



# Course Specification

## (Bachelor)

**Course Title:** *Language Disorder*

**Course Code:** *ENG4217*

**Program:** *English: Linguistics Track*

**Department:** *Department of English*

**College:** *College of Social Sciences*

**Institution:** *Umm Al-Qura University*

**Version:** *2022*

**Last Revision Date:** *2023*



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: *4 hours*

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: *Year 4 – Level 12*

#### 4. Course general Description:

*This course provides undergraduate students with a detailed description of a variety of language and speech disorders. Students are expected to have a general background about language disorder from previous courses in the program (First language acquisition and Psycholinguistics) in which atypical development and language impairment are introduced.*

#### 5. Pre-requirements for this course (if any):

*Foundations of Linguistics 2*

#### 6. Co-requirements for this course (if any):

#### 7. Course Main Objective(s):

*The main objective of this course is to enable students to build detailed perspectives on types and symptoms of common language disorder.*

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	<i>4 hrs. per week</i>	<i>%100</i>
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>● Traditional classroom</li> <li>● E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)





No	Activity	Contact Hours
1.	Lectures	4hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>44 hours</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	<i>Explain concepts, theories, and findings in the field of language disorders.</i>	<b>K2</b>	Lectures Interactive Teaching	Written Exam Assignments
1.2	<i>Discuss the influence of culture and linguistic background on language disorders.</i>	<b>K3</b>	Lectures Interactive Teaching	Written Exam Assignments
<b>2.0</b>	<b>Skills</b>			
2.1	<i>demonstrate primary knowledge in evaluation, intervention, and personal interaction in human disorders.</i>	<b>S2</b>	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Data Analysis)
2.2	<i>analyze samples of various types of language disorders and relate them to theoretical aspects of language development.</i>	<b>S2</b>	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Data Analysis)
	<i>Illustrate types of language disorders with examples from Arabic.</i>	<b>S3</b>	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Data Analysis)
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	<i>Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.</i>	<b>V1</b>	General guidance Discussions	Assignments Exam performance





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Show tendency of continuous self-learning and independence in work and education.	V2	General guidance Discussions	Class participation

### C. Course Content

No	List of Topics	Contact Hours
1.	Genetic Syndromes and Communication Disorders	2
2.	Autism Spectrum Disorders: The State of the Art	4
3.	Delayed Language Development in Preschool Children	4
4.	Specific Language Impairment	4
5.	Pragmatic Impairment	4
6.	Learning Disabilities	4
7.	Reading and Reading Impairments	4
8.	Aphasia	4
9.	Children with Speech Sound Disorders	4
10.	Fluency and Fluency Disorders	4
11.	ADHD and Communication Disorders	4
12.	Exams	2
<b>Total</b>		<b>44</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Two One-Hour Written Exams	5 - 8	30%
2.	Written Assignment (Data Analysis)	7	10%
3.	Written Assignment (Short Essay)	10	10%
4.	Final Exam (written)	12	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

### E. Learning Resources and Facilities

#### 1. References and Learning Resources

<b>Essential References</b>	Damico, Jack S., Nicole Müller and Martin J. Ball (2010). <i>The Handbook of Language and Speech Disorders</i> . Wiley Blackwell.
<b>Supportive References</b>	Owens, Robert E. Jr., Kimberly A. Farinella and Dale Evan Metz (2015). <i>Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective</i> . Fifth Edition. Pearson Education Limited.
<b>Electronic Materials</b>	Online Videos of Language Disorders



### Other Learning Materials

Summary handouts for the main topics covered in each class are available in Blackboard (a web-based learning resource).

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
<b>Technology equipment</b> (projector, smart board, software)	<i>Projector, internet, AV</i>
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

