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|---|--------------------------|---|
| <b>Module title</b>   |                          | <b>Abbreviation</b>   |
| (Specific) language impairment/(developmental) language disorder- acquisition and disorder 2  |                          | o6-S-SpraStör2-V-202-mo1                                      |
| <b>Module coordinator</b>   |                          | <b>Module offered by</b>                                      |
| holder of the Chair of Special Education III  |                          | Chair of Special Education III: Speech and Language Pathology |
| <b>ECTS</b>   | <b>Method of grading</b> | <b>Only after succ. compl. of module(s)</b>                   |
| 5   | numerical grade          | --  |
| <b>Duration</b>   | <b>Module level</b>      | <b>Other prerequisites</b>                                    |
| 1 semester  | undergraduate            | --  |
| <b>Contents</b>   |                          |   |
| Principles and knowledge of bilingualism (e.g. linguistic, sociological and psychological aspects), theories on bilingual language acquisition (e.g. interlanguage and contrastive analysis hypothesis), neurophysiological and -psychological aspects of speech presentation in multilingual persons, specific developmental speech disorder in multilingual persons, basic knowledge of further selected language and speech disorders (e.g. mutism, speech fluency disorders, childhood aphasia), basic knowledge of pragmatics, selected aspects of the pragmatic development, epidemiology, symptomatology and aetiology of pragmatic disorders.   |                          |   |
| <b>Intended learning outcomes</b>   |                          |   |
| Self- and social competence: The students have worked in groups to acquire basic knowledge of bilingualism, acquisition of bilingualism, selected speech and language disorders, pragmatics and pragmatic disorders. In doing so, they have advanced their knowledge of relevant aspects and have learned to discuss these in the seminar.<br>Methodological competence: The students are able to critically examine scientific literature and questions.<br>Subject and professional competence: The students acquire basic knowledge of multilingualism, selected speech disorders and pragmatics. They have advanced professional competence in the field of bilingualism, relevant speech and language disorders, pragmatics and pragmatic disorders. |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)  |                          |   |
| S (1) + S (1) + S (2)   |                          |   |
| <b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)  |                          |   |
| 1) written examination (approx. 60 minutes) or<br>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or<br>3) portfolio (approx. 10 pages)<br>creditable for bonus  |                          |   |
| <b>Allocation of places</b>   |                          |   |
| --  |                          |   |
| <b>Additional information</b>   |                          |   |
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| <b>Workload</b>   |                          |   |
| 150 h   |                          |   |
| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)  |                          |   |
| § 99 I Nr. 3  |                          |   |
| <b>Module appears in</b>  |                          |   |
| First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2020)  |                          |   |