

**Curriculum**  
of  
4-Year Integrated Honours Program  
for the Degree of  
Bachelor of Social Sciences (BSS)  
in  
**Speech and Language Pathology**

Under the Semester System  
Session: 2019-20, 2020-21, 2021-22, 2022-23



**Department of Communication Disorders**  
University of Dhaka

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### **First Year**

#### **Semester 1**

BSLP. 1101	Introduction to Human Communication Sciences
BSLP. 1102	Language Skill Development: Bangla and English
BSLP. 1103	Language Acquisition and Cognitive Development
BSLP. 1104	Linguistics for Clinicians: Phonetics

#### **Semester 2**

BSLP. 1205	Linguistics for Clinicians: Phonology and Morphology
BSLP. 1206	Anatomy and Physiology of Speech and Language
BSLP. 1207	Linguistics for Clinicians: Syntax, Semantics and Pragmatics
BSLP. 1208	Psychology: Abnormal and Counseling Psychology

### **Second Year**

#### **Semester 3**

BSLP. 2301	Introduction to Nonverbal Communication
BSLP. 2302	Neurology of Language and Communication
BSLP. 2303	Audiology 1: Hearing Science and Psychoacoustics
BSLP. 2304	ICT for Communication Disorders

#### **Semester 4**

BSLP. 2405	Sign Language
BSLP. 2406	Psycholinguistics and Clinical Linguistics
BSLP. 2407	Statistics
BSLP. 2408	Audiology 2: Pediatric Audiology
BSLP. 2409	First Comprehension (theoretical aspects)

### **Third Year**

#### **Semester 5**

BSLP. 3501	Introduction to Research Methodology
BSLP. 3502	Developmental Language Disorders (DLD)
BSLP. 3503	Audiology 3: Hearing Sciences & Aural Rehabilitation
BSLP. 3504	Neuro-Developmental Language Disorders
BSLP. 3505	Clinical Practicum 1: Pediatrics and Audiology

#### **Semester 6**

BSLP. 3606	Medical Technology and Assessment in Speech and Language Pathology
BSLP. 3607	Neurogenic Communication Disorders
BSLP. 3608	Clinical Phonetics and Motor Speech Disorders
BSLP. 3609	Clinical Practicum 2: Neurology

**Fourth Year**

**Semester 7**

- BSLP. 4701 Alternative and Augmentative Communication
- BSLP. 4702 Stuttering and Other Fluency Disorders
- BSLP. 4703 Voice Disorders and Dysphagia
- BSLP. 4704 Clinical Practicum 3: Vocology

**Semester 8**

- BSLP. 4805 Professional Development: Therapy & Treatment
- BSLP. 4806 Medical Aspects of Speech and Language Pathology (Theory + Practical)
- BSLP.4807 Diagnosis and Management of Articulation and Phonological Disorders
- BSLP. 4808 Second Comprehension (Clinical Aspects)

*b. Non-credit courses*

65

- BSLP. 0001 Bangladesh Studies
- BSLP. 0002 A Modern Language
- BSLP. 0003 Introduction to Human Resource Management

## **Introduction**

### **1. Title of the Program**

BACHELOR OF SOCIAL SCIENCES (HONS.) IN SPEECH AND LANGUAGE PATHOLOGY

### **2. Duration of the Program: 04 (four) academic years**

### **3. Speech and Language Pathology as a discipline**

Freedom of expression is the basic right of human beings. But their communicative-expression ability, both verbal and nonverbal, and its processing mechanism require healthier neuro-biological development. Any irregularity in such processing mechanism or damage to the respective areas of the brain causes various types of speech and language disorders. A person with this impairment regularly fights to express either his/her verbal or nonverbal modality properly, hence regarded as speech or language handicapped. Considering the above prevalence reality there developed a new branch of human knowledge entitled 'Speech Pathology' in the USA in 1924 with a view to providing pragmatic treatment and therapies for people with these disorders. So, in the academic arena of the USA there exists a rich tradition of studying this discipline for a long time. Since the number of persons with speech and language disorders is rapidly increasing all over the world, nowadays many famous global universities are also introducing this discipline under different faculties.

### **4. Speech and Language Pathology in Bangladesh**

Like speakers of different languages throughout the world many Bengali speaking children as well as adults nowadays are suffering from diverse speech and languages disorders on a regular basis. Although Bangladesh lacks exact statistics of people with speech and languages impairments, it could be assumed that every year the number is certainly increasing. Accordingly, Bengali people getting stroke, tumor and trauma, or even suffering from developmental disorders like autism, dyslexia or dysgraphia immediately require proper investigation, intervention, therapy and treatment to get rid of such impairments to the maximum extent. Hence, Bangladesh badly needs to introduce a formal academic program like speech and therapy in the tertiary level education.

### **5. Department of Communication Disorders at Dhaka University**

With a view to fulfilling the demand of time and society the University of Dhaka has introduced the Department of Communication Disorders in 2015 under the Faculty of Social Sciences. Following American higher education tradition, this department runs various formal programs as well as non-formal trainings on speech and language therapies not only to produce new graduates who will be involved in generating new knowledge and professionally work as speech and language therapists, but also to train parents/care-givers of people with these disabilities, and personnel working in this field in many clinics and hospitals to combat these disorders.

## **6. Aim and Objectives**

The integrated BSS (Hons.) in Speech and Language Therapy Program expects to meet the following aim and objectives.

### *a. Aim*

Producing experts and professionals in the field of speech and language pathology.

### *b. Objectives*

- 6.2 Generating new knowledge and scientific ideas with special reference to speech and language disorders of Bengali people;
- 6.3 Motivating society to positively behave with persons with speech and language disorders;
- 6.4 Inventing comprehensive therapies and treatments for the betterment of people suffering from various speech and language disorders;
- 6.5 Encouraging government to introduce new job sectors in the field of speech and language pathology.

## **7. Eligibility for admission**

- 7.1 H S C or its equivalent
- 7.2 Other criteria and/or requirement for admission may be determined by the Academic Committee of the Department of Communication Disorders.

## **8. Requirements for the degree**

- 8.1 Successful completion of pre-specified credits hours in 8 semesters in 4 (four) years.
- 8.2 Obtaining of minimum cumulative grade point average of 2.0 on a scale from 4 (without any F grade).
- 8.3 Completion of all requirements of the degree within 6 (six) academic years of first enrolment/admission.

## **9. Description of Academic Year and Courses**

### 9.1 Total Semester: 8

Each semester shall be of 19 weeks, of which -

- a. 15 weeks for class teaching
- b. 1 weeks break for preparation, and
- c. 3 weeks for holding semester final examinations

### 9.2 The whole program consists of -

- a. 34 full **compulsory** courses for a total of 3400 (34 x 100) marks, of which 3100 marks shall be for 31 (29 taught + 3 clinical practice) courses, 100 marks for comprehensive (theoretical aspects-50 + clinical aspects-50), and 100 marks for oral examinations. In addition, they need to take two minor courses to be completed by the 8<sup>th</sup> semester. The marks of oral examinations (having no course code) are distributed to whole 8 semesters in the following manner.

I. 1<sup>st</sup> to 7<sup>th</sup> semester (10 X 7) = 70 marks

II. 8<sup>th</sup> semester = 30 marks

-----  
= 100 marks

(N.B. Since BSS in speech and language therapy is a very professional and technical degree by nature, after completing every semester students need to be interviewed to be informed of the nature of their learning and skills. Hence arranging oral examination after every semester is the suitable one in this regard.)

b. In this program there are three non-credit courses. Of these three, students need to attend two courses from 4<sup>th</sup> semester to 8<sup>th</sup> semester. The marks of these non-credit courses will not be added to total marks, but students will have to pass the final examination of this course.

9.3 Thus, the whole program contains 132 credits (33 X 4 credits) hours.

9.4 **Counting credit hours:** In the semester system credit hours are counted on the basis of lecture class/ contact hours. 15 hours of teaching is equivalent to 1 credit hour and will be treated as 1 credit. Hence:

a. A full unit of a course with 4 credits needs 4 classes per week of 60 minutes duration each.

b. A non-credit course also needs 2 classes per week of 60 minutes duration each.

#### 9.5. **Comprehensive examinations**

The courses BSLP.2409 and BSLP.4808 counting of total 100 marks (50 + 50) with 4 credits (2 credits each) are regarded as First Comprehensive and Second Comprehensive respectively. There will be no formal classes for these two comprehensive examinations. Students will have to appear at the First Comprehensive (BSLT. 2409) examination at the end of the 4<sup>th</sup> semester final examination, whereas the Second Comprehensive (BSLT. 4808) examination must be conducted at the end of the 8<sup>th</sup> semester. For these First and Second comprehensive examinations questions will be set from all the courses taught from 1<sup>st</sup> semester to 4<sup>th</sup> semester, and 5<sup>th</sup> semester to 8<sup>th</sup> semester respectively.

### 10. **Teaching**

a. For full unit course: Two teachers/One teacher will be assigned for each course.

b. For tutorial class (if needed): The student will be distributed in several groups where each group contains 8 to 10 students. One teacher will meet a group once in a week. He/she helps them to prepare viva/oral examination which will be held by the examination committee at the end of each semester.

### 11. **Examination and Evaluation**

11.1 Evaluation and grading for a full unit course shall be determined on the basis of -

a. Class attendance

b. Tutorial class/Presentation/Project

c. Term papers/Home Assignment

d. Mid-semester examination/2 class tests

e. Semester final examination

11.2 Marks Distribution

11.2.1 for a full unit course:

a. Class attendance	5 marks
b. Tutorial class/Presentation/Project	10 marks
c. Term papers/Home Assignment	5 marks
d. Mid-semester examination/2 class tests	30 marks
e. Semester final examination	50 marks

### 11.3 Marking for class attendance

Attendance range	marks
90% and above	5.0
85% to 89%	4.5
80% to 84%	4.0
75% to 79%	3.5
70% to 74%	3.0
65% to 69%	2.5
60% to 64%	2.0
55% to 59%	1.5
50% to 54%	1.0
45% to 49%	0.5
Less than 45%	0.0

### 11.4 Grading structure for BSS (Hons.) degree program in a 4-point grading scale

Numerical grade (in percent)	Letter grade	Explanation	Grade point	
			(In full unit course)	(In half unit course)
80 and above	A+	Excellent	4.00	2.00
75 to less than 80	A	Excellent	3.75	1.875
70 to less than 75	A-	Excellent	3.50	1.75
65 to less than 70	B+	Very Good	3.25	1.625
60 to less than 65	B	Very Good	3.00	1.50
55 to less than 60	B-	Very Good	2.75	1.375
50 to less than 55	C+	Good	2.50	1.25
45 to less than 50	C	Good	2.25	1.125
40 to less than 45	D	Passing	2.00	1.00
Less than 40	F	Failing	0.00	0.00
Incomplete*	I		0.00	0.00
Withdrawn**	W		0.00	0.00

\* 'I' grade is indicative of a situation where a student is unable to complete the full requirements of the course for not being able to sit for the semester final examination.



With the submission of a valid and authenticated evidence of such reason(s), and the recommendation of the course teacher, that particular student shall be allowed to complete the semester final examinations with the next batch. In one semester maximum two 'I' grades shall be allowed to a student.

\*\* 'W' grade shall be awarded when a student is permitted to withdraw/drop a course/semester without penalty. Withdrawals without penalty are not permitted after the mid-semester examination. A student takes readmission in the semester concerned with the next batch by paying fees for the whole year.

#### **11.5 Administration of the examination**

11.5.1 At the beginning of the semester the course coordinator appointed by the Academic Committee of the Department shall provide the students with a course outline indicating the objectives, contents, and activities related to the course, books to be followed, the date of mid-semester examinations etc.

11.5.2 The course teacher shall announce the result of the mid-semester examinations within eight weeks of the date of holding the examination and submit the marks of mid-semester examinations and others to the chairman of the examination committee, immediately after the announcement of the result.

11.5.3 The date of the semester final examinations shall be announced by the Chairman of the department in consultation with the Controller of Examination.

11.5.4 The department shall conduct all semester final examinations with the assistance of the Controller of Examination.

11.5.5 The academic committee of the department shall constitute an Examination Committee for each semester. This committee consists of 4 members. The course coordinator will be the chairman of this committee. At least one course teacher of the respective semester will act as a member of the committee. In principle, one member of this committee regarded as the external member will be appointed from outside the department.

#### **11.6 The Examination Committee shall-**

a. Moderate and print questions, conduct examination, and viva voce/oral examination.

b. Appoint two teachers for the tabulation of results.

c. Appoint third examiner (if needed) from the panel of examiners approved by the Academic Committee provided that they are not the tabulators or the members of the Examination Committee.

d. Announce the semester final result within 42 days from the date of last examination held and record students' promotion to the next semester class.

11.6.1 The tabulation work shall be started after all marks of the semester final examination received by the Chairman of the Examination Committee.

11.6.2 The chairman of the Examination Committee shall submit the semester final examination result, relevant working papers, a list of students recommended for promotion to the next semester, copies of grade sheet of all courses of the semester to the chairman of the department.

11.6.3 The chairman of the examination committee shall also submit a copy of tabulated result of each semester to the Controller of Examination immediately after the announcement of the semester final result.

11.6.4 The Chairman of the department shall hold the evaluated scripts in his/her custody for at least twelve months after the announcement of the final result and after that the scripts will be destroyed according to the university practice.

11.6.5 The Controller of Examination shall publish the cumulative results and provide the transcript showing course names, grades and the Cumulative Grade Point Average (CGPA) of the candidates for the degree.

**11.7 Evaluation of examination paper**

a. The course teacher/s will evaluate the mid-semester examination, project/group presentation/tutorial class, and term paper/home assignment.

b. The Faculty of Social Science traditionally follows ‘double examiner’ system. So, the Department of Communication Disorders prefers two examiners (1<sup>st</sup> examiner and 2<sup>nd</sup> examiner) in evaluating semester final examinations scripts appointed by the academic committee of the department. In this regard, relevant course teacher of a course will be appointed as 1<sup>st</sup> and the 2<sup>nd</sup> examiner will preferably be selected from the outside of the department. In case of a course taught by two course teachers (if any), they will be identified as 1<sup>st</sup> and 2<sup>nd</sup> examiner.

c. If the difference between two examiners is more than 20 percent, the script(s) in question shall be examined by a third examiner and the average of the nearest two marks will be taken.

**11.8 Nature of question paper setting**

11.8.1 The nature of question paper setting of different courses of this program is as follows.

a. For a full unit course except ‘Comprehensive’ (BSLT. 2409 and BSLT. 4808) the nature of examination-marks distribution of final semester question paper is -

I. Narrative and Analytical Questions (10X4)	40 marks
II. Short Questions/Notes	10 marks
-----	
Total: 50 marks	

b. For Comprehensive examinations

I. Short Question (5 marks each)	30 marks
II. Objective Question	20 marks
-----	
Total: 50 marks	

c. For Mid-semester examination of a full unit course

I. Broad Questions (10X2)	20 marks
II. Objective Questions	05 marks
-----	
Total: 25 marks	

11.8.2 For semester final examinations both examiners (1<sup>st</sup> examiner and 2<sup>nd</sup> examiner) will set question-paper of every course. Examination Committee will moderate question papers.

