

Degree	Type	Year
Logopedia	OB	2

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Major vehicular language: Catalan (cat) Full group in English: No
Full group in Catalan: Yes Full group in Spanish: No

Prerequisites

To master the Catalan language orally (in articulation and phonetic discrimination) and in writing (spelling and composition) in a correct way.

To have assimilated basic knowledge of normotypical and pathological oral language acquisition.

To have assimilated knowledge of methods of learning to read and write.

To have assimilated knowledge of the areas and levels of oral language.

Objectives and Contextualisation

To know how to differentiate and identify a language acquisition disorder of a normal developmental and evolutionary stage, as well as to make the differential diagnosis with other types of developmental disorders.

To know and know how to evaluate the appropriate objectives in the different disorders of oral and written language acquisition and how they can interact in the subsequent global development.

Know and know how to select and effectively use the different general and specific assessment techniques for each area and for the different types of disorders.

To know how to understand and draw conclusions from evaluative reports of oral and written language development disorders.

To have a global vision of language acquisition and its possible disorders as well as the most appropriate assessment techniques according to the variables of each case.

Learning Outcomes

1. CM09 (Competence) Qualify the techniques and tools of evaluation and diagnosis in oral and written language.
2. CM10 (Competence) Interpret the results of the oral and written language assessment.
3. KM18 (Knowledge) Describe specific language disorders and learning disorders derived from and/or related to them.
4. KM19 (Knowledge) Identify situations that require referral to other specialists and completion of treatment.
5. SM15 (Skill) Discuss the validity of a published study on alterations in language acquisition and learning.
6. SM16 (Skill) Apply the specific assessment tools and techniques appropriate to oral or written language disorders.
7. SM18 (Skill) Prepare in writing a diagnosis and the consequent intervention for a case with alterations in oral or written language acquisition or learning.

Content

Block 1. Oral language acquisition disorders

Developmental language difficulties.

Late speakers

3. Language delay

Developmental language disorder

5. Differential diagnosis (LD, ASD, SCD and SSD)

Block 2.: Oral Language Assessment Process

1. Assessment process

Language assessment as a product

3. Language assessment by processes

Pre-verbal assessment

TDL assessment

Block 3. Specific learning disorders

1. Reading Disorder

1.1 Definition

1.2 Characteristics

1.3 Classification

1.4 Diagnosis

2. Writing disorder

2.1 Definition

2.2 Characteristics

2.3 Classification

2.4 Diagnosis

Block 4. Assessment tests for specific learning difficulties

- Reading and writing tests
- Tests of basic learning devices
- Screening tests
- Specific tests

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance to theoretical (43,5h) and practical classes (24h)	67.5	2.7	CM09, CM10, KM18, KM19, SM15, CM09
Study for the partial tests (EV.1 & EV.2)			
Type: Supervised			
Viewing cases with application of theoretical knowledge	5.5	0.22	CM09, CM10, SM16, CM09
Type: Autonomous			
Analysis of case studies applying theoretical knowledge	9	0.36	CM09, CM10, KM19, CM09
Bibliographic search of evaluative resources and standards	12	0.48	CM10, KM19, SM15, CM10
Post-seminar portfolio writing	12	0.48	CM09, CM10, KM19, CM09
Practical case action	16	0.64	CM09, CM10, KM18, KM19, SM18, CM09
Several lectures related to the theory blocks and elaboration of summaries and conclusions in writing or oral presentation in class	30	1.2	CM09, CM10, SM15, CM09

The methodology will consist of lectures with explanations of the theoretical programme, which students must ha

jointly alternated with the viewing of practical cases; as well as practical classes with case exposure and present

The training activities will be focused on real cases that will have to be evaluated from the observation of video m

Students will have to carry out the administration of a large evaluation test of a subject and to make the presentation of the results.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev. 4. Administration of an oral or written language assessment test, interpretation of the results, written submission of the case and oral presentation.	15 %	0	0	CM09, CM10, SM16, SM18
Ev. 1. Multiple choice exam corresponding to topics 1 and 2	35%	1.5	0.06	CM10, KM18, KM19
Ev. 2. Multiple choice exam corresponding to topics 3 and 4	35 %	1.5	0.06	CM10, KM18, KM19
Ev. 3. Collective discussions: collective authorship, oral format, face-to-face (first and second evaluation period). Seminar portfolio	15%	0	0	CM10, KM19, SM15, SM16

Assessment System

The assessment system is organized into four evaluation activities of two different types, ALL OF THEM MANDATORY:

- Ev. 1. Multiple-choice exam covering Units 1 and 2 - 35% of the final grade (during the first evaluation period). In-person and individual.
- Ev. 2. Multiple-choice exam covering Units 3 and 4 - 35% of the final grade (during the second evaluation period). In-person and individual.
- Ev. 3. Collective discussions - 15%. Oral format, collective authorship, in-person. Group portfolio from seminars. This evidence is not subject to resit.

