

<b>Study program:</b> Speech and Language Pathology
<b>Type and level of studies:</b> Doctoral Academic Studies
<b>Title of the Course:</b> Linguistic approach to language disorder analysis
<b>Lecturer:</b> prof. dr Zorka Kašić
<b>Course status:</b> Elective
<b>ECTS:</b> 20
<b>Prerequisites:</b> proof on gained previous knowledge in linguistics
<b>Aim:</b> informing students on linguistics theory and linguistics principles application in scientific analysis of language disabilities in children and adults.
<b>Outcomes:</b> Theoretical lectures and practical work in linguistic approach to language disabilities analyses in children and adults will enable students to acquire necessary basic knowledge for scientific research and further knowledge broadening on system and language samples status in various types of language disabilities.
<b>Contents :</b> <i>Lectures:</i> Linguistic theory application in language disabilities encompasses a structuralist approach in registering language markers specific to various disorders in all language levels; <b>phonetics and phonology</b> (segmental and supra segmental markers in language disorders); <b>morphology</b> (markers in scopes of grammatical and qualification categories; markers in relations of full words and function words); <b>word – formation</b> (markers inside a formation models); <b>syntax</b> (markers in the scope of primary and secondary sentence constituents, types of syntagms, congruence, rection, using types of subordinate clauses, ordering and uses of clitics, types of predicates, sentence models, case system...); <b>lexical semantics</b> markers in meaning relations among words; <b>sentence semantics</b> (markers in choice of sentence arguments); <b>pragmatics</b> (markers in the scope of conversation samples). <i>Practical work:</i> Presenting individual linguistics analysis in language disorders.
<b>Literature:</b> Crystal, D. (1989). <i>Clinical Linguistics</i> . London:Compton Terrace, N1 2UN; ISBN 1-870332-65-2 Jakobson, R. (1986). Dva aspekta jezika i dva tipa afazičkih smetnji . U: <i>Metafora. Figura. Značenje</i> . Beograd: Prosveta, 211-235. Kašić, Z. (1996). Uloga semantičkog jezgra lekseme u bogaćenju aktivnog dečjeg rečnika. <i>Beogradska defektološka škola</i> , br.1, 15-21. Kašić, Z. (1998). Postupnost uspostavljanja značenjskog odnosa hiponimije u dečjem leksikonu. <i>Beogradska defektološka škola</i> , br.2, Beograd, 1998, 96-107. Kašić, Z., D. Dimić, N.D. (1999). Tipovi agramatizama u zavisnoj klauzi kod gluve i nagluve dece. <i>Beogradska defektološka škola</i> , br.2-3, Beograd, 5-14. Kašić, Z., S. Beatović (2000). Deiksa i problem upotrebe deiktičkih leksema kod gluve i nagluve dece. <i>Beogradska defektološka škola</i> , br.1, 5-17. Kašić, Z. (2002). Agramatična produkcija i semantička “zbrka” kod dece ranog školskog uzrasta. <i>Istraživanja u defektologiji, broj 1</i> . Beograd: Defektološki fakultet, 113-130. Kašić, Z., V. Borota (2003). Negramatičnost i agramatizam u aktivnom sintaksičkom razvoju.

*Srpski jezik, VIII/1-2*, Beograd, 439-455.

Kašić, Z. (2003). Percepcija distinktivnih obeležja u izolovanim jednosložnim rečima kod dece mlađeg školskog uzrasta. *Istraživanja u defektologiji – Smetnje u razvoju*. Beograd: Defektološki fakultet - CIDD, 217-240.

Kašić, Z., Milošević S. (2010). Sintagma i formiranje iskaza kod gluvih i nagluvih. *Smetnje i poremećaji: fenomenologija, prevencija i tretman, deo I* (urednici Jasmina Kovačević, Vesna Vučinić). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, 213-229.

Maksimović, I., Kašić, Z., Slavnić, S. (2012). Sposobnost imenovanja i definisanja pojmova kod dece predškolskog uzrasta. VI međunarodni naučni skup *Specijalna edukacija i rehabilitacija danas - Zbornik radova*. Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju.

<b>Number of active classes per week: 13</b>	<b>Lecture: 3</b>	<b>Research work: 10</b>
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**Teaching methods:**

Interactive sessions with the application of modern technology.

**Evaluation of knowledge (maximum score 100)**

<b>Pre obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Research project	<b>15</b>	Written exam	<b>20</b>
Seminar	<b>15</b>	Oral exam	<b>50</b>