11.8.3 The Academic Committee will assign the question paper setters and/or examiners for the courses BSLT. 2409 and BSLT.4807 (Comprehensive examinations).

11.8.4 The language of the question papers should be preferably bilingual (English + Bengali). In case of any exception, the Academic Committee will be the highest authority to decide the medium of language for a question paper.

### **11.9 Eligibility for sitting in the semester final examination**

- a. A student with 75% and above class attendance shall be eligible for sitting in the examination as a regular student.
- b. A student with 60% - 74% class attendance will be considered Non-collegiate but can sit for examination with a payment of 1000 taka fine.
- c. A student with below 60% class attendance will be identified as Dis-collegiate hence shall not be allowed to sit for examination.

### **11.10 Promotion**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.11 Improvement**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.12 Readmission**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.13 Drop out**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.14 Grievances**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.15 Evaluation of the Course Teachers**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

### **11.16 Computation of Grade Point Average**

(Please see 'Course Curriculum and Rules' published by the Faculty of Social Science.)

12. **Final Result**

The final result of each student will appear as grand total of all marks/cumulative grade point average (CGPA) that s/he will score gradually by the respective academic year.

13. **Careers**

Upon completion of their graduation in Speech and Language Therapy from the Department of Communication Disorders, students will be able to build up their careers as professional Speech and Language Therapists. In addition, students of speech and language therapy can easily get some specific jobs like language teaching, researchers in allied health sectors, communication section of a company, IT sectors, newspaper, electronic media etc. In addition, they are also allowed to get jobs in sectors which are also open to all social science graduates.

14. **Renewal and modification of the curriculum**

Any kind of modification or renewal of this curriculum when needed shall have to be initiated by the Academic Committee of the Dept. of Communication Disorders and approved by the Academic Council of the Dhaka University.

15. **Structure of the Courses**

Serial	Year	Semester	Course no.*	Title	Credit Hours	Marks
1	1 <sup>st</sup>	1	BSLP. 1101	Introduction to Human Communication Sciences	4	100
2	1 <sup>st</sup>	1	BSLP. 1102	Language Skill Development: Bangla and English	4	100
3	1 <sup>st</sup>	1	BSLP. 1103	Language Acquisition and Cognitive Development	4	100
4	1 <sup>st</sup>	1	BSLP. 1104	Linguistics for Clinicians: Phonetics	4	100
5	1 <sup>st</sup>	2	BSLP. 1205	Linguistics for Clinicians: Phonology and Morphology	4	100
6	1 <sup>st</sup>	2	BSLP. 1206	Anatomy and Physiology of Speech and Language	4	100
7	1 <sup>st</sup>	2	BSLP. 1207	Linguistics for Clinicians: Syntax, Semantics and Pragmatics	4	100
8	1 <sup>st</sup>	2	BSLP. 1208	Psychology: Abnormal and Counseling Psychology	4	100
9	2 <sup>nd</sup>	3	BSLP. 2301	Introduction to Nonverbal Communication	4	100

10	2 <sup>nd</sup>	3	BSLP. 2302	Neurology of Language and Communication	4	100
11	2 <sup>nd</sup>	3	BSLP. 2303	Audiology 1: Hearing Science and Psychoacoustics	4	100
12	2 <sup>nd</sup>	3	BSLP. 2304	ICT for Communication Disorders	4	100
13	2 <sup>nd</sup>	4	BSLP. 2405	Sign Language	4	100
14	2 <sup>nd</sup>	4	BSLP. 2406	Psycholinguistics and Clinical Linguistics	4	100
15	2 <sup>nd</sup>	4	BSLP. 2407	Statistics	4	100
16	2 <sup>nd</sup>	4	BSLP. 2408	Audiology-2: Pediatric Audiology	4	100
17	2 <sup>nd</sup>	4	BSLP. 2409	First Comprehensive (theoretical aspects)	2	50
18	3 <sup>rd</sup>	5	BSLP. 3501	Introduction to Research Methodology	4	100
19	3 <sup>rd</sup>	5	BSLP. 3502	Developmental Language Disorders (DLD)	4	100
20	3 <sup>rd</sup>	5	BSLP. 3503	Audiology-3: Hearing Disorders and Aural Rehabilitation	4	100
21	3 <sup>rd</sup>	5	BSLP. 3504	Neuro-Developmental Language Disorders	4	100
22	3 <sup>rd</sup>	5	BSLP. 3505	Clinical Practicum-1: Pediatrics and Audiology	4	100
23	3 <sup>rd</sup>	6	BSLT. 3606	Medical Technology and Assessment in Speech and Language Pathology	4	100
24	3 <sup>rd</sup>	6	BSLP. 3607	Neurogenic Communication Disorders	4	100
25	3 <sup>rd</sup>	6	BSLP. 3608	Clinical Phonetics and Motor Speech Disorders	4	100
26	3 <sup>rd</sup>	6	BSLP. 3609	Clinical Practicum-2: Neurology	4	100
27	4 <sup>th</sup>	7	BSLP. 4701	Alternative and Augmentative Communication	4	100

28	4 <sup>th</sup>	7	BSLP. 4702	Stuttering and Other Fluency Disorders	4	100
29	4 <sup>th</sup>	7	BSLP. 4703	Voice Disorders and Dysphagia	4	100
30	4 <sup>th</sup>	7	BSLP. 4704	Clinical Practicum-3: Vocology	4	100
31	4 <sup>th</sup>	8	BSLP. 4805	Professional Development: Therapy and Treatment	4	100
32	4 <sup>th</sup>	8	BSLP. 4806	Medical Speech-Language Pathology (theory + practical)	4	100
33	4 <sup>th</sup>	8	BSLP. 4807	Diagnosis and Management of Articulation and Phonological Disorders	4	100
34	4 <sup>th</sup>	8	BSLP. 4808	Second Comprehensive (clinical aspects)	2	50
35				Oral Examination (10+10+10+10+10+10+10+30)	4	100
36		Non-credit course**	BSLP. 0001	Bangladesh Studies		100
37		Non-credit course	BSLP. 0002	A Modern Language		100
38		Non-credit course	BSLP. 0003	Introduction to Human Resource Management		100

\* The digits of a course number that precedes the course (except Oral Examination & Non-credit courses) title in the table mentioned above indicate specific year, semester and course's serial number. For example, in 'BSLT.4701' the digit 4 indicates the number of year, 7 denotes the number of semester and 01 gives an identity of course serial number in this year.

\*\* Students must complete this non-credit course from 4<sup>th</sup> semester to 7<sup>th</sup> semester.

## 16. Detail of the Courses

### 16.1 Courses Number and Title

BSLP. 1101: Introduction to Human Communication Sciences  
(gvbe-†hvmv†hvmweÁv†bi f~wgKv)

#### 16.1.1 Credit Hours: 04

#### 16.1.2 Course Description

This course provides a brief introduction to communication disorders as a discipline. The long-term goal of this course is for students to understand various fundamental aspects of communication sciences and disorders. It is designed to cover the characteristics, types, classifications of communication sciences and various disorders associated with human communication.

#### 16.1.3 Course Objectives

This course will enable the students to-

- a. demonstrate an understanding of fundamentals of human communication sciences and disorders;
- b. demonstrate an ability to analyze and discuss the concept of ‘communication’ and its associated terms and features;
- c. demonstrate an ability to apply theories of human communication sciences and disorders to real life situation.

#### 16.1.4 Course Intended Learning Outcome

Upon completion of this course, students will be able to-

*CILO1.* Analyze and articulate types, characteristics and features of human communication;

*CILO2.* Apply theories and methods of communication sciences and disorders to explain real life communicative events;

*CILO3.* Demonstrate a clear understanding of the views and concept of human communication sciences and disorders.

#### 16.1.5 Course materials

The following are two sets of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings, to provide additional discussion of the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

#### 16.1.6 Course Content

##### *a. Introduction of Communication Sciences*

50

Communication: Definition, functions and concept

Types of communication

Models of communication process

Introduction to Communication Sciences

Theory of Communication Sciences

Methods used in Communication Disorders

- Communication Disorder: definition, goal, scope
- Basic concepts-1: speech, language and communication
- Basic concepts-2: impairment, disability, handicap, disorder, communication disorder
- Communication Disorders and related terms: Speech and Language Therapy, Speech and language pathology, communication therapy, audiology
- Types of communication disorders
  - Developmental language disorders
  - Neurogenic or acquired language disorders
  - Organic vs. functional disorders
  - Speech vs. language disorders
  - Articulation and phonological disorders
- Topics of communication disorders

### 16.1.7 References

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- Avwid, nvwKg | Rvnb, Zvlwn`v (2014)| †hvMv†hvMweÁvb | fvlvMZ Am½wZ| XvKv: eyKm& †dqvi

### 16.2 Courses Number and Title

BSLP. 1102: Language skill Development: Bangla and English  
(fvlv `ÿZv Dbœqb: evsjv | Bs†iwR)

#### 16.2.1 Credit Hours: 04

#### 16.2.2 Course Description



This course gives a scope to effectively learn two languages- Bengali and English. The long-term goal of this course is for students to become aware of fundamental rules of these languages. It is designed to acquire four skills of these languages with special emphasis on writing and listening so that they fruitfully apply their learning outcome to the context of academic environment and real-life situation.

### 16.2.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core aspects of Bengali and English languages;
2. demonstrate an ability to analyze and discuss roles and skills of these languages;
3. demonstrate an ability to apply four skills in different communicative contexts.

### 16.2.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the nature, structures and functions of Bengali and English;  
*CILO2. Apply* basic roles and skills of these languages in different academic environments and real-life situation;

### 16.2.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings like advanced books and articles, which provide additional discussion of the issues of these two languages. These materials will be provided by the course teacher throughout the semester.

### 16.2.6 Course Content

#### 1. Bangla

50

fvlv: msÁv, ^ewkó" I ifc  
 evsjvfvlv I mvwn#Z"i D™çe I weKvk  
 evsjv hy³e"Äb I D"PviYm~î  
 evsjvmvay I PwjZifc  
 evsjvevbvb  
 evsjvkã I evK" I c`µg  
 evsjv weivgwPý  
 wjLb`ÿZv: evK" wjLb, Aby#Q`,cÖeÜ I cÖwZ#e`b  
 evsjv cÖæd ms#kvab  
 evsjv †idv†iÝ c×wZ

#### 2. English

50

English grammar  
 Developing writing skills: paragraph, essay, report and CV, assignment writing  
 English writing style, Punctuation marks, British and American English, reference style  
 Developing reading skills: strategies for reading  
 Listening and note-taking  
 Developing speaking skills  
 Common Errors of English

## 16.2.7 References

- Hegde, M.N (2010). *A Course book on Scientific and Professional Writing for Speech and Language Pathology*. Clifton Park, NY: Delmar, Cengage Learning
- Leech, G. et al. (2000). *A Communicative Grammar of English*. London: Longman
- Murphy, R. (2003). *Intermediate English Grammar*. Cambridge: Cambridge University Press
- Quirk, P. & Grenbaum, S. (2000). *A University Grammar of English*. London: Longman
- Rutherford, W. (1988). *A Workbook in the Structure of English*. London: Blackwell
- Avwid, nvwKg (2020) | *gvb evsjv †jLvi wbqgKvbyb* | XvKv: Ab`cÖKvk knx`yjðvn, gnæš&` (1998) | *ev½vjv fvlvi BwZe,,Ē* | XvKv: gvljv eäv`©vm — (1995) | *evsjv e`vKiY, iPbvejx 2q LÐ* | XvKv: evsjv GKv†Wgx wek^vm, b†ib (1990) | *evsjv D”PviY Awfavb* | XvKv: evsjv GKv†Wgx †mb, myKzgv (1998) | *fvlvi BwZe,,Ē* | KwjKvZv: Avb>` cvewjkm© wjwgw†UW P†Ævcva`vq, mybxwZKzgv (1998) | *fvlvcÖKvk evsjv e`vKiY* | KwjKvZv: ifcv A`vŪ †Kvæúvbx wmK`vi, †mŠif (1999) | *evbvb Awfavb I evsjv evbv†bi wbqg* | XvKv: Abb`v

## 16.3 Course Number and Title

BSLP. 1103: Language Acquisition and Cognitive Development  
(fvlvAvqĒKiY I cªÁvbg~JK weKvk)

### 16.3.1 Credit Hours: 04

### 16.3.2 Course Description

This course allows students to become aware of the relation between language and cognitive development. The long-term goal of the course is for students to understand the basics of language acquisition and cognitive development. This course is designed to uncover the techniques of how children effectively acquire their mother tongue along with their innate cognitive mechanism.

### 16.3.3. Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core concepts of children’s language acquisition and learning process;
2. demonstrate an ability to analyze and discuss theories and methods of language cognitive development;
3. demonstrate an ability to apply these theories and methods to explain the steps of children’s language development process.

### 16.3.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the features, types and functions of language and cognitive development;
- CILO2. Apply** theories of language acquisition and cognitive development to the context of Bangladesh;
- CILO3. Demonstrate a clear understanding** of explaining the nature of language and cognitive development of children with Bengali language and others.

### 16.3.5 The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.3.6 Course Content

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>1. <i>Language Acquisition</i></p> <p>Language acquisition: definitions, goal, scope</p> <p>Essentials of communication development</p> <p style="padding-left: 2em;">Early interaction and non-verbal communication, and other aspects</p> <p>Development of listening, attention and comprehension</p> <p>Vocabulary development</p> <p>Development of expressive language and speech</p> <p style="padding-left: 2em;">Phoneme, word, sentence, meaning, language usage</p> <p>Development of reading and writing and pragmatic communication</p> <p>Developing symbol and cultural artifacts</p> <p>Child's language development milestone</p> <p>Means, needs and opportunities for communication</p> | <p>50</p> |
| <p>2. <i>Cognitive Development</i></p> <p>Cognition: definition, concept, scope</p> <p>Cognition: A process of mental state</p> <p>Theories of cognition</p> <p>Piaget's theory, Vygotsky's theory and others</p> <p>Cognition and language development</p> <p>Thinking and reasoning</p> <p>Theory of Mind</p> <p>Cognition as social process</p>                                                                                                                                                                                                                                                                                                                                                            | <p>50</p> |

### 16.3.7 References

- Bavin, E.L. (2009). *The Cambridge Handbook of Child Language*. Cambridge University Press
- Begum, K.A. (2001). *The Language Development of Children*. Dhaka: Institute of Education and Research, University of Dhaka
- Harris, J. (1990). *Early Language Development*. London and New York: Routledge
- Kail, M. & Hickmann, M. (eds.).(2010). *Language Acquisition across Linguistic and Cognitive Systems*. Amsterdam / Philadelphia: John Benjamins Publishing Company
- Lycan, W.G. (ed.).(1999). *Mind and Cognition: An Anthology*. Malden, Mass: Blackwell Publishers, Inc.
- Lust, B.C. (2006). *Child Language Acquisition and Growth*. Cambridge University Press
- Martin, J.A.M.(1981). *Voice, Speech and Language in the Child: Development and Disorders*. Wein and New York: Springer-Verlag
- Oakley, L. (2004). *Cognitive development*. London: Routledge
- Oates, J. & Grayson, A. (eds.).(2004). *Cognitive and Language Development of in Children*. Wiley-Blackwell
- Pinker, S. (2007). *The Stuff of Thought Language as a Window into Human Nature*. Viking
- Smith, M. & Dukes, C. (2007). *Developing Pre-School Communication and Language*. London: Paul Chapman Publishing
- Stenning, K., Lascarides, A. & Calder, J. (2006). *Introduction to Cognition and Communication*. Cambridge, MA: The MIT Press

TOMASELLO, M. (2003). *Constructing a Language A usage-based theory of language*. Cambridge, MA: Harvard University Press  
 Taylor, M. (2005). *Introducing cognitive development*. New York: Psychology press  
 Avwid, W. nvwKg, †PŠayix, Wv. †kv†qeyi †iRv, †di†Šm, Wv. dvnwg`v | Rvnb, Zvlwn`v (2015)| wkii fvlv-weKvk g`vby†qj : GKwU cÖ`Ívebv| XvKv wek^we`´jq: †hvM†hv†hvM ^eKj` wefvM

## 16.4. Course Number and Title

BSLP. 1104: Linguistics for Clinicians: Phonetics  
 (wPwKrm†Ki Rb` fvlvweÁvb: aÝwbweÁvb)

### 16.4.1 Credit Hours: 04

### 16.4.2 Course Description

This course provides both a theoretical and practical study of the domain of phonetics. The long-term goal of the course is for students to understand the basics as well as latest development of the aspects of phonetics. This course is designed to cover core concepts of human sound systems like theories, methods and techniques of sound production and its relevant explanation.

