Module title			Abbreviation
General basics: linguistics, neurolinguistics, patholinguistics and pragmatics			06-SH-LingPrag-142-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	Theoretical classes: phonetics, linguistics.	

Contents

Selected linguistic basics, especially from the fields of phonology, morphology, syntax, semantics and pragmatics. Neurolinguistic basics of models of speech production and processing as well as their neurological principles. Patholinguistic basics of the history of speech therapy/logopaedics in Germany and in the US; occupational-political classification of the various national and international speech therapeutic occupational groups; neighbouring fields of work of speech therapy/logopaedics; fields of treatment and clinical pictures of disordered communication in children and adults, language acquisition, overview of research on language acquisition, language processes and language knowledge in the context of healthy speech; research results of psycholinguistics relevant to speech therapy/logopaedics.

Intended learning outcomes

Professional competence: The students know basic linguistic concepts and are familiar with the neurolinguistic principles of models of speech production and processing as well as principles of patholinguistics. Implementation competence: The students are able to classify and evaluate linguistic symptoms and can incorporate them into the above-mentioned models. They know speech therapeutic fields of work and treatment as well as occupational groups. Social-communicative competence: The students succeed in giving a differentiated description of linguistic principles and of the terminology of patho- and neurolinguistics. Personal competence: Based on their professional knowledge of linguistic principles and of the terminology of patho- and neurolinguistics, the students show self-confidence in therapeutic interventions. Their self-confidence enables the students to further develop their therapeutic personality. Reflection competence: The students understand that the evaluation of own competencies is the foundation of an ICF-based therapy.

Courses (type, number of weekly contact hours, language — if other than German)

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Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 90 minutes) or b) term paper (approx. 15 pages) or c) presentation (approx. 30 minutes) with handout (approx. 2 pages) or d) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or e) oral examination of one candidate each (approx. 20 minutes) or f) oral examination in groups (groups of 3, approx. 20 minutes per candidate)
Language of assessment: German, English

Allocation of places

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Additional information

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Workload

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Teaching cycle

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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module appears in
Bachelor's degree (1 major) Academic Speech Therapy (2014)