

26568 - Language Disorders and Communication

Syllabus Information

Academic year: 2023/24

Subject: 26568 - Language Disorders and Communication

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

The subject aims for students to understand and analyse the different stages and components in language acquisition and development; to study the different types of language and communication disorders and difficulties; know, analyse and interpret assessment strategies that enable them to identify the most frequent types of difficulties; design and plan prevention/stimulation and intervention strategies and processes; and understand the importance of collaboration with other teachers and professionals at the centre and with families.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>):

Goal 3: Health and wellness

Goal 4: Quality Education.

Goal 5: Gender Equality.

Goal 10: Reduction of Inequalities

2. Learning results

1. Knows the role of Early Childhood Education teachers in the field of language disorders and communication.
2. Knows the general aspects of language and communication disorders and develops skills sufficient to recognize the presence of alterations in language development in its different manifestations, assessing their relevance.
3. Knows and is able to carry out the assessment process, establish the required intervention programs and develop the type of specialized assistance in different cases.
4. He/she is capable of guiding teachers in the development and use of resources, activities and strategies that make possible the treatment of these disorders.
5. He/she is able to guide parents and tutors, in order to develop communication skills in those children with difficulties, as well as to know how to make brief reports for other professionals who can contribute to the explanation and intervention of these difficulties in children in Early Childhood Education.

3. Syllabus

Unit 1: Normal and pathological language acquisition and development.

Unit 2: Communication disorders.

Unit 3: Language and hearing disorders.

Unit 4: Speech and voice disorders.

Unit 5: Communication and language in students with other disorders and difficulties (motor disability, intellectual disability, ASD, etc.).

Unit 6: Stimulation and prevention programs for communication and language disorders. Development of resources.

4. Academic activities

This subject combines expository methods with more practical ones, as well as large group activities, small groups and individuals. The following activities are considered relevant: expository sessions of contents supported by the texts of each topic; reading, reflection and discussion of texts and articles of the subject; analysis of cases and practical cases; analysis of protocols and evaluation tests; observation, recording and analysis of the communicative behavior of a child from 0 to 6 years old; creation and proposal of resources for a specific intervention or prevention; elaboration of written work/s of disorders and oral public presentation.

5. Assessment system

The evaluation of students will be summative, with evaluable practical activities during the period of teaching (40%) and a final written test in exam format (60%). To pass the subject, it is necessary that both parts are passed.

1. Practical activities that can be evaluated during the teaching period: represents 40% of the final grade.

The student must submit, in a timely manner, the different documents related to each practical assignment proposed by the faculty. Adequate resolution of such tasks requires: that students have identified the subject of the case or the material in question; that they use theoretical knowledge to answer the specific questions posed and use the lexis specific to the subject; that they show a level of functional understanding of the content covered; who can produce written reports in accordance with minimum quality criteria; who is able to present the most relevant ideas of a case, material or group discussion with sufficient eloquence in front of a group of peers and the lecturer.

2. Final written test: represents 60% of the final grade. The test, of an individual nature, may contain: a) objective questions (true/false and/or multiple choice); b) short essay questions; c) essay questions. This final test includes the resolution of cases.

Global evaluation test and second call.

Students who have not been able to systematically attend classes or who have not completed or carried out the evaluable activities carried out throughout the year, will be graded, in accordance with the evaluation regulations established by the University of Zaragoza, in a single global evaluation test to be held on the official dates established by the centre.

The second call will be in the form of a global test. However, those students who took the summative evaluation in the 1st call will be able to keep the grades of the practical activities in the 1st call (if their overall grade is equal or higher than 5/10).

Fifth and sixth calls

The students of the 5th and 6th call will be evaluated with the same evaluation system as the rest of the students. The student may choose either of these two options:

- Follow the teaching in the group-class in which he/she is enrolled, being the court in charge of following the evaluation process.
- Carry out the evaluation activities provided by the court (global evaluation test or evaluable activities throughout the course and final exam).

Finally, it must be taken into account that the Rules of Coexistence of the school will be applicable University of Zaragoza to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Standards for the Evaluation of Learning in relation to irregular practices other than academic fraud.