### 16.4.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to articulatory and acoustics phonetics;
2. demonstrate an ability to analyze and discuss theories and methods of these two branches of phonetics;
3. demonstrate an ability to apply these theories and methods to explain sound systems of children with Bengali language and others.

### 16.4.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the nature, structures and functions of human speech sound;  
*CILO2. Apply* theories and methods of human sound systems to the specific context of the Bangla and other languages;  
*CILO3. Demonstrate a clear understanding* of the basic theories and methods of articulatory phonetics and acoustics phonetics.

### 16.4.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.4.6 Course Content

#### 1. Articulatory Phonetics

- Speech: definition, characteristics and features
- Speech organs

40

Speech production: place of articulation, manner of articulation, position of soft palate  
 Transcriptions of speech sounds  
 Classifications of speech sounds: vowel, consonants, semi-vowel, segmental and supra-segmental sounds

2. *Acoustics Phonetics*

40

Acoustics phonetics: definition, goal, scope  
 Basic concepts: sound wave, wavelength, frequency, amplitude, period, formant, resonance,  
 Fourier analysis, spectrum, spectrogram  
 Source and Filter theory  
 Spectrographic analysis

3. *Data analysis*

20

Analyzing speech sounds of normally developing people  
 Analyzing pathological speech sounds

**16.4.7 References**

Ashby, M. & Maidment, J. (2005). *Introducing Phonetic Science*. Cambridge University Press  
 Clark, J. & Yallop, C. (1999). *An Introduction to Phonetics and Phonology*. London: Blackwell  
 Devenport, M. & Hannah, S.J. (2005). *Introducing Phonetics and Phonology*. London: Hodder  
 Arnold  
 FANT, G. (2004). *Speech Acoustics and Phonetics*. Dordrecht: Kluwer Academic Publishers  
 Fry, D.B. (ed.). (1976). *Acoustic Phonetics A course of basic readings*. Cambridge University  
 Press  
 Johnson, K. (2003). *Acoustic and Auditory Phonetics*. Blackwell Publishers  
 Kuttruff, H. (2007). *Acoustics An Introduction*. London and New York: Taylor & Francis  
 Ladefoged, P. (2001). *A Course in Phonetics*. Heinle & Heinle Thompson Learning  
 —, —. (2001). *Vowels and Consonants An Introduction to the Sounds of Languages*.  
 Blackwell Publishers  
 —, —. (1996). *Elements of Acoustic Phonetics*. Chicago and London: Chicago University Press  
 Ladefoged, P. & Maddieson, I. (1996). *The Sounds of the World's Languages*. Oxford and  
 Cambridge, MA: Blackwell Publishers  
 Ogden, R. (2009). *An Introduction to English Phonetics*. Edinburgh: Edinburgh University Press  
 Windsor, F., Kelly, M.L. & Hewlett, N. (eds.). (2002). *Investigations in Clinical Phonetics  
 and Linguistics*. Mahwah, New Jersey and London: LAWRENCE ERLBAUM  
 ASSOCIATES, PUBLISHERS  
 Avjx, RxbvZ BgwZqvR (2001) | aŸwbweÁv#bi K\_v | XvKv: gvljv eªv`vm©  
 nvB, gynvřš` Ave`yj (1964) | aŸwbweÁvb l evsjv aŸwbZĚi | XvKv: evsjv GKv#Wgx

**16.5 Course Number and Title**

BSLP. 1207: Linguistics for Clinicians: Phonology and Morphology  
 (wPwKrm#Ki Rb` fvlvweÁvb: aŸwbZĚi)

**16.5.1 Credit Hours: 04**

**16.5.2 Course Description**

This course is intended to familiarize the students with rules of phonological changes and the forms of basic word structure. The long-term goal of the course is for students to understand

the basics concepts, theories and methods of phonology and morphology. This course is designed to cover basic phonological system within a language and, to a small degree, across language typologies.

### 16.5.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic issues and queries related to phonology and morphology;
2. demonstrate an ability to analyze and discuss core aspects of human morpho-phonological system;
3. demonstrate an ability to apply theories and methods of phonology and morphology in the context of Bengali language and others.

### 16.5.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature, structures and functions of human phonology and morphology;

*CILO2. Apply* phonological and morphological theories and methods in the context of Bengali language others;

*CILO3. Demonstrate a clear understanding* of the phonological and morphological systems of persons with Bengali, English and others.

### 16.5.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.5.6 Course Content

#### 1. Phonology

40

Phoneme: concept, definition, features and forms  
Allophone: definitions and features  
Segment and supra-segment: features and types  
Syllable and syllabification: structure and forms  
Phonetic vs. phonemic transcriptions  
Prosody  
Different types of phonology  
Practicing Bengali Phonological rules  
Phonological changes and speech disorders

#### 2. Morphology

50

Key concepts of morphology: morph, allomorph, root, stem, affix, lexeme  
Classifications of words  
Lexical morphology  
Inflectional morphology  
Prosodic words vs. morphological words  
Morphophonemics and morphosyntax

Practicing Bengali grammatical categories: case, gender, number, tense  
Morphological categories in relation to speech and language disorders

### 16.5.7 References

- Chomsky, N. & Halle, M. (eds.).(1968). *The Sound Pattern of English*. New York: Harper & Row, Publishers
- De Lacy, P.(ed.).(2007). *The Cambridge Handbook of Phonology*. Cambridge University Press
- Katamba, F. (1989).*An Introduction to Phonology*. London and New York: Longman
- McAllister, J. & Miller, J. (2013).*Introductory Linguistics for Speech and Language Therapy Practice*. Wiley-Blackwell
- Lodge, K. (2009). *Fundamental Concept in Phonology*. Edinburgh: Edinburgh University Press
- Odden, D. (2005). *Introducing Phonology*. Cambridge University Press
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†gvi†k`, Aveyj Kvjpg gbRyi (2009)| AvaywbK fvlvZĒi | XvKv: gvljv eāv`vm©  
kŌ, iv†gk^i (1988)| mvaviY fvlvweÁvb I evsjv fvlv| KwjKvZv: cy`ÍK wecwY  
nK, gnvrš` `vbxDj (2003)| fvlvweÁv†bi K\_v | XvKv: gvljv eāv`vm©

### 16.6 Course Number and Title

BSLP. 1206: Anatomy and Physiology of Speech and Language  
(evPb I fvlvi kvixie,,Ē I A½-e`e†"Q`we`v)

#### 16.6.1 Credit Hours: 04

#### 16.6.2 Course Description

This course provides theoretical and practical aspects of physiology and speech and language. The long-term goal of the course is for students to understand the basics of the structure and functions of human physiology with special emphasis on speech and language. This course is designed to cover the discussion of body-parts involved to speech and language activities.

#### 16.6.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to speech and language physiology;
2. demonstrate an ability to analyze and discuss core aspects of structure and functions of human physiology involved in speech and language production;
3. demonstrate an ability to apply knowledge and theories of human speech physiology in the context of speech and language production.

#### 16.6.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the structures and functions of human speech production;
- CILO2. Apply* these theories and knowledge to interpret the nature of speech and language production of persons with Bengali and others;
- CILO3. Demonstrate a clear understanding* of the relation between physiology and speech and language.

#### 16.6.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

#### **16.6.6 Course Content**

Anatomy and physiology of human body: An introduction  
Human Body and relation between speech and language  
Basic embryology  
Respiration and pulmonary initiation  
Phonation and the larynx  
Articulation: Pharynx and mouth  
Articulation: The labio-mandibular system  
Elements of articulatory typology  
The articulatory description of vowels and consonants  
Coarticulation and co-production  
Anatomy of hearing  
Physiological function of the organs involved - lungs, larynx, naso-pharynx, sinuses, palate, tongue, lips, ear

#### **16.6.7 References**

- Dickson, D.R. & Dickson, M. (1995). *Anatomical and Physiological Bases of Speech*. Butterworth-Heinemann Medical
- Divenyi, P. et al. (2006). *Dynamics of Speech Production and Perception*. Amsterdam: IOS Press
- Fuller, D.R., Pimentel, J.T., & Peregoy, B.M. (2012). *Applied anatomy & physiology for speech-language pathology & audiology*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins
- Lenneberg, E.H. (1967). *Biological Foundations of Language*. New York: Wiley
- Lieverman, P. & Blumstein, S.E. (1988). *Speech Physiology, Speech Perception and Acoustics Phonetics*. Cambridge University Press
- Marchal, A. (2009). *From Speech Physiology to Linguistic Phonetics*. Hoboken, NJ: Wiley
- Seikel, A., King, D. & Drumright, D.G. (2009). *Anatomy and Physiology for Speech, Language, and Hearing*. Clifton Park: Delmar Cengage Learning

#### **16.7 Course Number and Title**

BSLT. 1207: Linguistics for Clinicians: Syntax, Semantics and Pragmatics  
(wPwKrm#Ki Rb" fvlvweÁvb: evK"ZÉj, evM\_@weÁvb Ges cÖ#qvMv\_@ weÁvb)

##### **16.7.1 Credit Hours: 04**

##### **16.7.2 Course Description**

This course is intended to familiarize the students with the forms of basic sentence structure as well as meaning. The long-term goal of the course is for students to understand the basic theories and methods of word and sentence structure and its meaning aspects. This course is designed to cover different concepts of syntactic systems and relevant meanings within a language and, to a small degree, across language typologies.

##### **16.7.3 Course Objectives**



This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to syntax, semantics and pragmatics;
2. demonstrate an ability to analyze and discuss theories and methods of these three branches of linguistics;
3. demonstrate an ability to apply theories and techniques to explain the structures of sentences and their meanings.

#### **16.7.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature, structures and functions of sentences and its associated meanings;

*CILO2. Apply* theories and methods to explain sentences structures and the meanings of Bengali and other languages;

*CILO3. Demonstrate a clear understanding* of the relation between word and sentence as well as their inherent meanings.

#### **16.7.5 Course Materials**

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

#### **16.7.6 Course Content**

##### *1. Syntax*

40

Syntax: definition, goal and scope

Traditional Grammar and sentence

Structural Syntax

Transformational Generative Grammar

Analyzing Bengali Subject-Verb-Agreement, Word order, Noun Phrase, Verb Phrase, Prepositional Phrase

Language disorders and syntactic anomalies

##### *2. Semantics*

30

Semantics: definition, goal and scope

Basic concepts: utterance and sentence, sense and reference, denotation and connotation, syntagmatic vs. paradigmatic

Semantics of words: antonyms, synonyms, homonyms, hyponyms, polysemy

Meaning and ambiguity analysis

Analyzing semantics of Bengali sentences

Semantic problems and speech-language disorders

##### *3. Pragmatics*

30

Pragmatics: definition, goal and scope

Semantics vs. pragmatics

Speech acts: concepts, history and forms

Implicature: Gricean maximums and other perspectives

Presuppositions: concept, types and scope

Metaphor

Discourse and conversation  
The scope of pragmatic disability  
Clinical pragmatics and assessment of adult language disorders

### 16.7.7 References

- Arif, H. (2012). On some definitions of Pragmatics and Semantics. *Journal of the Institute of Modern Languages*. Vol. 23, 53-65
- Aronoff, M. & Fudeman, K. (2011). *What is Morphology?* Blackwell Publishing,
- Bhattacharja, S. (2007). *Word Formation in Bengali: a Whole Word Morphological Description*. Berlin: LINCOM
- Booij, G. (2005). *The Grammar of Words An Introduction to Linguistic Morphology*. Oxford University Press
- Chomsky, N.A. (1965). *Aspects of the Theory of Syntax*. Massachusetts: The MIT Press
- , – (1957). *Syntactic Structures*. The Hague: Mouton
- Cruse, D.A. (2000). *Meaning in Language An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press
- Habermas, J. (1998). *On the Pragmatics of Communication* (ed. Maeve Cooke): Cambridge, MA: The MIT Press
- Horn, L.R. & Ward, L. (2006). *The Handbook of Pragmatics*. Oxford: Blackwell Publishing
- Haspelmath, M. (2002). *Understanding Morphology*. London: Arnold
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman
- Levinson, S. (1983). *Pragmatics*. London: Cambridge University Press
- McAllister, J. & Miller, J. (2013). *Introductory Linguistics for Speech and Language Therapy Practice*. Wiley-Blackwell
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- Nida, E.A. (1949). *Morphology The Descriptive Analysis of Words*. ANN ARBOR: UNIVERSITY OF MICHIGAN PRESS
- Palmar, F.R. (1983). *Semantics*. Cambridge: Cambridge University Press
- , – (1971). *Grammar*. London: Penguin Books
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- Spencer, A. & Zwicky, A. (eds.). (?). *The Handbook of Morphology*. Blackwell Publishing
- Szabo, Z.G. (ed.). (2005). *Semantics vs. Pragmatics*. Oxford: CLARENDON PRESS
- Thomas, L. (1993). *Beginning Syntax*. Oxford: Blackwell Publishing
- vanValin, R.D. (2004). *An Introduction to Syntax*. Cambridge University Press
- Yale, G. (1996). *Pragmatics*. London: Oxford University Press
- AvRv`, ûgvqyb (1999) | A\_@weÁvb | XvKv: AvMvgx cÖKvkbx  
Bmjvg, iwdKzj (1992) | fvlvZËi | XvKv: eyKwfd  
†gvi†k`, Aveyj Kvjvg gbRyi (2009) | AvaywbK fvlvZËi | XvKv: gvljv eªv`vm©  
kÖ, iv†gk^i (1988) | mvaviY fvlvweÁvb | evsjvfvlv | KwjKvZv: cy`ÍKwecwY  
nK, gnvr\$` `vbxDj (2003) | fvlvweÁvb#bi K\_v | XvKv: gvljv eªv`vm©

### 16.8 Course Number and Title

BSLT. 1208: Psychology: Abnormal Psychology and Counseling Psychology  
(g#bvweÁvb: A`^fvex | wb†`©kbvg~jK g#bvweÁvb)

#### 16.8.1 Credit Hours: 04

### 16.8.2 Course Description

This course is introduced to make the students familiar with fundamentals of human psychology with special reference to their abnormal behavior as well as counseling techniques. In this course, students will learn psychological interpretation of abnormal human behavior and counseling techniques.

