AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Language and Speech Disorders					
Course Code		CGB314		Couse Level	First Cycle (Bachelor's Degree)		
ECTS Credit	2	Workload	54 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To teach characteristics of language and speech disorders					
Course Content		Description of basic concepts of language and speech impairrments, medical approach and its advantages, psycholinguistic approach and its advantages, assessment and intervention approaches.					
Work Placement		N/A					
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)							

Prerequisites & Co-requisities

Prerequisite	CGB208

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	62
Assignment	1	10

Recommended or Required Reading

1	Owens,R. (1999) Language Disorders: A Functional Approach to Assessment and Intervention. 3rd Ed. Allyn and Bacon, MA.
2	Korkmaz, B. (2005).Language and Brain; Language and Speech Disorders in Children.Korkmaz, B. (2005).
3	Turan, F. (2012). Children with Communication, Language and Speech Disorders. Metin, E.N. (Ed.). Special Needs Children. Ankara: Maya Academy.

Week	Weekly Detailed Course Contents	
1	Theoretical	Definition and Classification of Language and Speech Disorders
2	Theoretical	Medical Model
3	Theoretical	Psycholinguistic Model
4	Theoretical	Sound disturbances
5	Theoretical	Fluency disorders
6	Theoretical	Articulation Disorders
7	Intermediate Exam	Midterm Exam
8	Theoretical	Developmental Language Disorders and Features
9	Theoretical	Mental impairment and language impairment
10	Theoretical	Specific Language Disorder
11	Theoretical	Common Developmental Disorder and Language Disorder
12	Theoretical	Assessment Approaches
13	Theoretical	Commonly used language assessment tools in Turkey
14	Theoretical	Intervention Approaches

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Assignment	1	3	1	4
Midterm Examination	1	2	1	3

Final Examination	1	4	1	5
		Total Workload (Hours)		54
		[Total Workload (Hours) / 25*] = **ECTS**		2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Students become aware of the distinction between language and speech.
2	Students learn the definition and classification of language and speech disorders.
3	Students become aware of the distinguishing features of different language disorders.
4	Students learn about the differences between medical and psycholinguistic approaches.
5	Öğrenciler dil bozukluklarında temel değerlendirme yöntemlerini öğrenirler.
6	Students learn to use natural language metrics.

Programme Outcomes *(Child Development)*

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5	L6
P1	4	4	4	4	4	4
P2					4	5
P3	4	4	4	4	4	5
P4	3	3	3	3		5
P5						4
P6	4	4	4	4	4	3
P7	3	3	3	3	3	5
P8	3	3	3	3	3	1
P9	3	3	3	3	3	
P10	3	3	3	3	5	5
P11	4	4	4	4	5	5