Linguistics Modules - Module Information Sheet   **2018/19**

1. General information

Module Code	PLIN0029	**Title**	Stuttering			**Credits**	15
Module Tutor	Peter Howell			**Contact**	p.howell@ucl.ac.uk		
Other tutor(s)							

Module available at the following levels							
Level 4 UG		Level 5 UG		Level 6 UG	X	Level 7 UG		Level 7 PG	X

Module description

The course investigates all aspects of stuttering including how it is defined, what the symptoms are, whether genetic factors affect stuttering, brain imaging work and applications (diagnosis, treatment and prognosis). The main focus is on how language and psychological factors affects stuttering. These are examined in terms of the major findings and theories. The course does not require a background in linguistics or psychology.

Prerequisites	None
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0029

Week by week summary

Students meet with Pete Howell for two hours (9-11 Friday mornings) first term except for reading week in room 305 26 Bedford Way building:

Lecture 1.	October 5th 9-10	Definitions and assessment
Lecture 2.	October 5th 10-11	Epidemiology
Lecture 3.	October 12th 9-10	Symptomatology
Lecture 4.	October 12th 10-11	Genetics of stuttering
Lecture 5.	October 19th 9-10	CNS involvement in stuttering
Lecture 6.	October 19th 10-11	Cognitive factors in stuttering
Lecture 7.	October 26th 9-10	Language factors in stuttering (1)
Lecture 8.	October 26th 10-11	Language factors in stuttering (2)
Lecture 9.	November 2nd 9-10	Motor factors in stuttering
Lecture 10.	November 2nd 10-11	Language-based theories of stuttering
Lecture 11.	November 16th 9-10	Guidance on essay writing on topics to date
Lecture 12.	November 16th 10-11	Discussion topic, new designation of stuttering in DSM-V
Lecture 13.	November 23rd 9-10	Motor-based theories of stuttering
Lecture 14.	November 23rd 10-11	Language-motor interaction theory of stuttering
Lecture 15.	November 30th 9-10	Applications to diagnosis and prognosis
Lecture 16.	November 30th 10-11	Subtypes of stuttering
Lecture 17.	December 7th 9-10	Treatment and general issues associated with stuttering
Lecture 18.	December 7th 10-11	Course feedback
Lecture 19.	December 14th 9-10	Revision, essay advice etc (1)
Lecture 20.	December 14th 10-11	Revision, essay advice etc (2)

Information for students on other programmes and Affiliate/intercollegiate students:

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements

Main teaching method is lecture (time is allowed for questions in the lecture and at the end of the lecture). Four hours of general advice for preparation and discussion topics are included. In the sessions on November 16th, a person who stutters will come in and tell you how it has affected his life and a Speech-Language Therapist to explain aspects of her work. There will be ample time to ask any questions and discuss issues with them.

Communication

Students should contact the lecturer via the Moodle discussion forum.

Workload

You are expected to spend the following on private reading:
168 hours for UGs and 130 hours for graduates.

Core texts	
Howell, P. (2010). *Recovery from Stuttering*. New York: Psychology Press. ISBN-13: 978-1-84872-916-2	

Libraries and other resources

Some other material is indicated in pdfs of lecture slides and notes (some specialist material associated with each lecture is on Moodle). Further material may be added in response to student interests.

Additional information

Information for *Term 1 Affiliate* students ONLY:
PLIN7109A assessment: submission date for Term 1 Affiliate students will be earlier than all others due to their requirement to return to their home countries in late December.
One essay (worth 100%)

Recording

Lectures for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	100% (3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
Other assessment information		

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	100% (3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
Other assessment information		

4. Types of feedback

Types of feedback students on this module can expect to receive	This type of feedback is provided (X)
Generic tutor feedback	
Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task)	X
Electronic feedback to the whole group (eg see oral feedback above)	X
Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	
Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class)	X
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group)	X
Other generic tutor feedback (please give details)	
Automated feedback	
Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	X
Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated)	
Other automated feedback (please give details)	
Specific, targeted tutor feedback	
Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes)	
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	X
Electronic responses to queries from individual students are provided (as above)	X
Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
On-script comments in the body of individual summative coursework	X
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	X
Feedback using a standard feedback form (eg essay feedback form or lab marking forms)	
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project	
Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle)	X
Other specific, targeted tutor feedback (please give details)	
Feedback from people other than module staff	
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding)	
Self-feedback (eg students evaluating their own coursework, worksheet answers, etc)	
Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc)	
Other feedback from those not teaching module (please give details)	
Feedback related to examinations	
A mock examination is given to help students prepare for the final exam	
Marks for the previous year provided online, with a breakdown of marks for individual questions	X
Samples of real student work, such as coursework, exam essays, and projects from previous students on the module.	X
Other exam-related feedback (please give details)	

5. Specific transferable skills (categorised into skill areas)

Transferable students on this module can expect to develop	
Academic	
Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes	X
Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	
Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically	X
Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	X
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
Self-management	
Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	X
Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	
Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	X
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	
Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	X
Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
Communication	
Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	X
Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	X
Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes	
Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions	
Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages	X
Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	X
Working with others	
Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	X
Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground	X
Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	
Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	X
Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others	X
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	X
Other transferable skills developed in this module	
As these courses offer the first exposure to vocational issues (in some students), there is much scope for PPD.	