### 16.8.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to abnormal and counseling psychology;
2. demonstrate an ability to analyze and discuss method and theories used in these branches of psychology;
3. demonstrate an ability to apply theories and methods to help to diagnose the abnormal behaviors of persons with speech and language disorders as well as to provide counseling techniques.

### 16.8.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, structures and topics of abnormal psychology and abnormal psychology;

**CILO2. Apply** theories and methods of these disciplines to different context of speech and language therapy;

**CILO3. Demonstrate a clear understanding** of the relation between speech and language problems and psychological reality.

### 16.8.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.8.6 Course Content

- |                                                                                                |    |
|------------------------------------------------------------------------------------------------|----|
| 1. <i>Introduction to Psychology</i>                                                           | 30 |
| Psychology: definition, scope, perspective and field of psychology, and method of psychology   |    |
| Theories of learning                                                                           |    |
| Motivation and emotion                                                                         |    |
| Theories of personality                                                                        |    |
| 2. <i>Abnormal Psychology</i>                                                                  | 30 |
| Abnormal Psychology: definition and scope                                                      |    |
| Causal factors of abnormal behaviors                                                           |    |
| Classifications and diagnosis of abnormal behaviors                                            |    |
| Stress and adjustment disorder                                                                 |    |
| 2. <i>Counseling Psychology</i>                                                                | 50 |
| Definition of counseling: exploration phase, understanding and action phase, termination phase |    |
| Approaches in counseling: psychoanalytic, client-oriented, behavioral, cognitive-behavioral    |    |
| Testing and assessment in counseling                                                           |    |

### 16.8.7 References

- American Psychological Association.(2004). *Thesaurus of psychological index terms*. Woodbridge: Author.
- Antony, M.M. & Barlow, D.H. (2002). *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: The Guilford Press
- Barky, B.G. & Mukhopadhyay, B. (1989).*Counseling and Guidance: A Manual*. New Delhi: Sterling Publishers Private Ltd.
- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Feldman, R.S. (2002). *Understanding Psychology*. New York: McGraw Hill Hisher Education
- Goldberg, T.E. & Weinberger, D.R. (2009). *The Genetics of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- Heffman, K. (2004). *Psychology in Action*. USA: John Wiley and Sons, Inc.
- McLeod, J. (2003). *An Introduction to Counseling*. Berkshire: Open University Press
- Myers, D. (2007). *Psychology*. New York, NY: Worth Publishers
- Rosenthal, H. (2008). *Encyclopedia of Counseling*. New York and London: Routledge
- Sarason, I.G., Sarason, B.R. (2002). *Abnormal Psychology*. Englewood, Cliffs: Prentice Hall

### 16.9 Course Number and Title

BSLP. 2301: Introduction to Nonverbal Communication  
(AevPwbK msÁvc#bi f~wgKv)

#### 16.9.1 Credit Hours: 04

#### 16.9.2 Course Description

This course is introduced to provide the students basic characteristics, theories and methods of nonverbal communication. The long-term goal of the course is for students to make understand the topics, theories and methods of nonverbal communication. This course is designed to cover core concepts of nonverbal communication from the perspective of communication disorders.

#### 16.9.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the topics of nonverbal communication;
2. demonstrate an ability to analyze and discuss theories, methods and importance of studying this discipline;
3. demonstrate an ability to apply its theories and methods in the context of communication disorders.

#### 16.9.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the features, structure and importance of nonverbal communication;
- CILO2. Apply** theories of nonverbal communication to identify the nature of non-verbality of persons with communication disorders;
- CILO3. demonstrate a clear understanding** of the roles and value of nonverbal communication in communication disorders.

### 16.9.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.9.6 Course Content

Nonverbal communication: definition, goal, characteristics, scope

Verbal and nonverbal communication

History of nonverbal communication

Different forms of nonverbal communication: gesture, posture, gaze, eye contact, proxemics, chronemics and kinesics

Semiotics and nonverbal communication

Sociolinguistics of nonverbal communication

Nonverbal communication and communication disorders: health care and clinical perspectives

### 16.9.7 References

- Anderson, P. (2007). *Nonverbal Communication: Forms and Functions*. Waveland Press
- Argyle, M. (1988). *Bodily Communication*. Madison: International Universities Press
- Arif, H. (2013). BEE hand gesture reflecting Bengali culture. *Southern Semiotic Review*. Issue 1, 91-107
- , – (2010). Religio-cultural perspective and left hand taboo: A description of controlled hand gestures produced by Bengali speaking people. In Ellen Fricke & Maarten Voss (eds.) *68 Signs Roland Posner A semiotic Mosaic*. Tübingen: StauffenbergVerlag
- Efron, D. (1941). *Gesture and Environment*. New York: King's Crown Press
- Esposito, A., Bratanić, M., Keller, E & Marinaro, M. (eds.).(2007). *Fundamentals of Verbal and Nonverbal Communication and the Biometric Issue*. Amsterdam, IOS Press
- Fast, J. (1970). *Body Language*. New York: M. Evans
- Hall, E.T. (1959). *The Silent Language*. Garden City, NY: Doubleday
- Knapp, M.L. (1972). *Nonverbal Communication in Human Interaction*. New York: Holt, Rinehart & Winston
- McNeill, D. (1992). *Hand and Mind: what gesture reveal about thought*. Chicago: Chicago University Press
- Muller, C. & Posner.R. (1998). *The Semantics and Pragmatics of everyday gestures*. Berlin: WEIDLER Buchverlag
- Poggi, I. (2007). *Mind, Hands, Face and Body*. Berlin: WEIDLER Buchverlag
- Riggio, R.E. & Feldman, R.S.(eds.).(2005). *Application of Nonverbal Communication*. Mahwah, New Jersey and London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- Avwid, nwwKg (2015)| *evsjv AevPwbK thvMv#hvM| XvKv: evsjv`k wek'we`vjg gÄyix Kwgkb*
- Avwid, nwwKg (2014)| *evOvwj fvwIK-ms`...wZfZ e`eüZ w`imsÁvcfbi GKwU AevPwbK cVb l ifcvfjL`| XvKv wek'we`vjg cwîKv, 91-93 msl`v, 113-140*

## 16.10 Course Number and Title

BSLP. 2302: Neurology of Language and Communication  
(fvlv l msÁvc#bi ˆœvqyZËi)

### 16.10.1 Credit Hours: 04

### 16.10.2 Course Description

This course provides a neurological basis of language production and perception. The long-term goal of the course is for students to understand the basic aspects and topics of neurology in relation to speech and language production. This course is designed to uncover neurological view of speech and language production and perception mechanism.

### 16.10.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to neurological aspects of speech and language;
2. demonstrate an ability to analyze and discuss core mechanism of speech production and perception in the brain;
3. demonstrate an ability to apply theories and methods to explain the nature of neurogenic communication disorders.

### 16.10.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature, structures and functions of neurological view of speech and language;

*CILO2. Apply* theories and methods to uncover the nature speech and language disorders caused by neurological damage;

*CILO3. demonstrate a clear understanding* of the roles and value of neurology in the field of speech and communication.

### 16.10.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.10.6 Course Content

Neurology: basic concept

Neurology and language: introduction

Nervous system: Overview

Central Nervous System: general description

    Cerebrum & Cerebellum

    Lobes and fissures

    Cellular organization

    Hemispheric specialization

    Neuron

    Synapse

Peripheral and autonomic nervous systems  
The cranial nerves  
Handedness, language and brain  
Expressive and Receptive processing of Language  
Disorders of Auditory Processing  
Reading and writing  
Bilingualism & neuropsychology  
Sign Language and the Brain

### 16.10.7 References

- Banich, M.T. & Mack, M. (eds.). (2011). *Mind, Brain and Language Multidisciplinary Perspectives*. London and New Jersey: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- Bhatnagar, S.C. (2013). *Neuroscience: For the study of communicative disorders*. Philadelphia: Lippincott Williams & Wilkins
- Connor, L.T. & Obler, L.K. (eds.). (2002). *Neurobehavior of Language and Cognition Studies of Normal Aging and Brain Damage*. New York: KLUWER ACADEMIC PUBLISHERS
- D'Esposito, M. (2003). *Neurological Foundations of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Goldberg, T.E. & Weinberger, D.R. (eds.). (2009). *The Genetics of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- Mesulam, M.M. (2000). *Principles of Behavioral and Cognitive Neurology*. Oxford University Press
- Mildred, V. (ed.). (2008). *The Cognitive Neuroscience of Human Communication*. New York and London: Lawrence Erlbaum Associates
- Schnupp, J., Nelken, I. & King, A. (2011). *Auditory Neuroscience*. Cambridge, MA: The MIT Press
- Semrud-Clikeman, M., Anne, P. & Ellison, T. (2007). *Child Neuropsychology*. New York: Springer
- Webb, W. & Adler, R.K. (2007). *Neurology for the Speech-language Pathologist*. Stoneham, MA: Butterworth-Heinemann
- WHITAKER, H.A. (ed.). (2010). *Concise Encyclopedia of Brain and Language*. Oxford: Elsevier Ltd

### 16.11 Course Number and Title

BSLP. 2303: Audiology 1: Hearing Science and Psychoacoustics  
(kÖæwZZËj 1: kÖæwZweÁvb | g#bvaÿwbweÁvb)

#### 16.11.1 Credit Hours: 04

#### 16.11.2 Course Description

This course affords a theoretical study of the domain of hearing science and psychoacoustics. The long-term goal of the course is for students to understand the basic aspects of these two branches of communication disorders. This course is designed to cover core concepts, theories and methods of hearing sciences and psychoacoustics.

### 16.11.3. Course Objectives

This course will enable students to:

1. demonstrate an understanding of basic issues and queries related to hearing science and psychoacoustics;
2. demonstrate an ability to analyze and discuss topics, theories and methods of these two branches;
3. demonstrate an ability to apply theories and methods of these two branches in communication disorders.

### 16.11.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature, structures and importance of hearing science and psychoacoustics;

*CILO2. Apply* syntactic theories and methods of these two branches in communication disorders;

*CILO3. Demonstrate a clear understanding* of the roles these two branches in the context of speech and language disorders.

### 16.11.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.11.6 Course Content

#### 1. *Hearing Science*

60

Hearing Science and auditory phonetics:

Definition, relation, goal and scope

Fundamentals of Sound: auditory acoustics perspective

Anatomy and physiology of the auditory system

The middle ear

The inner ear

Measurement principles and the nature of hearing

#### 2. *Psychoacoustics*

40

Psychoacoustics: definition, goal, scope

Hearing area

Information processing in the auditory system

Pitch and pitch strength

Loudness

Sharpness and sensory pleasantness

Rhythm

Bineural hearing

### 16.11.7 References

Ando, Y. & Cariani, P. (eds.). (2009). *Auditory and Visual Sensation*. New York: Springer



- Flemming, E.S. (2002). *Auditory Representations in Phonology*. New York & London: Routledge
- Gelfand, S.A. (2004). *Hearing: An introduction to psychological and physiological acoustics*. New York: Marcel Dekker
- Gelfand, S. A. (2009). *Essentials of Audiology*. New York: Thieme medical publishers
- Greenberg, S., Ainsworth, W.A., Popper, A.N. & Fay, R.R. (2004). *Speech Processing in the Auditory System*. New York: Springer
- Howard, D.M.& Angus, J. (2006). *Acoustic and Psychoacoustics*. London: Elsevier
- Martin, E.N. & Clark, J.G.(2009). *Introduction to Audiology*. Boston: Allyn & Bacon
- Martin, M. (ed.).(1987). *Speech Audiometry*. London: Taylor & Francis
- Sahley, T. L., & Musiek, F. E. (2014). *Basic Fundamentals in Hearing Science*. USA: Plural Pub Incorporated
- Schnupp, J., Nelken, I. & King, A. (2011). *Auditory Neuroscience*. Cambridge, MA: The MIT Press
- Yost, W.A., (2007). *Fundamentals of Hearing: An Introduction*. San Diego: Academic Press
- Zimlin, W.R. (1997). *Speech and hearing science: Anatomy and physiology*. Boston: Allyn & Bacon
- Zwicker, H.F.E.(2007). *Psychoacoustics Facts and Models*. Berlin: Springer
- Warren, R.M. (2008). *Auditory Perception An analysis and synthesis*. Cambridge University Press

## 16.12 Course Number and Title

BSLP. 2304: ICT for Communication Disorders  
(Z\_ " I †hvMv†hvM cÖhyw<sup>3</sup> Ges †hvMv†hvM ^eKj")

### 16.12.1 Credit Hours: 04

### 16.12.2 Course Description

This course provides both a theoretical and practical study of the domain of information and communication technology (ICT). The long-term goal of the course is for students to understand theories, models and techniques used in ICT. This course is designed to cover core as well as advanced concepts of ICT with special reference to communication disorders.

### 16.12.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to ICT;
2. demonstrate an ability to analyze and discuss theories, methods and programs of ICT;
3. demonstrate an ability to apply theories and program to design therapy tools for persons with communication disorders.

### 16.12.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the concept, topics and methods of ICT;

*CILO2. Apply* methods and theories of ICT to design different therapy tools used in communication disorders;

*CILO3. Demonstrate a clear understanding* of the roles and value of ICT in communication disorders.

### 16.12. 5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.12.6 Course Content

<i>a. Introduction to ICT</i>	40
Introduction	
Organization of computer: components of system unit, input, output, storage, information and logic, data structure, algorithms, operating systems, operating systems and utility program, application software	
Programming: Preliminary concept, object-oriented program	
<i>b. ICT and communication disorder</i>	30
Introduction	
Necessity of doing ICT in communication Disorders	
Using ICT in different field of communication disorders: autism, aphasia, SLI, dyslexia, dysgraphia, dysarthria, Down syndrome, cerebral palsy etc.	
<i>c. Practical</i>	30
Developing different software and apps for persons with communication disorders to be used in Bangladesh	

### 16.12.7 References

- Clarke, M. & Reeves, S. (2003). *Logic for Computer Science*. Department of Computer Science, University of London & University of Waikato
- ITL Education Solutions Limited. (2006). *Introduction to Information Technology*. India: 1/e, Dorling Kindersley Pvt. Ltd
- Moore, M. & Calvert, S. (2000). Brief Report: Vocabulary Acquisition for Children with Autism: Teacher or Computer Instruction. *Journal of Autism and Developmental Disorders*, Vol. 30, No. 4, 359-362
- Rapaport, W. J.(2015). *Philosophy of Computer Science*. University at Buffalo and The State University of New York
- Wayne, K. & Sedgewick, R. (2003). *An Introduction to Computer Science*. Princeton University
- Willoughby, G. (2006). *Pure Basic - A Beginner's Guide To Computer Programming*. Fegersheim: Aardvark Global Publishing
- +PŠayix, we`y`reiY (2002)| KwxúDUvi | Z\_`cÖhyw<sup>3</sup> Awfavb| KjKvZv: Avb>` cvewjkm© cÖvB†fU wjwgw†UW

### 16.13 Course Number and Title

BSLP. 2405: Sign Language  
(ms†KZ fvlv)

### 16.13.1 Credit Hours: 04

### 16.13.2 Course Description

This course gives a theoretical and practical study of sign language. The long-term goal of the course is for students to understand the basic concepts, theories and techniques using this language. This course is designed to cover basic grammar, lexicon and syntactic pattern of Bangla Sign Language with special emphasis on communication disorders.

