

Degree programme	Type	Course
Speech therapy	OB	1

Contact lecturer

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Teaching staff

Io Salmons Llussà

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Group languages

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

Prerequisites

It is recommended that the students can read publications in English on topics related to the contents of the course.

Objectives

In the course, which is framed within the field of clinical linguistics, two main objectives are proposed: (1) to provide the linguistic foundations that allow for the comparison between typical and impaired language productions; and (2) to identify the linguistic features that characterise language disorders.

Learning outcomes

- KM36 (Describe the usefulness of the techniques used by linguistics to assess language disorders.) Describe the usefulness of the techniques used by linguistics to assess language disorders.
- KM37 (Explain the linguistic characteristics of different language disorders, as well as the influence of multilingual environments on typical and atypical language characteristics.) Explain the linguistic characteristics of different language disorders, as well as the influence of multilingual environments on typical and atypical language characteristics.
- SM30 (Correctly use the terminology of linguistics and psycholinguistics, as well as the nomenclature of language disorders.) Correctly use the terminology of linguistics and psycholinguistics, as well as the nomenclature of language disorders.
- SM31 (Carry out an exploration of language based on the techniques of linguistics and use the results of this exploration to issue a prognosis of evolution.) Carry out an exploration of language based on the techniques of linguistics and use the results of this exploration to issue a prognosis of evolution.

Contents

- 1.- Introduction to clinical linguistics.
- 2.- Phonetic analysis of disordered speech.
- 3.- Phonological analysis of disordered speech.
- 4.- Morphological and syntactic analysis of language pathologies.
- 5.- Semantic and pragmatic analysis of language pathologies.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Study of course content, readings, and search for additional information	96.5	3.86	KM36, KM37, SM30, SM31
Practical sessions	28	1.12	KM36, KM37, SM30, SM31
Lectures	21	0.84	KM36, KM37, SM30, SM31

In the teaching methodology used, theoretical sessions are combined with practical ones. In the theoretical classes, the necessary concepts are offered to identify the linguistic characteristics of different pathologies of language. The aim of the practical classes is to apply theoretical knowledge to the assessment of the different elements of language that have been preserved or altered.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Ev3 - On-site individual written assessment on the content of compulsory readings	20%	1.5	0.06	KM36, KM37, SM30, SM31
Ev2 - On-site individual written exam on units 4, 5 and 6 of the course syllabus	40%	1.5	0.06	KM36, KM37, SM30, SM31
Ev1 - On-site individual written exam on units 1, 2 and 3 of the course syllabus	40%	1.5	0.06	KM36, KM37, SM30, SM31

General information

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a 0.0 (zero) for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a 0.0 (zero) as the final grade for this subject. (*Pautes d'avaluació de les titulacions de la Facultat de Psicologia 2026-27*. Aprovades en Junta Permanent el 18 de maig de 2026).

The use of Artificial Intelligence (AI) tools is strictly prohibited in all phases of this course. Any assignment containing content generated using AI will be considered a breach of academic integrity and will automatically

receive a grade of 0 (zero), with no opportunity for resubmission or resit. Serious cases may be subject to additional disciplinary measures.

The delivery of the translation of the in-person assessment tests will be carried out if the requirements established in Article 263 of the Academic Regulations of the Autonomous University of Barcelona (https://www.uab.cat/doc/TR_normativa_academica_UAB) are met and the request is made online through an electronic form during week 4 of the semester. Relevant information can be found on the Faculty of Psychology website.

For more information about the assessments, please, see the documents available on the Faculty of Psychology website: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Continuous assessment

The final mark of the course will be determined by the outcome of three assessment activities:

Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus (40% of the final mark).

Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus (40% of the final mark).

Ev3 - On-site individual written assessment on the content of compulsory readings (20% of the final mark).

To pass the course, students must achieve a score equal to or higher than 5.0 in the weighted average of the scores obtained in each learning evidence, as well as a score equal to or higher than 4.0 in each individual evidence. If these requirements are not met, the maximum grade for the course will be 4.5. Evidence that is not submitted receives a score of 0.0 (zero), and submitted evidence is considered passed if it has a grade equal to or higher than 5.0.

The only elements taken into account in the assessment of the course are the results obtained in the three learning evidences. Students who submit learning evidence with a weight equal to or higher than 4.0 points (40% of the final grade) cannot be recorded in the official records as "Not assessable."

At the time of each assessment activity, information will be provided on the procedure and the date for reviewing the grades.

The feedback schedule is summarised in the following table:

Type of feedback	EV and type	Week
Written		
Digital tool	Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus	W19/20
In the classroom	Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus; Ev3 - On-site individual written assessment on the content of compulsory readings	Ev1 - W7/9; Ev3 - W12
Tutorial		

To sit the reassessment exam, it is necessary to have obtained an average mark between 3.5 and 4.8 and to have delivered a set of assessment evidences whose weight is equivalent to a minimum of the 2/3 of the total grading of the course.

