and dysarthria
• Language disorders in children	• Primary language impairment and genetic syndromes
• Neurogenic disorders in adults	• Aphasia and cognitive-based communication disorders
• Hearing impairment and language	• Deafness, cochlear implant, and aging

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)	Percentage of time
<i>Lectures</i>	50%
<i>Interactive tutorial</i>	25%
Online asynchronous	
<i>Assigned reading</i>	25%

Learning activities

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

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Assessment type	Percentage
Class participation	10
Mid-term exam	45
Final exam	45

Late submission policy:		
Assessment task	Extension allowed (Y/N)	Late submission policy
1. Mid-term exam	N	<p>You must be present for the mid-term exam at the scheduled time. There are no late submissions or make-up exam for unexcused absences.</p> <p>If you miss the exam due to a severe, documented emergency (e.g., hospitalization), you must notify the instructor within 24 hours and provide official documentation. Missing the exam without a valid, documented excuse will result in a grade of zero for that component.</p>
2. Final exam	N	<p>You must be present for the final exams at their scheduled time. There are no late submissions or make-up exam for unexcused absences.</p> <p>If you miss the exam due to a severe, documented emergency (e.g., hospitalization), you must notify the instructor within 24 hours and provide official documentation. Missing the exam without a valid, documented excuse will result in a grade of zero for that component.</p>

Required and recommended readings

Required readings:

Fogle, P. T. (2023). *Essentials of communication sciences & disorders* (Third edition.). Jones & Bartlett Learning.

Recommended readings:

Crystal, D. & Varley, R. (2004). *Introduction to language pathology*. 4th Ed. (pp.62-145) London: Whurr.

Duffy, J. R. (2020). *Motor speech disorders: substrates, differential diagnosis, and management* (Fourth edition.). Elsevier.

Fenson, L. (1993). MacArthur communicative development inventories: user's guide and technical manual. Singular Pub.

McLeod, S., & Baker, E. (2017). Children's speech: an evidence-based approach to assessment and intervention. Pearson.

Papathanasiou, I., & Coppens, P. (2022). Aphasia and related neurogenic communication disorders (Third edition.). Jones & Bartlett Learning.

Schoenbrodt, L. (2004). Childhood communication disorders: organic bases. Thomson/Delmar Learning.

Tye-Murray, N. (2024). Foundations of aural rehabilitation: children, adults, and their family members (6th ed.). Plural Publishing.

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.

Grade Descriptors

Grade	Overall Course
A	Exceptional Mastery: The student demonstrates excellent motivation for class participation. Demonstrates comprehensive and precise mastery of all course concepts. Achieves exceptional accuracy in recalling terminology, defining characteristics, distinguishing disorder types, identifying etiologies, and applying diagnostic/treatment principles. Shows virtually flawless understanding of the entire scope of course material.
A-	Advanced Proficiency: The student demonstrates great motivation for class participation. Shows strong and consistent command of course material with only minor, isolated errors. Accurately recalls most terminology, distinguishes key features of disorders, and correctly applies core concepts. Demonstrates thorough preparation across all topics.
B	Proficient Understanding: The student demonstrates good motivation for class participation. Displays solid, general understanding of major concepts. Can correctly recall basic terminology and identify primary characteristics of disorders, but may exhibit occasional inaccuracies with finer distinctions or less prominent details. Performance reflects competent engagement with core content.
C	Satisfactory Comprehension: The student demonstrates fair motivation for class participation. Meets minimum passing standards by demonstrating basic familiarity with fundamental terms and concepts. Can identify the most prominent features of common disorders but shows frequent gaps or inaccuracies in detail, distinction, or application. Understanding is partial and sometimes inconsistent.
D	Marginal Performance: The student demonstrates limited motivation for class participation. Shows fragmentary and unreliable knowledge of course material. Achieves only isolated correct responses on major topics, with significant gaps and persistent errors in terminology, classification, and basic concepts. Comprehension is insufficient for progression without substantial review.
F	Failure: The student demonstrates poor motivation for class participation. Demonstrates minimal retention of course content. Responses show pervasive misunderstanding of fundamental terms and concepts, with no coherent grasp of disorder characteristics or classifications. Knowledge level is inadequate even for basic comprehension.

Course schedule

Week / Teacher	Date	Topic	Requirements
Week 1 Prof. Kathy Lee	Jan 8	Foundation of Language & Communication; Classification of Disorders	<i>Chapter 1</i>
Week 2 Prof. Kathy Lee	Jan 15	Theories of Speech and Language Development	<i>Chapter 4</i>
Week 3 Prof. Kathy Lee	Jan 22	Speech Disorders in Children 1	<i>Chapter 3</i>
Week 4 Prof. Kathy Lee	Jan 29	Speech Disorders in Children 2	<i>Chapter 5-6</i>
Week 5 Prof. Kathy Lee	Feb 5	Language Disorders in Children: Developmental Language Disorders	<i>Chapter 7</i>
Week 6 Prof. Kathy Lee	Feb 12	Literacy Disorders in Children / Attention-Deficit/Hyperactivity Disorder and Auditory Processing Disorders	<i>Chapters 8-9</i>
Week 7 Prof. Kathy Lee	Feb 26	Autism Spectrum Disorders and Developmental Disabilities	<i>Chapter 10</i>
Week 8 Prof. Kathy Lee	Mar 12	Hearing Impairments and Language Mid-term exam	<i>Chapter 19-20</i>
Week 9 Prof. Raymond Fong	Mar 19	Etiologies of Brain Disorders	<i>Chapter 15</i>
Week 10 Prof. Raymond Fong	Mar 26	Neurological Disorders in Adults: Aphasia	<i>Chapter 15</i>
Week 11 Prof. Raymond Fong	Apr 2	Neurological Disorders in Adults: Cognitive Communication Disorders	<i>Chapters 16</i>
Week 12 Prof. Raymond Fong	Apr 9	Neurological Disorders in Adults: Motor Speech Disorders	<i>Chapters 17</i>
Week 13 Prof. Kathy Lee	Apr 16	Revision and Final Exam	

Teachers' or TA's contact details

Professor:	
Name:	Prof. Kathy Lee & Prof. Raymond Fong
Office Location:	Rm 303, Academic Building No. 2
Telephone:	39439609
Email:	Kathy-lee@cuhk.edu.hk ; raymondfong@cuhk.edu.hk
Teaching Venue:	LSK 515 (TBC)
Website:	
Other information:	

Teaching Assistant:	
Name:	LI, Yicheng; LI Wanxin
Office Location:	
Telephone:	
Email:	yichengli@link.cuhk.edu.hk ; 1155249444@link.cuhk.edu.hk
Teaching Venue:	
Website:	
Other information:	

Details of course website

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 signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools

Approach 2: Use only with prior permission. Under this approach, the use of AI tools is permitted only with prior approval of course teacher and solely for data collection and analysis in specific research topics, case studies, and assignments.

Guideline on sharing lecture recordings

1. The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
2. Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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