### 16.13.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to sign language;
2. demonstrate an ability to analyze and discuss theoretical as well as structural aspects of this language;
3. demonstrate an ability to practice Bangla sign language specially used in the field of communication disorders.

### 16.13.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the nature, structures and functions of sign language;  
**CILO2. Apply** theories and methods to interpret underlying features of Bangla sign language;  
**CILO3. Demonstrate a clear understanding** of the roles and value of sign language in communication disorders.

### 16.13.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.13.6 Course Content

- |                                                                                                                |    |
|----------------------------------------------------------------------------------------------------------------|----|
| 1. <i>Theory and description of sign language</i>                                                              | 50 |
| Sign language: definition, goal, scope                                                                         |    |
| History of sign language                                                                                       |    |
| Types of sign language                                                                                         |    |
| Sign languages of the world: American sign language (ASL), British sign language (BSL), sign languages of Asia |    |
| Sign language and linguistics                                                                                  |    |
| Sing language and nonverbality                                                                                 |    |
| 2. <i>Practicing Bangla sign language</i>                                                                      | 50 |

### 16.13.7 References

- Klima, E. & Bellugi, U. (1979). *The Signs Languages*. New York: Blackwell
- Kyle, J.G. & Woll, B. (1995). *Sign Language: The study of deaf people and their language*. Cambridge: Cambridge University Press
- Liddell, S.K. (2003). *Grammar, Gesture and Meaning in American Sign Language*. Cambridge University Press

- Lucas, Ceil (ed.).(2001). *The Sociolinguistics of Sign Languages*. Cambridge: Cambridge University Press
- Mindess, A. (2004). *Reading between Signs Workbook*. Yarmouth, Maine: Intercultural Press
- Mulrooney, K. (2010). *American Sign Language Demystified*. The McGraw-Hill Companies, Inc.
- Peae, A. (2002). *Body Language*. New Delhi: Sudha Publications (p) Ltd.
- SUTTON-SPENC E, R. & WOLL, B. (2007). *The Linguistics of British Sign Language An Introduction*. Cambridge University Press
- VALLI, C. & LUCAS, C. (2000). *Linguistics of American Sign Language An Introduction*. Washington, D.C.: Gallaudet University Press
- Aviv, jkvb (2008)| ms#KZ fvlvi e"vKiY| XvKv wek,'we"vjq fvlvweÁvb cwÍKv, 1g el© 1g msL"v

## 16.14 Course Number and Title

BSLT. 2406: Psycholinguistics and Clinical Linguistics  
(g#bvfvlvweÁvb I wPwKrmv fvlvweÁvb)

### 16.14.1 Credit Hours: 04

### 16.14.2 Course Description

This course delivers a theoretical study of the domain of syntax. The long-term goal of the course is for students to understand the topics, models and methods used in psycholinguistics and clinical linguistics. This course is designed to cover basic concepts of these two branches of languages with special reference to communication disorders.

### 16.14.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the fundamental issues and queries related to psycholinguistics and clinical linguistics;
2. demonstrate an ability to analyze and discuss core aspects of these two disciplines;
3. demonstrate an ability to apply theories and methods of these two disciplines in communication disorders.

### 16.14.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the nature, characteristics and functions of psycholinguistics and clinical linguistics;
- CILO2. Apply** theories and methods of these disciplines in speech and language pathology;
- CILO3. Demonstrate a clear understanding** of the roles and value of different psycholinguistic and clinical linguistic models and their uses.

### 16.14.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16. 14.6 Course Content

1. *Psycholinguistics*

50

Psycholinguistics: definition, goal, scope  
 Origin and development of psycholinguistics  
 Topics of psycholinguistics  
 Language processing: models of language processing  
 Psycholinguistic methods

2. *Clinical linguistics*

50

Clinical linguistics: definition, goal  
 Scope of Clinical linguistics  
 Clinical linguistics: relation with psycholinguistics and neurolinguistics  
 Clinical linguistics and communication disorders  
 Topics of clinical linguistics

**16.14.7 References**

Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)  
 Ahlesn, E. (2006). *Introduction to Neurolinguistics*. Amsterdam/Philadelphia: John Benjamins  
 Ball, M.J. et al. (eds.).(2008). *The Handbook of Clinical Linguistics*. Malden, MA: Blackwell Publishing Ltd.  
 Cummings, L. (2008). *Clinical Linguistics*. Edinburgh University Press  
 Ingram, J.C.L. (2007). *Neurolinguistics An introduction to spoken language processing and its disorders*. Cambridge University  
 Traxler, M.J. & Gernsbacher, M.A. (eds.). (2006). *Handbook of Psycholinguistics*. London: Elsevier  
 Avwid, nvwKg (2012)| g#bvfvlwveÁvb | evsjvflv| [máúv.iwdKzj Bmjvg, cweÍmiKvi | Ab`vb`] evsjv GKv#Wgx cÖwgZ evsjvflvi e`vKiY (wØZxq LÐ)| XvKv: evsjvGKv#Wgx, c,,. 321-340  
 Avwid, nvwKg | Rvnb, Zvlwn`v (2014)| #hvMv#hvMweÁvb | flvMZ Am½wZ| XvKv: eyKm& #dqvi  
 Avwid, nvwKg | BgwZqvR, gvkiæi (2014)| wPwKrmv flvweÁvb | evsjvflv| XvKv: behyM cÖKvkbx  
 nK, gnvæ§` `vbxDj (1994)| flvweÁvb#bi m~2Zi cÖm½| XvKv: evsjv GKv#Wgx

**16.15 Course Number and Title**

BSLP. 2407: Statistics  
 (cwimsL`vb)

**16.15.1 Credits Hours: 04**

**16.15.2 Course Description**

This course is designed to teach the students basic concepts of statistics. The long-term goal of the course is for students to understand the topics and techniques of statistics as research tool. This course is designed to cover core concepts, theories, and methods of statistics with special reference to communication disorders.

**16.15.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the core issues and queries of statistics;

2. demonstrate an ability to analyze and discuss different linguistics elements with statistical tools;
3. demonstrate an ability to apply theories and methods of statistics in speech and language pathology.

#### 16.15.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the different topics of statistics;

**CILO2. Apply** statistical tools to interpret pathological data of communication disorders;

**CILO3. Demonstrate a clear understanding** of the roles and theories of statistics and their uses.

#### 16.15.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

#### 16.15.6 Course Content

##### 1. Statistics

Statistics: Basic concepts

Measure of variability

Standard score

Theory of probability

Correlation

Variance

Non-parametric statistics

#### 16.15.7 References

Bulter, C.S. (1985). *Statistics in Linguistics*. Blackwell Publishers

Coggon, D. (2003). *Statistics in Clinical Practice*. London: BMJ Books

Oakes, M. P. (1998). *Statistics for Corpus Linguistics*. Edinburgh University Press

Stefan, T. G. (2008). *Quantitative Corpus Linguistics with R: A practical introduction*. Routledge

Woods, A. Fletcher, P & Hughes, A (1986). *Statistics in Language studies*. Cambridge: University Press

Woods, A. (1996). *Statistics in Linguistic Studies*. Cambridge: Cambridge University Press

b~i-Db-bex, G. †K. Gg. (2004)| mvgvwRK cwimsL`vb cwiwPwZ| MvRxyci: evsjv†`k Db¥y³  
wek|we`vjq

#### 16.16 Course Number and Title

BSLP. 2408: Audiology-2: Pediatric Audiology

(kÖæwZZËj-2: wkï kÖæwZZËj)

### **16.16.1 Credit Hours: 04**

### **16.16.2 Course Description**

This course is regarded a very specialized branch of audiology which usually deals with aspects of child hearing and its various features and characteristics. This course will help the student to get knowledge and information of pediatric audiology. Finally, it will also help them to analyze hearing screening, speech audiometry and different hearing test suitable for children.

### **16.16.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the fundamentals of child audiology.
- b. Demonstrate an ability to analyze theories and methods of this special branch of audiology.
- c. Demonstrate an ability to apply skills and techniques to diagnose children suffering from hearing problems.

### **16.16.4 Course Intended Learning Outcomes**

Upon completion of the course students will be able to-

CILO1. Analyze and articulate the nature, features and characteristics of pediatric audiology.

CILO2. Apply theories and methods to explain types as well as causes of this audiology.

CILO3. Demonstrate a clear understanding to properly diagnose children with hearing problems.

### **16.16.5 Course Content**

#### **Unit 1: Hearing impairment of children**

Features, causes, types and risk register

Hearing Loss: Essential Information

#### **Unit 2: Early identification of hearing impairment**

Test of early identification

Interpretation of test result

#### **Unit 3: Methods of Hearing Screening**

Different methods to identify hearing problems

Behavioral methods, Objective methods, method used to screen for CAPD

#### **Unit 4: Hearing test in Neonates and Infants**

Introduction

Behavior observation audiometry

Conditioning techniques

#### **Unit 5: Speech audiometry in children**

Introduction

Modification required while carrying out speech audiometry  
Speech recognition scores

## **Unit 6: Educational and Clinical Management of Hearing Loss in children**

Collaborative Team Management

Communication Approaches for Managing Hearing Loss

Importance of Early Intervention

### **16.16.6 References**

Gerber, S. E. (1996). *The Handbook of Pediatric Audiology*. Gallaudet University Press

Gerber, S.E. (1982). *Audiometry in Infancy*. New York: Grune & Stratton

Madell, J. R. & Flexer, C. (2014). *Pediatric audiology: diagnosis, technology, and management*. New York: Thieme Medical Publishers, Inc.

Martin, F.N. (1978). *Pediatric Audiology*. New Jersey: Prentice Hall

Northern, J. & Downs, M.P. (1991). *Hearing in Children*. Baltimore: Williams & Wilkins

Rossetli, L. (1986). *High risk infants: Identification, assessment and intervention*. Boston: A College Hill Publication.

### **16.17 Course Number and Title**

BSLP. 2409 First Comprehension (theoretical aspects)

[cÖ\_g mev©Z¥K (ZËjxq)]

#### **16.17.1 Credit Hours: 02**

#### **16.17.2 Course Description**

This course gives a scope to evaluate students' comprehensive theoretical knowledge that they have gained from the courses taught from 1<sup>st</sup> semester to 4<sup>th</sup> semester. The long-term goal of the course is to examine the level of their performance in comprehending these courses.

#### **16.17.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the theoretical knowledge attained previously;
2. demonstrate an ability to analyze and discuss basic concepts, theories and methods of previously completed courses;
3. demonstrate an ability to apply these theories and methods in the context of communication disorders.

#### **16.17.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

*CILO1*. **Analyze** and **articulate** the nature, characteristics and importance of previously attended courses;



*CILO2. Apply* theories and methods of different courses to extract the nature of speech and language problems;

### **16.17.5 Course Content**

Contents of all compulsory courses taught from 1<sup>st</sup> semester to 4<sup>th</sup> semester.

### **16.17.6 References**

No reference is specified.

## **16.18 Course Number and Title**

BSLP. 3501: Introduction to Research Methodology  
(M#e!Yv c#wZi f~wgKv)

### **16.18.1 Credits Hours: 04**

### **16.18.2 Course Description**

This course is designed to teach the students fundamentals of research methods. The long-term goal of the course is for students to understand the basics like techniques and procedures help to conduct research projects of communication disorders. This course is designed to cover different core aspects, theories and methods associated with research methods.

### **16.18.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of different issues and queries related to research methodology;
2. demonstrate an ability to analyze and discuss techniques and procedures used to conduct research project;
3. demonstrate an ability to apply theories and methods of research methodology in the context of communication disorders.

### **16.18.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

*CILO1. Analyze* and *articulate* the nature, structures and types of research methodology;

*CILO2. Apply* theories and techniques of research methodology to conduct research projects of communication disorders;

*CILO3. Demonstrate a clear understanding* of the roles and importance of research methodology in the discipline of communication disorders.

### **16.18.5 Course Materials**

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.18.6 Course Content

#### Research Methods

100

Methods and research in Social and Behavioral sciences  
Basic of research  
Types of research: qualitative and quantitative  
Techniques used in qualitative research method  
Techniques of sampling  
Techniques of data collection  
Research design  
Analysis and interpretation  
Ethics in speech and language pathology

### 16.18.7 References

- Body, R. & McAllister, L. (2009). *Ethics in Speech and Language Therapy*. John Wiley & Sons
- Carment, L. (2002). *Scientific thinking in speech and language therapy*. Lawrence Erlbaum Associates, Publishers
- Coggon, D. (2003). *Statistics in Clinical Practice*. London: BMJ Books
- Doehring, (1998). *Research strategies in human communication disorders*. Pro-ed Austin
- Hegde, M. N. (2006). *Clinical Research in Communicative Disorders*. Principles and Strategies. Singular Publishing
- Klippi, A. & Launonen, K. (eds.) (1988). *Research in Logopedics Speech and Language Therapy in Finland*. Clevedon: MULTILINGUAL MATTERS LTD
- Lum, C. (2002). *Scientific Thinking in Speech and Language Therapy*. Mahwah, New Jersey: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
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- Portney, L.G. & Walkins, M. P. (1993). *Foundations of Clinical Research*. Connection: Appleton and Lange
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- Woods, A. Fletcher, P & Hughes, A (1986). *Statistics in Language studies*. Cambridge: University Press
- Woods, A. (1996). *Statistics in Linguistic Studies*. Cambridge: Cambridge University Press

### 16.19 Course Number and Title

BSLP. 3502: Developmental Language Disorders  
(ea@bg~jK l wkifvlv%oeKj')

#### 16.19.1 Credit Hours: 04

#### 16.19.2 Course Description

This course is introduced to provide the students a description of developmental language disorders. The long-term goal of the course is for students to understand the basics features, types and characteristics of these disorders. This course is designed to cover core concepts, theories and methods used to identify various developmental language disorders.

#### 16.19.3 Course objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to developmental language disorders;
2. demonstrate an ability to analyze and discuss features and types of such disorders;
3. demonstrate an ability to apply theories and methods to identify language disorders of children with Bengali and other languages.

#### **16.19.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, types and functions of developmental language disorders;

**CILO2. Apply** different theories and methods to identify such disorders;

**CILO3. Demonstrate a clear understanding** of the roles and functions of techniques and procedures used in this discipline.

#### **16.19.5 Course Materials**

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

#### **16.19.6 Course Content**

Developmental language disorders (DLD): definition, concept, scope  
 Etiology of Developmental Language Disorders  
 DLD and child language disorders: similarities and dissimilarities  
 SLI: features, cause, characteristics, assessment and intervention  
 Environmental factors in Developmental Language Disorders  
 Articulation and Phonological Disorders  
 Morphological Disorders  
 Grammatical Disorders  
 Syntactic Disorders  
 Semantic and Pragmatic Disorders  
 Multiple disabilities  
 Assessment and Management of DLD  
 Methods, procedures, cross-cultural consideration

#### **16.19.7 References**

- Adams, C. Brown, R. and Edwards, M. (1999). *Developmental disorders of language*  
 London: Whurr Publishers Ltd.
- Fletcher, H. & Miller, J.F. (2005). *Developmental Theory and Language Disorders*.  
 Amsterdam/Philadelphia: John Benjamins Publishing Company
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- Verhoeven, L. & van Balkom, H. (2004). *Classification of developmental language disorders: theoretical issues and clinical implications*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

## 16.20 Course Number and Title

BSLP. 3503: Audiology-3: Hearing Disorders and Aural Rehabilitation  
(kÖæwZZËj-2: kÖæwZ%œKj" | kÖæwZ cybe@vmb)

### 16.20.1 Credit Hours: 04

### 16.20.2 Course Description

This course is intended to make familiar the students with characteristics, causes and types of hearing disorders and their possible treatments. In this course, they will learn theories and methods which will help to explain types and causes of hearing disorders and, finally, how the person with hearing disorders will be given proper rehabilitation.

### 16.20.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the different issues and queries related to hearing disorders;
2. demonstrate an ability to analyze and discuss possible treatment of such disorders;
3. demonstrate an ability to apply treatment procedures to get rid of hearing disorders.

### 16.20.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the nature, characteristics and types of hearing disorders;
- CILO2. Apply* possible treatments to overcome these disorders;
- CILO3. Demonstrate a clear understanding* of the roles and usefulness of aural rehabilitation in the context of hearing disorders.

### 16.20.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.20.6 Course Content

#### 1. Hearing Disorders

Hearing disorders: definition, cause and scope

50

Auditory System and Related Disorders  
 Hearing test  
 Hearing loss  
     Types, causes, characteristics, implications  
 Nonorganic hearing loss  
 Infants, toddlers and adults with hearing loss  
 School age children with hearing loss  
 Effects of hearing loss on the development of auditory function and speech

2. *Aural Rehabilitation* 50

(Theory-30 + Practical-20)

Aural Rehabilitation: concept, goal and scope  
 Assessment of Infants and Children  
 Tests for Audiological Diagnosis: Behavioral and audiological screening, test environment  
 Pure Tone Audiometry and speech audiometry  
 Cochlear Implants  
 Audiological management and auditory training  
 Auditory-Verbal (AV) and Auditory-Oral (AO) Practice  
 Auditory-Verbal Techniques and Implementation  
 Personal hearing devices and aids  
 Altering devices  
 Audiologic habilitation and rehabilitation

**16.20.7 References**

- Clark, J.G & English, K.E. (2004). *Audiologic Counseling: Helping patients and families adjust to hearing loss*. Boston: Allyn & Bacon  
 Dillon, H. (2001). *Hearing Aids*. New York: Thieme  
 Glickman, N. (2009). *Cognitive-Behavioral Therapy for Deaf and Hearing Persons with Language and learning Challenges*. New York and London: Routledge  
 Martin, E.N. & Clark, J.G. (2009). *Introduction to Audiology*. Boston: Allyn & Bacon  
 Oyiborhoro, J.M.A. (2005). *Aural Rehabilitation for People with Disabilities*. Elsevier Academic Press  
 Sandlin, R.E. (2000). *Textbook of hearing aid amplification: Technical and clinical considerations*. San Diego, CA: Singular  
 Stach, B.A. (2010). *Clinical Audiology: An introduction*. Clifton Park, NY: DELMAR Cengage Learning  
 Tyler, R.S (ed.).(2000). *Cochlear implants: Audiological foundations*. San Diego, CA: Singular

**16.21 Course Number and Title**

BSLP. 3504: Neuro-Developmental Language Disorders  
 ( œvqyweKvkMZ fvlv ^eKj”)

**16.21.1 Credit Hours: 04**

### **16.21.2 Course Description**

The goal of this course is to introduce the growing knowledge of what is known about neuro-developmental disorders. The course will present an overview of characteristics, diagnostic criteria, assessment and intervention of different neuro-developmental disorders, particular focus will be on ASD, down syndrome, Attention deficit and cerebral palsy.

### **16.21.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding to compare and contrast the behavioral explanations of individuals suffering from neuro-developmental disorders.
- b. Demonstrate and ability describe the diagnostic criteria of children with these disorders.
- c. Demonstrate and ability apply assessment tools to treat these disorders.

### **16.21.4 Course Intended Learning outcome**

Upon completion the students will be able to-

CILO1. Independently assess and treat the individual with neuro-developmental disorders.

CILO2.critically analyze the current evidence base for taking proper decision.

CILO3. demonstrate innovation in creating comprehensive assessment and intervention tools.

### **16.21.5 Course Materials**

The following are two sets of course materials-

First, a collection of presentation slides will be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to provide additional discussion of the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.21.5 Course Contents**

Overview of Neuro-developmental Disorders: definition, types, prevalence following DSM-5

#### **Autism Spectrum Disorders (ASD)**

Causes and characteristics of ASD: DSM-5

Psychiatric diagnosis and Autism

Assessment of ASD

Language disorders of children with ASD

Interventions approaches: computer base intervention, social stories, video modeling and others

Contemporary debate and priorities in autism theory and practice  
(e.g. Autism vs social-cognitive disorders)

#### **Attention Deficit/ Hyperactive Disorder (ADHD)**

Causes and Sign

Diagnosis of ADHD

Speech and Language issues of ADHD

ADHD management strategies

### **Down Syndrome**

Definition and Characteristics

Down Syndrome and Language Development

Speech and language issues of DS

DS assessment approaches

Treatment approaches

### **Cerebral Palsy**

Causes and Sign

Possible Associated Disturbances

Impact of CP on Motor control for speech production

CP speech error and characteristics

CP diagnosis and management

### **Evidence Base Practice (EBP) for neuro-developmental disorders**

Social and cultural issues

Parent Involvement and Comprehensive treatment approaches

Adolescent and neuro-developmental disorders

### **16.21.7 References**

- Accardo, P. J., & Accardo, P. J. (2000). *Attention Deficits and Hyperactivity in Children and Adults: Diagnosis, Treatment, Management*. Marcel Dekker.
- American Psychiatric Association. (2015). *Neurodevelopmental Disorders: DSM-5® Selections*. American Psychiatric Pub.
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- Baker, D. L., Miller, E., Dang, M. T., Yaangh, C. S., & Hansen, R. L. (2010). Developing culturally responsive approaches with Southeast Asian American families experiencing developmental disabilities. *Pediatrics*, 126(Supplement 3), S146-S150.
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- Chapman, R.S. & Hesketh, L.J. (2001). Language, cognition, and short-term memory in individuals with Down syndrome. *Down Syndrome Research and Practice*, 7, 1-7.
- Chawarska, K. & Volkmar, F.R. (eds.).(2008). *Autism Spectrum Disorders in Infants and Toddlers Diagnosis, Assessment and Treatment*. New York and London: The Guildford Press
- Howlin, P., Gordon, K.R., Pasco, G., Wade, A., & Charman, T. (2007). The effectiveness of Picture Exchange Communication System (PECS) training for teachers of children

- with autism: a pragmatic randomised controlled trial. *Journal of Child Psychology & Psychiatry*, 48, 473-481.
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- Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental psychology*, 49(1), 45.
- Papavasiliou, A. S. (2009). Management of motor problems in cerebral palsy: a critical update for the clinician. *European journal of paediatric neurology*, 13(5), 387-396.
- Patel, D.R., Greydanus, D.E., Omar, H.A. & Merrick, J. (2011). *Neuro-developmental Disabilities-Clinical care for children and young adults*. New York: Springer
- Rosenbaum, P. (2003). Cerebral palsy: what parents and doctors want to know. *Bmj*, 326(7396), 970-974. *Academy of Child & Adolescent Psychiatry*, 35(5), 579-587.
- Tager-Flusberg, H. (2009). Atypical Language Development: Autism and Other Neuro-developmental Disorders. In Hoff, Erika and Shatz, Marilyn (eds.) *Blackwell Handbook of Language Development*. Oxford: Wiley-Blackwell. 432-453
- Wilson, J. M., & Marcotte, A. C. (1996). Psychosocial adjustment and educational outcome in adolescents with a childhood diagnosis of attention deficit disorder. *Journal of the American*
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 cÖKvkbx

## 16.22 Course Number and Title

BSLP.3505: Clinical Practicum-1: Pediatrics and Audiology  
 (wk-wbK wkjvbwewk-1: wkišivM | kÖæwZZËj)

### 16.22.1 Credit Hours: 04

### 16.22.2 Course Description

This course provides a practical experience of speech and language disorders associated with pediatrics and audiology. The long-term goal of the course is for students to gain practical skills by observing persons with above disorders in clinical setup. This course is designed to learn techniques and procedures used in the context of hearing as well as developmental language therapy.

### 16.22.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the clinical issues and queries related to therapy of audiology and developmental language disorders;
2. demonstrate an ability to analyze and discuss core aspects of such therapy;
3. demonstrate an ability to apply techniques and procedure of such therapy in relevant context.

### 16.22.4 Course Intended Learning outcome

At the end of this practicum the students will be able to—

1. Acquire knowledge of the facilities and activities of the clinical set up.



2. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage.
3. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

#### **16.22.5 What to do**

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with hearing and developmental language disorders.

#### **16.22.6 Required Assignment**

1. Assess 6 clients with hearing and developmental language disorders.
2. Offer therapy for these patients.

#### **16.23 Course Number and Title**

BSLP. 3606: Medical Technology and Assessment in Speech and Language Pathology  
(wPwKrmv c<sup>a</sup>hyw<sup>3</sup> l †ivMwbY©q c×wZ: evPb l

fv\vc¨v\_jwR))

##### **16.23.1 Credit Hours: 04**

##### **16.23.2 Course Description**

This course is introduced to provide students different methods and techniques of medical technology used to diagnose pathological linguistic data. In this course students, will learn various appropriate diagnostic methods and techniques of analysis to make the data suitable for further interpretation.

##### **16.23.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the fundamental issues and queries related to medical technology;
2. demonstrate an ability to analyze and discuss core aspects of such technology relevant to speech and language disorders;
3. demonstrate an ability to apply techniques and procedures of medical technology in the context of communication disorders.

##### **16.23.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the nature, structures and types of medical technology associated with speech and language disorders;
- CILO2. Apply* techniques and methods of this technology in the field of communication disorders;
- CILO3. Demonstrate a clear understanding* of the roles and functions of medical technology in speech and language disorders.

##### **16. 23.5 Course Materials**

The main course material can be distributed into three sets:

- First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### **16.23.6 Course Content**

Diagnostic method: introduction and concept

Importance of diagnostic method in speech and language therapy

Medical technology and pathological linguistic data

Necessity, relation, neurohistorical procedures

Techniques of speech processing and analysis

Tools and techniques for diagnostic methods

Event related potentials (ERP) techniques

Behavioral measures (Dichotic listening)

Magnetic Imaging (MRI, fMRI, MEG)

Electrophysiological procedures (evoked potentials, EEG, EMG etc)

Imaging of brain metabolism (RCBF, SPECT, PET etc)

CSF studies

Tachistoscopic presentation

Laryngeal stroboscopy

### **16.23.7 References**

Daube, J.R. Rubin, D.I. (2009). *Clinical Neuropsychology*. Oxford University Press

Devinsky, O.& D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press

Hall, J. W. (1992). *Handbook of Auditory evoked responses*. Massachusetts: Allyn& Bacon

Handy, T.C. (ed.) (2005). *Event-Related Potentials A Methods Handbook*. Cambridge: The MIT Press

Millman. II (1972). *Integrated Electronics*. Tokyo: McGraw Hill

Oppenheim and Schafer .(1989). *Digital signal processing*. New Delhi: Prentice Hall of India

Rabinette, M. S. & Slanke. L. L. (eds.).(1997). *Otoacoustic emissions Clinical applications*. New York: Thicme.

Sekerina, I.A. Fernández, E.M. & Clahsen, H. (2008). *Developmental Psycholinguistics*. Amsterdam / Philadelphia: John Benjamins Publishing Company

Silverman, D.H.S. (2009). *PET in the Evaluation of Alzheimer's Disease and Related Disorders*. New York: Springer

### **16.24 Course Number and Title**

BSLP. 3607: Neurogenic Communication Disorders

(<sup>ˆ</sup>œvqyNwUZ msÁvcb ^eKj<sup>ˆ</sup>)

#### **16.24.1 Credit Hours 04**

#### **16.24.2 Course Description**

This course is introduced to provide the students a description of neurogenic or acquired language disorders. The long-term goal of the course is for students to understand the basics of acquired language disorders and its associated features and types. This course is designed to provide pragmatic therapy of these disorders too.

### 16.24.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of types, features and symptoms of neurogenic communication disorders;
2. demonstrate an ability to analyze and discuss core aspects of this acquired disorders;
3. demonstrate an ability to apply methods and techniques this disorder to identify Bengali patients.

### 16.24.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, characters and types of different neurogenic communication disorders;

**CILO2. Apply** the procedure and techniques to extract Bengali persons with this disorder;

### 16.24.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.24.6 Course Content

Neurogenic language disorders: definition, goal, scope

Essential features of neurogenic language disorders

Types of brain injury: stroke, TBI, trauma

Types of neurogenic language disorders

Aphasia and aphasiology

Definitions, characters, history

Types of aphasia

Linguistics impairments of aphasia

Investigations and assessment procedures

Management and rehabilitation

Other neurogenic language disorders

Dyslexia, Dysgraphia

### 16.24.7 References

Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)

DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press

Duchan, J. F. and Byng, S. (2004). *Challenging Aphasia Therapies*. Psychology Press

Goodglass, H. (1993). *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.

MODY, M. & SILLIMAN, E.R. (2008). *Brain, Behavior and Learning in Language and Reading Disorders*. New York and London: The Guildford Press

Papathanasiou, I., Coppens, P. & Potagas, C. (2013). *Aphasia and Related Neurogenic Communication Disorders*. Burlington, MA: Jones & Bartlett Learning

PARADIS, M. (ed.) (1998). *Pragmatics and Neurogenic Communication Disorders*. Pergamon

Paradis, M.(ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.

Peach, R.K. & Shapiro, L.P. (2012). *Cognition and Acquires Language Disorders An information processing approach*. Elsevier Mosby

Whitaker, A.H., (ed.) (1997). *Agrammatism*. California: Singular Publishing Group Inc.

Whitworth A. Webster J. & Howard D. (2005). *Assessment & Intervention in Aphasia*. Psychology Press

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## 16.25 Course Number and Title

BSLP. 3608: Clinical Phonetics and Motor Speech Disorders  
(wPwKrmv aÿwbweÁvb I †cwk-mÂvjK evPb ^eKj")

### 16.25.1 Credit Hours: 04

### 16.25.2 Course Description

This course is concerned about the study of speech disorders caused by disability of motor speech organs. The long-term goal of the course is for students to learn the characteristics, types, causes and classifications of different motor speech disorders and related pathological phonetic features. This course is designed to cover basic concepts of clinical phonetics to transcribe pathological speech data of patients too.

### 16.25.3 Course objectives

This course will enable students to:

1. demonstrate an understanding of the nature, scope and basic concepts of motor speech disorders;
2. demonstrate an ability to analyze and discuss core aspects of this disorders;
3. demonstrate an ability to transcribe pathological speech data of patients with speech and language disorders.

### 16.25.4. Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, structures and functions of motor speech disorders;

**CILO2. Apply** different theories and methods to unfold nature and types of Bengali patients with of motor speech disorders;

**CILO3. Demonstrate a clear understanding** of transcribing speech data of these patients.

### 16.25.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.25.6 Course Content

## 1. *Clinical Phonetics*

50

### Clinical Phonetics

Characteristics and basic properties

Transcribing phonetic data

Transcribing disordered speech

Articulatory instrumentation

Articulatory analysis of disordered speech

Acoustic instrumentation

Acoustic analysis of disordered speech

Auditory and perceptual instrumentation

Auditory and perceptual analysis of disordered speech

IPA for transcribing pathological speech

## 2. *Motor Speech Disorders*

50

Motor speech disorder: definition, characteristics

Causes of motor speech disorders

Models of speech processing in motor speech disorders

Types of motor speech disorders

Dysarthria

Characteristics; assessment; differential diagnosis; management-

(Prosthetic, surgical, medical and Behavioral–facilitatory and compensatory)

Issues related vegetative therapy/sensory motor training for oral musculature

Role of AAC in dysarthria

Apraxia

Characteristics; assessment; differential diagnosis; management

Acquired apraxia of speech for adults

Children apraxia of speech

Current issues and trends regarding apraxia prognosis

Role of AAC in apraxics

### 16.25.7 References

Ball, M, J. and Lowry O. M. (2001). *Methods in Clinical Phonetics*. London and Philadelphia: Whurr Publishers.

Caruso. F. J. and Strand, E. A. (1999). *Clinical management of motor speech disorders in children*. New York: Thieme

Crary, M. (1993). *Developmental Motor Speech Disorders*. London: Whurr/San Diego: Singular

Duffy, J.R (2005). *Motor Speech Disorders: substrates, differential diagnoses and management*. Second edition. St. Louis: Elsevier Mosby.

G. G. Weismer (ed). (2007). *Motor Speech Disorders: Essays for Ray Kent*. San Diego: Plural Publishers.

Marquardt. T. P. (1982). *Acquired Neurogenic Disorders*. New Jersey: Prentice-Hall, Inc.

Massenet. al (ed.) (2004). *Speech Motor Control in normal and disordered Speech*. New York: Oxford University Press

Rothi, G. J. I. & Heilman, K. M. (eds.) (1997). *Apraxia of Speech in Adults*. San Diego: Singular Publishing Group

Yorkston, K.M. et al (2010). *Management of motor speech disorders in children and adults*. Austin, Tex.: Pro-Ed.

## **16.26 Course Number and Title**

BSLP. 3609: Clinical Practicum-2: Neurology  
(wk-wbK wkÿvbwewk-2: ̄œvqyZËj)

### **16.26.1 Credit Hours: 04**

### **16.26.2 Course Description**

This course provides a practical experience of speech and language disorders associated with neurology. The long-term goal of the course is for students to gain practical skills by observing persons with above disorders in clinical setup. This course is designed to learn techniques and procedures used in the context of hearing as well as developmental language therapy.

### **16.26.3 Course Objectives**

This course will enable students to:

4. demonstrate an understanding of the clinical issues and queries related to therapy of different acquired language disorders;
5. demonstrate an ability to analyze and discuss core aspects of such therapy;
6. demonstrate an ability to apply techniques and procedure of such therapy in relevant context.

### **16.26.4 Learning outcome**

At the end of this practicum the students will be able to—

4. Acquire knowledge of the facilities and activities of the clinical set up.
5. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage.
6. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

### **16.26.5 What to do**

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with acquired language disorders.

### **16.26.6 Required Assignment**

3. Assess 6 clients with acquired language disorders.
4. Offer therapy for these patients.

## **16.27. Course number and Title**

BSLP. 4701: Alternative and Augmentative Communication  
(weKí l mnvqK msÁvcb)

### **16.27.1 Credit Hours: 04**

### **16.27.2 Course Description**

This course provides both a theoretical and practical study of the domain of different forms of communication. The long-term goal of the course is for students to understand various assistive communication forms suitable for persons with severe speech and language

disorders. This course is designed to cover basic concepts, forms and techniques of alternative and augmentative communications.

### 16.27.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the structure and types of alternative and augmentative communication;
2. demonstrate an ability to analyze and discuss core aspects of such communication;
3. demonstrate an ability to apply appropriate communication modalities for the patients with severe speech and language disorders.

### 16.27.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, structures and functions of alternative and augmentative communications;

**CILO2. Apply** pragmatic communication modalities for Bengali patients with speech and language disorders;

**CILO3. demonstrate a clear understanding** of the theories and methods of these communication in the context of Bengali.

### 16.27.5 The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.27.6 Course Content

#### *a. Theoretical aspects*

60

Augmentative and Alternative Communication (AAC): definitions, goal and scope

Overview of Augmentative Communication Systems Terminology Components: aids, symbols, techniques, and strategies

Identifying appropriate candidates for AAC

Cognitive hierarchy for various symbols and considerations for symbol selection and layout

Access Methods

Message Storage and Retrieval Methods

Acceleration Techniques

Prediction Strategies

The Assessment Process

Components of an Assessment

Considerations for Selection

Training and Follow Up

Features of AAC Devices

The AAC System

Electronic Communication Device Features

Electronic Communication Device Examples

Matching Systems to People

AAC Strategies for Children with Developmental Disabilities

The Decision to Implement AAC

Developmental Apraxia of Speech

Autism and Pervasive Developmental Disorders  
Dysarthria

**16.27.7 References**

- Fidopiastis, C.M. & Schmorow, D.D. (2011). *Foundations of Augmentative Cognition*. Berlin: Springer
- Ganz, J.B. (2014). *Aided Augmentative Communication for Individuals with Autism Spectrum Disorders*. New York: Springer
- Glennan, S. & DeCosta, D. (1997). Augmentative and Alternative Communication Systems. In *Handbook of Augmentative and Alternative Communication*. San Diego, California: Singular Publishing Group, Inc.
- Smith, M. (2005). *Literacy and Augmentative and Alternative Communication*. London: Elsevier Academic Press
- Spears, C. L. & Turner, V. L. (2011). *Rising to New Heights of Communication and Learning for Children with Autism*. London and Philadelphia: Jessica Kingsley Publishers

**16.28. Course number and Title**

BSLP. 4702: Stuttering and Other Fluency Disorders  
(†ZvZjvgx | Ab“vb” mvejxZv ^eKj”)

**16.28.1 Credit Hours: 04**

**16.28.2 Course Description**

This course is designed to provide the students a description of stuttering and other fluency disorders. The long-term goal of the course is for students to understand the basics of the above disorders. This course is designed to learn the characteristics, types, causes and classifications of different fluency disorders along with stuttering.

**16.28.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the characteristics, classifications and cause of stuttering and fluency disorders;
2. demonstrate an ability to analyze and discuss core aspects of these disorders;
3. demonstrate an ability to apply theories and methods of these disorders in the context of Bengali.

**16.28.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the nature, structures and functions of stuttering and fluency disorders;
- CILO2. Apply** methods and techniques to improve stuttering and fluency disorders of Bengali patients;
- CILO3. demonstrate a clear understanding** of the roles and value associated with the above disorders.



### 16.28.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.28.6 Course Content

<i>1. Introduction to fluency disorders</i>	25
Fluent speech: Dimensions, factors, theoretical constructs	
Fluency disorders: Definition, goal, scope	
Anatomy and physiology of fluency disorders	
<i>2. Stuttering</i>	50
Stuttering defined	
Linguistics, auditory processing, articulatory dynamics, laryngeal dynamics, prosodic, speech motor control viewpoints in stuttering	
The biology and sociology of stuttering	
Who stutters?	
Severity of stuttering –theoretical foundations and methods	
Searching for a cure	
Assessment and diagnosis	
Efficacy measurements in stuttering therapy	
Spontaneous recovery	
Prevention, relapse of stuttering and related issues	
Review of therapy in stuttering and recent advances in evidence based management of children and adults with stuttering	
<i>3. Other fluency disorders</i>	25
Types of fluency disorders: developmental, childhood, adult	
Nature, characteristics, differential diagnosis, and current status of:	
Normal non-fluency	
Cluttering	
Neurogenic stuttering	
Drug-Induced stuttering	

### 16.28.7 References

- Curlee, R.F. and Siegel, G.M. (1996). *Nature and treatment of stuttering*. Boston: Allyn and Bacon
- Guitar, B. (1998). *Stuttering. An integrated approach to its nature and treatment*. Williams & Wilkins.
- Howell, P. & Van Borsel, J. (2011). *Multilingual Aspects of Fluency Disorders*. Bristol: MULTILINGUAL MATTERS
- Nathan, L. (2003). *Understanding Stuttering*. Jackson: University Press Mississippi
- Onslow, M. & Packman, A. (1999). *The handbook of early stuttering intervention*. Singular pub. Group.
- Onslow, M. (1997). *Behavioral management of stuttering*. Singular Press

- Schwartz, H.D. (1999). *A primer for stuttering therapy*. Boston: Allyn and Bacon
- Shapiro, D. (1999). *Stuttering intervention. A collaborative journey to fluency freedom*. Pro-Ed, Austin, Texas
- Yairi, E.S. & Ambrose, N. (2005). *Early childhood stuttering. For clinicians by clinicians*. Pro-Ed, Austin, Texas

## 16.29 Course Number and Title

BSLP. 4703: Voice Disorders and Dysphagia  
(<sup>^</sup>^i ^eKj" | MjvatKiY mgm"v)

### 16.29.1 Credit Hours: 04

### 16.29.2 Course Description

This course provides both a theoretical and practical study of the domain of voice disorders and dysphagia. The long-term goal of the course is for students to understand the basics of these disorders. This course is designed to learn types, causes and symptoms of various voice disorders and swallowing problems, and the techniques to easily identify these.

### 16.29.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic issues and queries related to voice disorders and dysphagia;
2. demonstrate an ability to analyze and discuss core aspects of the above disorders;
3. demonstrate an ability to apply theories and methods related with these disorders in the context of Bengali.

### 16.29.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the nature, structures and functions of voice disorders and dysphagia;

**CILO2. Apply** theories and methods of these disorders in the context of Bengali;

**CILO3. Demonstrate a clear understanding** of the cause and effects of these disorders.

### 16.29.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.29.6 Course Content

#### a. Voice Disorders

50

Anatomy and physiology of laryngeal system

Models of vocal fold vibration

Development of vocal fold

Mechanical properties of the vocal fold

Voice evaluation: perceptual and instrumental

Aerodynamic tests-vital capacity, mean airflow rate, maximum duration of sustained blowing  
 Measurement of vocal fold vibration  
 Pathophysiological changes in different voice disorders  
 Different types of voice disorders  
     Pediatric voice disorders  
     Neurogenic voice disorders  
     Endocrinal voice disorders  
 Laryngectomy  
 Pathophysiology of larynx  
 Treatment-medical, surgical and therapeutic  
 Rehabilitation team of Laryngectomy  
 Consideration in rehabilitation  
 Acoustic, perceptual and physiological aspects of alaryngeal speech  
 Factors influencing intelligibility of alaryngeal speech

*b. Dysphagia*

50

Dysphagia – Anatomical & Maturational considerations, Role of respiration. Physiology of suck-swallow-breath sequence, overview of phases of swallowing, Development of feeding skills, Alternate methods of nutritional intake  
 Normal swallowing and abnormal swallowing  
 Disorders of swallowing in children and adults  
 Etiological classification: Medical, GI tract, respiratory, CNS/PNS damage, cardiac effects, structural, abnormalities and iatrogenic.  
 Assessment – Clinical examination, subjective evaluation of swallow function, feeding skills, GERD. Objective methods – Radiological and Instrumental evaluation  
 Multidisciplinary management of dysphagia– Issues and concerns, Medical and Non-medical treatment

**16.29.7 References**

- Baken, R. J. (1996). *Clinical Measurement of Speech and Voice*. California: Singular Publishing Group Inc.
- Boone, D. R., McFarlane, S. C. & Von Berg, S. L. (2005). *Voice and Voice Therapy*. Boston: Allyn and Bacon
- BUTCHER, P, ELIAS, N. & CAVALLI, L. (2007). *Understanding and Treating Psychogenic Voice Disorders A CBT Framework*. Chichester: John Wiley & Sons Ltd
- Casper, J. K. and Colton, R. H. (1993). *Clinical Manual for Laryngectomy and Head and Neck Cancer Rehabilitation*. California: Singular Publishing Group Inc.
- Johnson, A. F. and Jakobson, B. H. (1998). *Medical Speech-Language Pathology*. New York and Stuttgart: Theime
- Perlman, A., and Schulze-Delrieu, K. (ed.). (2003). *Deglutition and Its Disorders: Anatomy, Physiology, Clinical Diagnosis, and Management*. Clifton Park, NY: Thomson Delmar Learning
- Rubin, J. S., Sataloff, R. T., Korovin, G. S. and Gould, W. J. (1995). *Diagnosis and Treatment of Voice Disorders*. NY:IGAKU-SHOIN Medical Publishers, Inc.

- Sataloff, R. T., Eller, R. T. and Hawkshaw, M. (2007). *Atlas of Laryngoscopy*. California: Plural Publishing, Inc.
- Satalof, R. T., Mandel, S, and Abaza, M. (2006). *Laryngeal Electromyography*. California: Plural Publishing, Inc.
- Titze, I. R. (1994). *Principles of Voice Production*. NJ: Prentice Hall, Inc.
- Yorkston, K.M., Miller, R.M., & Strand, E.A. (1995). *Management of Speech and Swallowing in Degenerative Diseases*. Tucson, Arizona: Communication Skill Builders

### **16.30 Course Number and Title**

BSLP. 4704: Clinical Practicum-3: Vocology  
(wK-wbK wkÿvbwewk-3: ^iZËj)

#### **16.30.1 Credit Hours: 04**

#### **16.30.2 Course Description**

This course is designed to give students a practical experience of speech and language disorders related to voice problem and dysphagia. Students of this course will go to the respective clinic or hospital to encounter the patients of Dysphagia and voice disorders with a view to getting practical experience of theories and information they have learnt in the classroom.

#### **16.30.3 Course Objectives**

Upon completion of this practical course, students will be able to-

- a. identify the causes of given speech and language disorders;
- b. diagnose people who are suffering from these impairments;
- c. provide appropriate therapy and treatment modules of these disorders.

#### **16.30.4 Learning outcome**

At the end of this practicum the students will be able to—

1. Acquire knowledge of the facilities and activities of the clinical set up.
2. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage in discussion.
3. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

#### **16.30.5 What to do**

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with Dysphagia and voice disorders.

#### **16.30.6 Required Assignment**

5. Assess 6 clients with Dysphagia and voice disorders.
6. Offer therapy for these patients.

### **16.31 Course Number and Title**

BSLP. 4805: Professional Development: Therapy and Treatment  
(†ckvMZ Dbœeqb: †\_ivwc l wPwKrmv)

### **16.31.1 Credit Hours: 04**

### **16.31.2 Course Description**

This course provides both a theoretical and practical study of the domain of therapy and treatment. The long-term goal of the course is for students to provide the basic knowledge and information of possible therapy and treatment of different speech and language disorders. This course is designed to learn theories and methods of various therapies and treatments to be applied to patients with speech and language disorders.

### **16.31.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the basic issues and queries related to therapy and treatment;
2. demonstrate an ability to analyze and discuss core aspects of therapy and treatment with special reference to speech and language disorders;
3. demonstrate an ability to apply theories and methods of therapy and treatment.

### **16.31.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature and types of therapy and treatment;

*CILO2. Apply* different forms and techniques of therapy and treatment with special reference to speech and language disorders.

*CILO3. Demonstrate a clear understanding* of the roles and value of therapy and treatment in the context of Bengali.

### **16.31.5 Course Materials**

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### **16.31.6 Course Content**

Profession Development: Introduction, goal and scope

Speech and Language therapy and professional development

Speech and Language therapy and therapy & treatment

Ethics of therapy and treatment in speech and language therapy

Various therapies for speech and language disorders

Assessment and treatment of language disorders: Birth to age five

assessment and treatment of language disorders in school aged children and adolescents

assessment procedures in clinical aphasiology

Management of aphasia therapy

Assessment Procedures of various speech and language disorders

Directed Clinical Assistantship

### **16.31.7 References**

Duchan J. F. & Byng S. (2004). *Challenging Aphasia Therapies*. Psychology Press

- Enderby, P., John, A. & Petheram, B. (2006). *Therapy Outcome Measures for Rehabilitation Professionals*. The Atrium, Southern Gate, Chichester: John Wiley & Sons Ltd
- Golper, L.A. C., & Brown, K. (2007). Applying evidence to clinical practice. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology*, 560-576. Clifton Park, NY: Thomson Learning
- Goldstein, S. & Naglieri, J.A. (2009). *Assessing Impairment From Theory to Practice*. New York: Springer
- Goodglass, H. (1993) *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.
- FRIEDBERG, R.D. & MCCLURE, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York nad London: THE GUILFORD PRESS
- Landis, K., Woude, J.V. & Jongsma, A.E.Jr. (2004). *The Speech-Pathology Treatment Planner*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Miller, T. (2007). Professional ethics. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology* (pp. 89-99). Clifton Park, NY: Thomson Learning
- Paradis, M. (ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.
- Wigram, T., Pedersen, I.N. & Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy*. London and Philadelphia: Jessica Kingsley Publishers

### **16.32 Course Number and Title**

BSLP. 4806: Medical Speech-Language Pathology (Theory + Practical)  
 [wPwKrmvevPb-fvlv †ivMZĚj (ZĚixq + e"envwiK)]

#### **16.32.1 Credit Hours: 04**

#### **16.32.2 Course Description**

This course provides both a theoretical and practical study of the domain of medical speech and language pathology. The long-term goal of the course is for students to make familiar with the concept of medical speech-language pathology – a very genre of speech and language therapy. This course is designed to learn not only learn theory and information of this specialized branch, but also get its practical experience.

#### **16.32.3 Course Objectives**

This course will enable students to:

1. demonstrate an understanding of the basic issues and topics related to medical speech-language pathology;
2. demonstrate an ability to analyze and discuss core aspects of the above topics;
3. demonstrate an ability to apply techniques and methods of medical speech-language pathology in the context of Bengali.

#### **16.32.4 Course Intended Learning Outcomes**

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate** the nature, structures and functions of medical speech-language pathology;
- CILO2. Apply** theories and methods of these aspects in the context of Bengali;
- CILO3. Demonstrate a clear understanding** of the topics of medical speech-language pathology.

### 16.32.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.32.5 Course Content

#### *a. Theoretical aspects*

50

Types of speech-language pathology

Introduction to Medical speech-language pathology

Speech-language pathology in medical settings

Communicating information and record keeping

Vital signs and Physical examination

Mental status and neurologic examination

Nutrition, Hydration and Swallowing

Medical Genetics

Imaging Studies and Radiologic Oncology

Infectious disease and infection control

Neurogenic and Psychiatric disorders

Surgeries and other procedures

Rehabilitation Medicine and Geriatrics

Otolaryngology and the speech-language pathologist

Current issues in Health Care Delivery and the Speech-Language Pathologist

#### *b. Practical*

50

(Every student will be placed to the respective clinic or hospital to get practical experience of any of the above topics, and finally write a report of this experience.)

### 16.32.5 References

Johnson, A.J. & Jacobson, B. H. (1998). *Medical Speech-Language Pathology: A Practitioner's Guide*. New York and Stuttgart: Thieme

Golper, L. A. C. (2010). *Medical Speech-Language Pathology: A Desk Reference*. Clifton Park, NY: Delmar Cengage Learning

Miller, RM, & Gorher, ME (1990). *Medical Speech Pathology*. Rockville, MD: Aspen Publisher

### 16.33 Course Number and Title

BSLP. 4807: Diagnosis and Management of Articulation and Phonological Disorders  
( D"PviYmZ l aYwbZvwEjK ^eKj" kbv³KiY l e"e"vcbv)

#### 16.33.1 Credit Hours: 04

#### 16.33.2 Course Description

This course provides a study of the domain of articulation and phonological disorders. The long-term goal of the course is for students to understand the nature and types of diagnosis and management of these disorders. This course is designed to teach the techniques of assessment and diagnosis to identify the persons suffering from articulation and phonological disorders and ensure proper management for them.

### 16.33.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic nature and characteristics of articulation and phonological disorders;
2. demonstrate an ability to analyze and discuss core aspects and types of the above disorders;
3. demonstrate an ability to apply theories and methods related with these disorders in the context of Bengali.

### 16.33.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

**CILO1. Analyze and articulate** the characteristics and types of articulation and phonological disorders.

**CILO2. Apply** theories and methods of these disorders in the context of Bengali;

**CILO3. Demonstrate** a clear understanding of the cause and effects of these disorders.

### 16.33.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### 16.33.6 Course Content

#### *a. Theoretical aspects*

75

Articulation and Phonological disorders: features, etiologies and types

Articulation disorders: features, etiologies and types

Difference between articulation and phonological disorders

Assessment and diagnosis of phonological and articulation disorders

Treatment of phonological and articulation disorders

Management of persons with phonological disorders: Evidence-based management and others

#### *b. Practical*

25

(Every student will assess four persons with phonological/articulation disorders and provides management regarding this.)

### 16.33.7 References



- Dodd, B. (2005). *Differential Diagnosis and Treatment of Children with Speech Disorder*. Wiley
- Paul, R. Norbury, C. & Gosse, C. (2017). *Language Disorders from Infancy through Adolescence*. Mosby
- McCauley, R., Fey, M. & Gillam, R. (2016). *Treatment of Language Disorders in Children*. Brookes Publishing
- Rvachew, S. & Brosseau-Lapre, F. (2012). *Developmental Phonological Disorders: Foundations of Clinical Practice*. Plural Publishing

### 16.34 Course number and Title

**BSLT. 4808:** Second Comprehensive (clinical aspects)  
[wØZxq me©vZ¥K (e"envwiK welqK)]

#### 16.34.1 Credit Hours: 02

#### 16.32.2 Course Description

This course is designed to evaluate students' overall knowledge and skills that they have gained from the courses taught from 5<sup>th</sup> semester 8<sup>th</sup> semester. At the same time, they will experience of working with the patients with various speech and language disorders in different clinics or hospitals.

#### 16.34.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the practical experience gained previously;
2. demonstrate an ability to analyze and discuss basic training and skills of previously completed placement trainings;
3. demonstrate an ability to apply these training and skills in real life situation in the context of communication disorders.

#### 16. 34.4 Course Intended Learning Outcomes

Upon successful completion of the course, students will be able to:

- CILO1. Analyze and articulate* the nature, characteristics and importance of placement trainings of previously attained courses;
- CILO2. Apply* skills of placement trainings in the context of speech and language problems;

#### 16. 34.5 Course Content

Contents of all compulsory courses taught from 5<sup>th</sup> semester to 8<sup>th</sup> semester.

#### 16.34.5 References

No reference is specified.

### Non-Credit Courses

#### 16.35 Course Number and Title

BSLP. 0001: Bangladesh Studies (evsjv#`k Aa`qb)

### 16.35.1 Credit Hours: N/A

### 16.35.2 Course Description

This course is introduced to provide a short description of various aspects of Bangladesh studies. In this course, students will learn history, tradition, politics, folklore, literature and culture of Bangladesh - a land of Bengali speaking people.

### 16.35.3 Course Objectives

After completing this course students will be able to-

- a. describe politics, history, literature and culture of Bengali speaking people.
- b. figure out the authenticity and uniqueness of Bengali as a nation.
- c. critically analyze linguistic nationalism and tradition of Bangladeshi people.

### 16.35.4 Course Content

Bangladesh Studies: definition, goal and scope  
Bangladesh: geographical location and border and independent country  
History of Bengal and Bangladesh  
Political and economic aspects of Bangladesh  
Ethnography of Bengali people  
Culture of Bengal  
Folklore of Bangladesh  
Bengali Literature  
Liberation war of Bangladesh

### 16.35.5 References

Iqbal, I. (2014). *State of Bangladesh Studies: An Exploration in Historical Literature*. Berlin: South Asia Chronicle  
Raghvan, S. (1971). *A Global History of Creation of Bangladesh*. Ranikhet: Permanent Black  
Van Schendel, W. (2009). *A History of Bangladesh*. Cambridge: Cambridge University press  
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### 16.36 Counter Number and Title

BSLP. 0002: A Modern Language (GKwU AvaywbK fvlv)

### 16.36.1 Credit Hours: N/A

### 16.36.2 Course Description

This non-credit course is introduced to learn a modern language other than Bangla and English. This course will help the students to be more capable in the present competitive job market.

### 16.36.3 Course Objectives

After completing this course, the students will be able to-

- acquire basic skills of a modern language;
- be more capable for hunting international job;
- apply their outcomes in the research field of Communication Disorders.

### 16.36.4 Selected Language

Students will take any one of the following languages:

Arabic, Chinese, Danish, Dutch, Finnish, French, German, Hindi, Italian, Japanese, Korean, Norwegian, Persian, Portuguese, Russian, Turkey, Sanskrit, Spanish, Swedish

### 16.36.5 References

No reference is specified.

### 16.37 Course Number and Title

BSLP. 0003: Introduction to Human Resource Management  
(gvbe-mxú` e`e`vcbvi f~wgKv)

#### 16.37.1 Credit Hours: N/A

#### 16.37.2 Course Description

This non-credit course is introduced to fundamentals of Human Resource Management (HRM) to the student of communication disorders. In this course students will learn theories, methods and comprehensive procedure of HRM.

#### 16.37.3 Course Objectives

This course will enable the students to-

1. demonstrate an understanding of the basics of Human Resource Management (HRM);
2. demonstrate an ability to analyze theories and methods of HRM ;
3. demonstrate an ability to apply the procedure and techniques of recruiting human resource to the clinic of communication disorders.

#### 16.37.4 Course Intended Learning Outcome

Upon successful completion of the course, students will be able to:

*CILO1. Analyze and articulate* the nature, characteristics and importance human resource management in communication disorders;

*CILO2. Apply* skills of recruiting suitable human resource in the clinic of communication disorders;

#### 16.37.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

### **16.37.6 Course Contents**

#### **Introduction to HRM**

Define management and its functions, define and evolution of Human Resource Management, Objective of Human Resource Management in organizations, HR practice in Bangladesh, HR Functions

#### **HR Model, Challenges & HRIS**

HRM cycle and model (ASTD), HR Challenges in the 21<sup>st</sup> century, Strategic HRM, Human Resource Information System (HRIS) and why it is important, Employee Handbook

#### **Human Resource Planning**

HR Planning and its different models, Various important steps of HRP, Factors Affecting HRP, Barriers to HRP, ways to manage a surplus of human resources

#### **Job Analysis, Recruitment, Selection & Placement**

Definition, Process of Job Analysis, Purpose of Job Analysis, Methods of Job Analysis, Meaning of Recruitment, Process of recruitment, Sources of recruitment, Selection, selection process, Selection devices and procedures, Barriers to effective selection, designing and conducting an interview, Basic of Placement.

**Training & Development:** Definition, Training Process, Training methods, How to make training effective, Employee/ Management development, Principles of learning. Career Development, Basic about Induction or Orientation

**Performance Management:** Performance Management System (PMS), conceptual framework and objectives of PMS, Process of PMS, methods of PMS, Designing a PA form, Job Evaluation,

#### **Compensation & Benefits**

Components of remuneration, Remuneration Model, Concept of wage, Intrinsic and extrinsic rewards, Financial Vs non-financial rewards, Factors determining pay structure, pay for performance, Incentive plans, Designing of compensation systems **Assignment submission**

#### **& group presentation**

#### **HR Transitions**

Definition, necessity, promotion, transfer, separation. Policy of promotion, transfer, separation etc. Definition, facts regarding retirement, retirement policy and rules,

#### **Assignment submission**

#### **Morale & Motivation**

Definition of Motivation, Importance of Motivation. Motivational Theories, How you motivate employees of different levels as well as stakeholder?

#### **Employee relations, Welfare, Safety and Health**

Definition, Scope of Employee welfare, Importance of Employee Welfare, Merits and Demerits of Welfare Measures, Types of Welfare activities, Basics of Safety and Health, nature of employee's involvement, trade unions and CBA, Communication in HR,

#### **Assignment submission & group presentation**

#### **Grievance Handling / Disciplinary Action**

Definition, Importance, Process of grievance Handling, Disciplinary Actions; definition, purposes, steps, Measure gravity of the offense and reasons, Verbal/Written Advice/Warning, Show Cause/Suspension, Dismissal/Termination, Other forms of punishment, Separations: Forms and ways **Assignment submission & group presentation**

### **16.37.7 References**

- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London & Philadelphia: Kogan Page Limited
- Beardwell, I., Holden, L. & Claydon, T. (2004). *HUMAN RESOURCE MANAGEMENT A CONTEMPORARY APPROACH*. Essex: Pearson Education Limited
- Storey, J., Wright, P. M. & Ulrich, D. (2009). *The Routledge Companion to Strategic Human Resource Management*. New York: Routledge
- Tayeb, M. H. (2005). *International Human Resource Management A multinational company perspective*. New York: Oxford University Press.
- Torrington, D., Hall, L. & Taylor, S. (2008). *HUMAN RESOURCE MANAGEMENT*. Essex: Pearson Education Limited.