Reassessment will consist of a final exam covering all the contents of the syllabus, including the compulsory readings. This exam will be the only element considered for the reassessment of the course.

Students enrolling for the second time or in subsequent enrolments will be assessed following the criteria described in this course guide.

Single assessment

The final mark of the course for students choosing the single assessment option will be determined by the outcome of three assessment activities:

Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus: 40% of the final mark. The exam will take place on the same date and place as the exam of the second assessment period.

Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus: 40% of the final mark. The exam will take place on the same date and place as the exam of the second assessment period.

Ev3 - On-site individual written assessment on the content of compulsory readings: 20% of the final mark. The exam will take place on the same date and place as the exam of the second assessment period.

These are the only three assessment activities taken into consideration to calculate the final qualification of the course. A mark of zero will be given for each assessment activity not taken. Students will successfully complete this course by getting an overall grade of 5.0 or higher, and a score of 4.0 or higher in each individual assessment. If these requirements are not met, the maximum grade for the course will be 4.5.

Students who have submitted assessment evidences with a weight equal or greater than 40% of the total grade of the course could not be considered as 'Not assessable'.

The feedback schedule is summarised in the following table:

Type of feedback	EV and type	Week
Written		
Digital tool	Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus; Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus; Ev3 - On-site individual written assessment on the content of compulsory readings	W19/20
In the classroom		
Tutorial		

The same reassessment system as in the continuous assessment will be applied.

The single assessment is requested online using an electronic form during the period determined by the faculty. Relevant information can be found on the Faculty of Psychology website.

Bibliography

There are no required textbooks for this course. The works cited below are reference works that allow clarifying concepts and delving into the topics covered in the program. More detailed bibliographies for each topic will be provided throughout the course.

Ball, M. J. (Ed.). (2021). *Manual of clinical phonetics*. Routledge. <https://doi.org/10.4324/9780429320903>

Ball, M. J., & Müller, N. (2005). *Phonetics for communication disorders*. Psychology Press. <https://doi.org/10.4324/9781315805573>

Ball, M. J., Müller, N., & Spencer, E. (Eds.). (2024). *The handbook of clinical linguistics* (2nd ed.). Wiley Blackwell. <https://doi.org/10.1002/9781119875949>

Ball, M. J., Rahilly, J., Lowry, O. M., Bessell, N., & Lee, A. (2020). *Phonetics for speech pathology* (3rd ed.). Equinox.

Castro Torres, J. A. (Ed.). (2018). *Introducción a la lingüística clínica: aproximaciones a los trastornos de la comunicación*. Pontificia Universidad Católica del Perú, Fondo Editorial.

<https://doi.org/10.18800/9786123173609>

Crystal, D., & Varley, R. (1998). *Introduction to language pathology* (4th ed.). Whurr.

Damico, J. S., Müller, N., & Ball, M. J. (Eds.). (2021). *The handbook of language and speech disorders* (2nd ed.). Wiley Blackwell. <https://doi.org/10.1002/9781119606987>

Garraffa, M., & Mazzaggio, G. (2025). *Pragmatics in the health sciences*. Cambridge University Press. <https://doi.org/10.1017/9781009496018>

Grodzinsky, Y. (2026). *How deeply human is language? Chomsky, the brain, and the AI fantasy*. The MIT Press.

Grodzinsky, Y., & Amunts, K. (Eds.). (2006). *Broca's region*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195177640.001.0001>

Levy, Y., & Schaeffer, J. (Eds.). (2003). *Language competence across populations: Toward a definition of specific language impairment*. Psychology Press. <https://doi.org/10.4324/9781410606792>

Lidz, J., Snyder, W., & Pater, J. (Eds.). (2016). *The Oxford handbook of developmental linguistics*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199601264.001.0001>

Manouilidou, C. (2025). *Experimental approaches to morphology*. Založba Universe v Ljubljani. <https://doi.org/10.4312/9789612976514>

Müller, N. (Ed.). (2006). *Multilayered transcription*. Plural Publishing.

Prieto, P. (2004). *Fonètica i fonologia: els sons del català*. Editorial UOC.

Quilis, A. (2012). *Principios de fonología y fonética españolas* (11th ed.). Arco/Libros.

Ryalls, J., & Behrens, S. J. (2000). *Introduction to speech science: From basic theories to clinical applications*. Allyn & Bacon.

Schaeffer, J., Novogrodsky, R., Perovic, A., Prévost, P., & Tuller, L. (2025). *Language in autism*. Wiley-Blackwell.

Shriberg, L. D., Kent, R. D., McAllister, T., & Preston, J. L. (2019). *Clinical phonetics* (5th ed.). Pearson.

Software

Boersma, P., & Weenink, D. (2026). *Praat: Doing phonetics by computer* (Version 6.4.67) [Computer software]. University of Amsterdam. <http://www.praat.org>

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	111	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	second semester	morning-mixed
(PLAB) Practical	113	Catalan	second	morning-mixed

laboratories	semester
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