Ev. 4. Administration of an oral or written language assessment, interpretation of results, written case report and oral presentation - 15% of the final grade. In-person and individual.

Evidence Code Table

Evidence Code	Name	Weight	Format	Individual/Group	In-person/Online
EV1	Exam A (1st Partial)	35%	Written	Individual	In-person
EV2	Exam B (2nd Partial)	35%	Written	Individual	In-person
EV3	Collective discussions: oral format, collective authorship, in-person. Group seminar portfolio	15%	Written	Individual/Group	In-person
EV4	Administration of a language test, result interpretation, written report and oral presentation	15%	Written	Individual	In-person

A student who submits learning evidence equivalent to less than 4 points (40%) will be recorded as "Not Assessable."

TRANSLATION OF THE IN-PERSON EVALUATION TESTS will be provided only if the requirements in Article 263 are met and the request is submitted during Week 4 via the online form (E-Form). (More information on the Faculty's website.)

Resit Examination

Students may be eligible for a resit exam if they have not met the criteria to pass the course but have previously been assessed in a set of activities whose weight is equivalent to at least two-thirds of the total grade (Ev. 1, Ev. 2, and Ev. 4).

Students who do not pass Ev. 1 or Ev. 2 with a score equal to or greater than 5 may take the corresponding resit test for the failed activity.

Ev. 3 is not resittable.

The maximum grade a student can earn in a resit exam is 5 out of 10.

Second or later enrollments will not be assessed through a single, non-recoverable synthesis test.

General assessment guidelines:

<https://www.uab.cat/web/estudiar/graus/graus/evaluacions-1345722525858.html>

Single Assessment Request

The Single Assessment must be requested online (E-Form) within the specific period (more information available on the Faculty website).

The course will be considered passed if all learning evidences are passed with a minimum of 5.0 out of 10. The final grade will be the weighted average of the evidences, as follows:

SINGLE ASSESSMENT - EVIDENCE TABLE

Name & Description of the Evidence	Weight	Duration (in hours, for in-person component)	Date of Completion/Submission
EV1: Exam A (1st Partial)	35%	1.5 hours	First evaluation period
EV2: Exam B (2nd Partial)	35%	1.5 hours	Second evaluation period
EV3: Collective discussions - oral format, collective authorship, in-person. Group seminar portfolio	15%	0 hours	First and second evaluation periods
EV4: Administration of a language test, result interpretation, written report and oral presentation	15%	0 hours	Second evaluation period

Feedback on Evaluation

According to the Faculty's guidelines, this course will provide students with timely feedback on evaluation activities.

Feedback deadlines are as follows:

- Written exams: within one week of completion.
- Practical assignments: within two weeks of submission.

Specific Guidelines for Practical Sessions and Seminars

Use of Artificial Intelligence (AI)

Model 2 - Restricted Use:

For this course, AI technologies are allowed only for support tasks, such as literature or information searches, text correction, translations, and other specific activities (e.g., practical assignments). In these cases, students must clearly identify the AI-generated content, specify the tools used, and include a critical reflection on how these tools influenced the process and final outcome.

Lack of transparency regarding the use of AI in assessable tasks will be considered academic dishonesty and may result in partial or total penalties to the grade or even more severe sanctions in serious cases.

AI tools are strictly prohibited in the collective seminar discussions, as these activities aim to develop critical reasoning and personalized application of acquired knowledge.

Attendance to Practical Seminars

Attendance is mandatory.

To be assessed, students must attend at least 80% of the sessions. Any absence must be properly justified with official documentation. Otherwise, the corresponding activity will receive a grade of 0.

Failure to attend 80% of the seminars will result in Ev. 3 being marked as "Not Assessable", and the course will automatically be considered "Not Passed."

Submission of Practical Assignments

Assignments must be submitted within the established deadlines and formats.

Late or incorrectly formatted submissions will be penalized with a deduction of 2 points from the assignment grade.

Bibliography

References:

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- Aguilar-Mediavilla, E., & Serra-Raventós, M. (2012). *Trastorns del desenvolupament del llenguatge oral*. Barcelona: UOC.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. Arlington, VA: American Psychiatric Publishing.
- Bishop, D. V. M. (2017). CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. *Journal of Child Psychology and Psychiatry*, 58(10), 1068-1080.
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- Tomblin, J. B., & Nippold, M. A. (2014). *Understanding Individual Differences in Language Development Across the School Years*. Psychology Press.

- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40.
- World Health Organization. (2019). *International Classification of Diseases 11th Revision (ICD-11)*. Ginebra: WHO.

During the fourth quarter, more bibliography and articles will be given to the topics worked.

Software

It does'nt apply

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed