

Subject card

Subject name and code	The Shaping of Children's Language in the Norm and in Pathology - exercises, PG_00150562						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	1		ECTS credits		2.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Ewa Binkuńska				
	Teachers		dr Ewa Binkuńska				
			dr Maria Faściszewska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	25.0	0.0	0.0	0.0	25
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	25		2.0		23.0	50
Subject objectives	Acquiring knowledge about various concepts of language acquisition and mastering knowledge about the development of children's communication in the norm and pathology. Acquiring development norms. Acquiring the skills to support a child's language development.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U05] Can independently program measures to prevent speech and language and voice disorders for people at risk of developing them.	Is able to correctly analyze and interpret linguistic and linguistic phenomena specific to the field of speech therapy (K_U05).	[SU4] test/exam - oral or written
	[LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	Is able to identify non-normative speech development (K_U04).	[SU1] oral statement/conversation/discussion
	[LOGJ5_W12] He knows and understands in depth the biomedical background of human development and communication skills, as well as their disorders, the structure and function of the human body, relevant to speech therapy and the changes in speech and language with age.	Has in-depth knowledge of the development of communication competences, including: in particular, language competences and skills, norms and pathologies, and ways of stimulating them (K_W12).	[SW2] presentation/project/paper/report
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	Understands the issues of language and speech disorders (K_W04).	[SW2] presentation/project/paper/report
	[LOGJ5_W03] He knows the principles of speech therapy prevention and stimulation of normal speech and language development, as well as the theoretical basis of intervention activities for individuals and social groups in the scope necessary for the direction of speech therapy. He has knowledge of linguistics and speech therapy that allows him to independently program activities aimed at preventing speech disorders in individuals at risk of developing them.	Knows developmental norms in the field of communication, knowledge of which is necessary to establish the principles of speech therapy prevention, stimulate proper speech development and take intervention activities in necessary situations (K_W03).	[SW4] test/exam - oral or written
Subject contents	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	Is ready to critically evaluate his linguistic knowledge (including speech therapy) and understands the need for lifelong learning and continuous expansion of knowledge and improvement of professional skills (K_K01).	[SK1] oral statement/conversation/discussion
	Pre-verbal period of language development: speech perception (development of phoneme and phonetic hearing, children's preferences in listening to sounds); early childhood vocalization and its importance for speech development (humming and babbling); babbling drift phenomenon; non-verbal forms of communication with particular emphasis on gestures. Development of a child's vocabulary (number and type of words appearing in particular developmental periods). Semantics of the early stage of speech development: styles: referential and expressive; creating neologisms, mechanisms of semantic development (syntactic models, prototypes, rules of contrast and exclusivity, scripts). Development of grammatical rules: the period of single-word utterances, the phenomenon of hyperregularization. Development of language and other competencies related to communication in children during middle and late childhood.		
Prerequisites and co-requisites	No entry requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	completion of a final paper - project or presentation colloquium	51.0%	70.0%
	completion of a final paper - project or presentation	51.0%	30.0%

Recommended reading	Basic literature	Bryndal, M. (2015). Phonological interpretation of the processes of improving children's pronunciation against the background of contemporary phonological theories. Gliwice: Komlogo. Czaplewska, E. (ed.) (2018). Intercultural speech therapy. Gdansk: Harmonia-Universalis. Czaplewska, E. (2012). Diagnosis of articulation development disorders, In: E. Czaplewska, S. Milewski (eds.), Speech therapy diagnosis (pp. 15-65). Sopot: GWP. Dolęga, Z. (2003). Promoting speech development in childhood - development regularities, diagnosis and prevention. Katowice: UŚ. Kielar-Turska, M. (2012). Development of language and communication skills. In: E. Czaplewska, S. Milewski (eds.), Speech therapy diagnosis (p. 15-65). Sopot: GWP. Trempała, J. (ed.) (2016). Psychology of human development. Warsaw: WN PWN.
	Supplementary literature	Czaplewska, E. (2012). Understanding of pragmatic aspects of utterances by children with specific language impairment (SLI). Gdansk: Harmonia-Universalis. Bokus B., Shugar G.W. (2007). Psychology of child language. Achievements, new perspectives. Gdańsk: GWP. Kurcz, I., Okuniewska, H. (2011). Language as a subject of psychological research. Warsaw: Wydawnictwo Szkoła Wyższa Psychologii Społecznej "Academica". Porayski-Pomsta, J. (2015). About the development of child's speech. Two studios. Warsaw: DW ELIPSA. Porayski-Pomsta, J. (2023). Our child speaks. Considerations on the development of a child's speech. Gdansk: Harmonia-Universalis. Kuszek, K. (2014), Linguistic competences of a young child - outline of the issues, Studia Edukacyjne, 2014, no. 33, Wydawnictwo Naukowe UAM.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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