



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1171104 **Name:** Linguistics applied to speech and language therapy

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Basic Training

**Subject Matter:** Clinical linguistics **Type:** Basic Formation

**Field of knowledge:** Linguistics

**Department:** Occupational Sciences, Speech Therapy, Evolutionary and Educational Psychology

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

1171A Ricard Herrero Arambul (**Responsible Lecturer**)

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## Module organization

### Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1

To know and handle the fundamental concepts of the area of general and applied linguistics which are necessary for a correct description of language and speech samples.

R2

To analyze the phonological, morphosyntactic, lexical, semantic and pragmatic components of human language.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study		X		
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study	X			

  

SPECIFIC		Weighting			
		1	2	3	4
CE3	Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics				X
CE11	Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions			X	
CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language	X			
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects		X		
CE37	Master the terminology that allows one to interact effectively with other professionals			X	



CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions				X
CE53	Have adequate speech production, structure of language and voice quality	X			

## TRANSVERSAL

## Weighting

1 2 3 4

CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			X	
CT7	Having an open and flexible attitude to lifelong learning			X	

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	50,00%	Written exam
R2	40,00%	Practical work assignments assessment
R2	10,00%	Attendance and participation of in-person formative activities

### Observations

**Mention of distinction.** The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5.

All students must demonstrate competency in writing skills as a requirement for passing the exam. In order to pass the subject the student must have at least 4.5 (10) in written final exam. Practical scores will be ignored when having less than this mark



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2	R1, R2	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R2	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R2	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M3	R2	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R1, R2	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R1, R2	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R1, R2	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Unit 1. Language, general linguistics and applied linguistics	<ol style="list-style-type: none"><li>1.Language, System and Speech. The linguistic sign</li><li>2.General linguistics, applied linguistics and clinical linguistics</li><li>3.Chomsky: competence and performance</li><li>4.Chomsky y Dell Hymes: linguistics and communicative competence</li><li>5.Language dimensions</li><li>6.Language and variation</li></ol>
Unit 2. Phonology	<ol style="list-style-type: none"><li>1.Phonetics vs. Phonology</li><li>2.Phoneme and distinctive feature</li><li>3.Commutation test and minimal pairs</li><li>4.Reduced phonological systems: neutralization and archiphoneme</li><li>5.Suprasegmental features</li><li>6.Phonological system of Castilian Spanish</li><li>7.Phonological system of the Valencian Catalan</li><li>8.Syllable structure</li></ol>
Unit 3. Morpho-syntax	<ol style="list-style-type: none"><li>1.Morphology<ul style="list-style-type: none"><li>·Morpheme vs. Lexeme</li><li>·Morph and allomorph</li><li>·Words classes</li><li>·Nominal and verbal categories</li></ul></li><li>1.Syntax<ul style="list-style-type: none"><li>·Sentences</li><li>·Simple sentences.</li><li>·Compound sentence: coordination and subordination</li><li>·Referral mechanisms</li></ul></li></ol>



## Unit 4. Semantics

- 1.Seme, sememe, archisememe
- 2.Semantic field
- 3.Semantics relationships, synonyms, antonyms, polysemy, homonymy, hypernym, hyponym
- 4.Lexical cohesion

## Unit 5. Pragmatics

- 1.Pragmatics communication
- 2.Principle of cooperation. Grice's maxims
- 3.Speech acts
- 4.Irony and double meanings

## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1. Language, general linguistics and applied linguistics	3,00	6,00
Unit 2. Phonology	10,00	20,00
Unit 3. Morpho-syntax	12,00	24,00
Unit 4. Semantics	2,00	4,00
Unit 5. Pragmatics	3,00	6,00



## References

### Main references

- Gómez Torrego, L. (1997). Gramática didáctica del español. Madrid: SM.  
Gómez Torrego, L. (2010). Análisis sintáctico. Madrid: SM.  
Martínez, E. , Amat, T., Guanyabens, M., Navarro, M.I. & Roig, E. (1998). Lingüística: Teoría y aplicaciones a la logopedia. Barcelona: Ariel.  
Quilis, A. (1997). Principios de fonología y fonética española. Madrid: Arco Libros.

### Other references

- Baixauli, I., Roselló, B. & Miranda, A. (2004). Evaluación de las dificultades pragmáticas. Estudio de casos. Revista de Neurología, 38 (1).  
Calsamiglia, H. y Tusón, A. (1999). Las cosas del decir. Manual de análisis del discurso. Barcelona: Ariel.  
Codesido, A. I. (1999). Aplicación clínica de la Lingüística: un ejemplo en la evaluación de la producción verbal espontánea en edad infantil. Revista de Investigación Lingüística, 1 (2), 43-58.  
Escandell, V. (1993). Introducción a la pragmática. Barcelona: Anthropos.  
Estopà, R., Carrera-Sabaté, J., Creus, I. (2001): EnRaonar. Lingüística general i aplicada per a la pràctica logopèdica. Barcelona: Horsori  
Garayzábal, E. (coord.) (2006). Lingüística clínica y logopedia. Madrid: Antonio Machado.  
Moreno-Torres, I. (2004). Lingüística para logopedas. Archidona: Aljibe.  
Tusón, J. (2003): Introducción al lenguaje. Barcelona: UOC.  
Yule, G. (2008): El lenguaje. Madrid: Akal (3ª ed.)



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura



### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Blackboard Collaborate Ultra

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: