



# LING399

## Language as Evidence

S2 Day 2015

*Dept of Linguistics*

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#### **Disclaimer**

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# General Information

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#### Credit points

3

#### Prerequisites

39cp including 6cp from [(LING210(P) or LING217(P)) or (LING211(P) or LING218(P)) or LING214(P) or PSY238(P) or (LING216(P) or LING219(P) or LING220)]

#### Corequisites

6cp in LING or SPH units at 300 level

#### Co-badged status

#### Unit description

Through an understanding of corpus use (or corpus building), language samples, and other forms of empirical linguistic data, this unit integrates the material covered in previous units, helping students as they approach graduation understand how their program of study fits together. For instance, computer corpora (written, spoken and signed language) provide a rich resource for investigating any aspect of language: as small as the phoneme or as large as whole texts. In this project-based unit, students will prepare themselves either for postgraduate studies in linguistics or for professions in which collecting language data, and its analysis and investigation, are relevant. The unit also shows how language data can complement other forms of linguistic description. This unit will also cover general research principles, the research process, ethical issues in research, defining research questions, data gathering, presentation, analysis and interpretation of data, disseminating research, organising reports, presenting results, and effects on practice.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions

Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback

Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## General Assessment Information

### Assignment Submission

Please note that assessments 1, 2, 3, and 5 must be submitted electronically via the LING399 iLearn website by the time specified on the due date.

### Tutorial Attendance

Although no mark is assigned for participation in this unit, **it is an assessment requirement that students attend at least 75% of tutorial classes (9 out of 12) during semester**. In addition, tutorial attendance is compulsory in weeks 8 and 10, when oral presentations are scheduled (see assessment task 3).

### Late Penalties

There are several points to note in regard to late submission of assignments:

1. Unless students have negotiated an extension based on documented evidence of significant disruption to their studies, a penalty of 5% per day will apply to late submission of assignments.
2. Again, unless otherwise negotiated, assignments will not be accepted at all AFTER the date on which marked assignments are returned to all students in the unit.
3. Requests for extensions for assignments are submitted online via Ask (<http://ask.mq.edu.au>) and granted by the Unit Convenor. Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, an application must be made in accordance with the Macquarie University Disruptions to Study Policy (see [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)). The Professional Authority Form (PAF) is the officially required documentation, which must be completed by a registered health professional or professional within Macquarie University Campus Wellbeing and Support Services. A copy of the PAF is available online from: [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html). All requests for extensions should be made prior to the due date for the assignment. If an extension is granted the authorisation section of the form must be submitted with the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

## Academic Honesty

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: “Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas”.

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at [http://www.mq.edu.au/policy/docs/academic\\_honesty/procedure.html](http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html)

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

**In summary, remember that you, as a good student, are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the University's Academic Honesty Policy, and make sure you know what constitutes good practice. Then make sure you know how to reference and cite correctly. There are other practices we need to consider, and one of these is the potential for collusion.**

**Informal study groups are encouraged as a good way to assist your learning, but please remember that all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic**

## Honesty policy.

**Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student.**

## University Policy on Grading

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Literature search</u></a>	5%	Friday Aug 14 (week 3)
<a href="#"><u>Reflections I, II, and III</u></a>	30%	Friday (weeks 5, 9, 12)
<a href="#"><u>Oral Presentation</u></a>	25%	Midday Monday Sep 28
<a href="#"><u>Peer Feedback</u></a>	10%	Tutorials in weeks 8 and 10
<a href="#"><u>Project Proposal</u></a>	30%	Midday Wed Nov 4 (week 13)

### Literature search

Due: **Friday Aug 14 (week 3)**

Weighting: **5%**

The results of a database search in the form of at least ten (10) journal articles should be submitted in APA format. Database name, search terms, and impact factors for individual journals must be included.

On successful completion you will be able to:

- Formulate and refine linguistic research questions

### Reflections I, II, and III

Due: **Friday (weeks 5, 9, 12)**

Weighting: **30%**

Three (3) reflections, each worth 10% of the unit mark, will be submitted throughout semester. Each one is to be no more than 250 words in length (12 point font, double-spaced).

**Reflection I** relates to weeks 1-3 of the unit content. It should address questions such as: (1) What have you learned about finding information and critically evaluating it (e.g., how important is it to search in the right places to find the information you need, and how important is selection of appropriate search terms)? (2) Why is it crucial to critically evaluate published information, in both academic and non-academic contexts, even when it has been peer-reviewed?

**Reflection II** relates to weeks 4-7. It should address questions such as: (1) What have you learned about ethical conduct of research, linguistic or otherwise? (2) How can you apply your new knowledge of ethical behaviour in research to other aspects of your work or personal life? (3) How does your choice of research design (as qualitative or quantitative) depend on your choice of research question? (4) Which type of design, qualitative or quantitative, would you prefer to use and why? (5) If you were responsible for allocating funds to individual projects where there were more projects proposed than funds available, which aspect(s) of the projects would have the greatest impact on your decisions and why?

**Reflection III** relates to weeks 8-12 of the unit and your program of study as a whole. It will address questions such as: (1) How do you think you will use your knowledge of language structure and/or processing in your future work or personal life? (2) What do you see as the benefits and possible shortcomings of a peer review process? (3) How did your final project proposal change as a result of the peer review process used in this unit? How did that process result in a better proposal? (4) What did you learn in this unit and your program as a whole about providing effective and constructive feedback to your peers? How will you use that knowledge in your future work or personal life?

On successful completion you will be able to:

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- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Oral Presentation

Due: **Midday Monday Sep 28**

Weighting: **25%**

Each student will deliver a 4-minute oral presentation with two (2) accompanying PowerPoint slides in their tutorial class of week 8 or week 10. Regardless of the week in which the oral presentation is delivered, all students must submit the final version of their PowerPoint slides via the iLearn website by **midday on Monday September 28th (i.e., week 8)**. The oral presentation and PowerPoint slides should provide a summary of the essential aspects of the student's project proposal under the following headings.



- Project Title
- Aims and Background
- Significance and Innovation
- Conceptual Framework, Design, Methods
- National Benefit

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## Peer Feedback

Due: **Tutorials in weeks 8 and 10**

Weighting: **10%**

Each student will provide (anonymous) peer feedback in the form of comments and/or questions on the oral presentations delivered by other students during tutorials in weeks 8 and 10. The comments will be submitted at the time of the presentations and passed on to each speaker by the tutor.

*Notes:* Full marks for this assessment will be awarded to students who provide feedback to all other students in their tutorial group. Otherwise, a percentage of the nominated 10% will be allocated; for example, if feedback were provided for 20 out of 25 students, a mark of 8% would be awarded (i.e.,  $20/25 \times 10\%$ ). If you miss either of your allocated tutorials in weeks 8 and 10 due to illness or unavoidable circumstance and if special consideration is granted, your final mark for the unit will be based on all other assessment components (i.e., if you miss week 8 or week 10, a mark out of 95 will be computed and then converted to a percentage).

On successful completion you will be able to:

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## Project Proposal

Due: **Midday Wed Nov 4 (week 13)**

Weighting: **30%**

Each student will prepare and submit an 8-page project proposal to support an individualised research project that you have designed over the course of this unit. Your application will be based loosely on that required for an Australian Research Council Discovery Project (ARC DP). It will cover the following aspects.

- PROJECT TITLE
- AIMS AND BACKGROUND
  - Include information about national/international progress in the field of research and its relationship to your proposal
- SIGNIFICANCE AND INNOVATION
  - Describe how the research is significant and how it addresses an important problem.
  - Describe how the anticipated outcomes will advance the knowledge base of the discipline.
  - Describe how the proposal aims and concepts are novel and innovative
- CONCEPTUAL FRAMEWORK, DESIGN, METHODS
  - Outline the conceptual framework, design and methods and demonstrate that these are adequately developed, well integrated and appropriate to the aims of the proposal. Include research plans and proposed timeline.
  - Detail any new methodologies or technologies that will be developed in the course of the research and how they will advance knowledge
  - Outline the feasibility of the project, in terms of design, and proposed timeline
- NATIONAL BENEFIT
  - Describe the expected outcomes and likely impact of the proposed research
  - Describe how the proposal might result in national economic, environmental, and/or social benefits.

On successful completion you will be able to:

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- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Delivery and Resources

### Classes

Lectures: Students attend one 1-hour lecture per week for this unit, which is scheduled for Mondays from 1 pm to 2 pm in W6D Lotus Theatre. The lecture programme is outlined in this guide.

Tutorials: There is one 2-hour tutorial per week for this unit. Tutorials begin in the second week of semester. Six optional tutorial times are offered as indicated below.

Note: Students will be able to access the recording of the lecture through iLearn, but must attend the compulsory tutorial class each week. **It is an assessment requirement of this unit that students attend at least 75% of tutorial classes (9 out of 12) during semester.**

Tutorial Options			
Day	Start Time	Room	Tutor
Monday	2 pm	W6B 336	Linda Cupples
Monday	4 pm	C5A 232	Titia Benders
Tuesday	9 am	E7B 163	Caroline Moir
Tuesday	11 am	E7B 163	Anita Szakay
Tuesday	2 pm	E7B 163	Maria Herke
Tuesday	4 pm	E3B 114	Peng Zhou

### Required and recommended texts and/or materials

The prescribed text for this unit is: Litosseliti, L. (Ed.) (2010). *Research methods in linguistics*. London, U.K.: Bloomsbury.

A secondary (recommended) text is: Wray, A., & Bloomer, A. (2013). *Projects in linguistics and language studies (3rd Edition)*. New York, N.Y.: Routledge

See the unit website for details of other required readings for tutorials and assessment exercises.

## Unit web page

The web page for this unit can be found at: <https://ilearn.mq.edu.au>

## Technologies used and required

Word processing is needed for completing assessments 1, 2, 3, and 5; internet access is needed for downloading lecture and tutorial materials and for uploading assignments.

No other technologies.

## Unit Schedule

Week	Beginning	Lecture Topic	Tutorial Activities
1	July 27	<p>Introduction to LING399</p> <ul style="list-style-type: none"> <li>• rationale for the unit</li> <li>• introduction to the assessments</li> <li>• introduction to the teaching staff and their areas of interest/expertise</li> <li>• plagiarism and how to avoid it</li> </ul> <p>(Linda Cupples, with Titia Benders, Maria Herke, Caroline Moir, Anita Szakay, Peng Zhou)</p>	No Tutorials in week 1
2	Aug 3	<p>Critical evaluation of research (Linda Cupples)</p> <p>Reading: Peach, R. K. (2002). Treatment for phonological dyslexia targeting regularity effects. <i>Aphasiology</i>, 16, 779-789.</p> <p>Critique guidelines are available on iLearn.</p>	<p>Group Discussion of topics including:</p> <ul style="list-style-type: none"> <li>• individual's areas of research interest and proposed research questions</li> <li>• critical evaluation of published literature</li> <li>• the peer review process</li> </ul> <p>Reading: Smith, R. (2006). Peer review: a flawed process at the heart of science and journals. <i>Journal of the Royal Society of Medicine</i>, 99, 178-182.</p>
3	Aug 10	<p>Asking answerable research questions (Linda Cupples)</p>	<p>Searching the literature</p> <ul style="list-style-type: none"> <li>• Tutorials for this week will be held in the library</li> <li>• You should attend during your regular tutorial times</li> <li>• Monday tutorials will be in Library Training Room M4.02; and Tuesday tutorials will be in Library Training Room M4.03</li> </ul>

4	Aug 17	Ethical issues in linguistic research (Linda Cupples)  <i>Note:</i> You will be asked to complete a number of tasks before this session. See the iLearn website for details.	Group discussion of topics including: <ul style="list-style-type: none"> <li>individual research questions (e.g., how answerable are they?)</li> <li>ethical issues arising in conducting your proposed research</li> <li>academic dishonesty (For discussion of a recent case see: <a href="http://www.abc.net.au/news/2014-12-12/university-of-queensland-professor-on-fraud-charges/5964476">http://www.abc.net.au/news/2014-12-12/university-of-queensland-professor-on-fraud-charges/5964476</a>)</li> </ul>
5	Aug 24	Research design I: Quantitative (Linda Cupples)	<ul style="list-style-type: none"> <li>Activities around presenting and interpreting quantitative data</li> <li>Continued group discussion of students' individual research questions (focusing on potential associated designs, especially quantitative)</li> <li>Introduction to the structure of the oral presentation assessment (due in weeks 8 and 10).</li> </ul>
6	Aug 31	Research design II: Qualitative (Maria Herke)	<ul style="list-style-type: none"> <li>Activities around presenting and interpreting qualitative data</li> <li>Continued group discussion of students' individual research questions (focusing on potential associated designs, especially qualitative)</li> <li>Discussion of any issues surrounding preparation of your oral presentations.</li> </ul>
7	Sep 7	Structuring a research proposal (Colm Halbert; Linda Cupples)	Group discussion of topics including: <ul style="list-style-type: none"> <li>How to give an engaging and informative oral presentation (to shed light, we will watch some presentations and consider questions such as: How would you provide feedback to the speaker? If you were that presenter and you received that feedback, what would you change?)</li> <li>Any other issues surrounding oral presentations</li> <li>Students' individual research questions, potential associated designs, and proposed data analysis.</li> </ul>
<b>Mid-semester Break</b>			
8	Sep 28	Theme: Corpus research (Distinguished Professor Katherine Demuth)	Students' oral presentations
9	Oct 5	No lecture - Public holiday	No tutorials
10	Oct 12	Theme: Basic science and clinical research in communication disorders (Dr Scott Barnes)	Students' oral presentations
11	Oct 19	Theme: Experimental insights into language sound systems (Dr Michael Proctor)	Group and peer discussion of proposed project proposals with a focus on aims, background, significance, and innovation (using expanded oral presentations as a stimulus for discussion).

12	Oct 26	Theme: The nature of words: theory and method in linguistics (Dr Annabelle Lukin)	Group and peer discussion of proposed project proposals with a focus on the conceptual framework, design, and methods (using expanded oral presentations as a stimulus for discussion).
13	Nov 2	Theme: Research in applied linguistics (Professors Lynda Yates and Phil Benson)	Wrap up! <ul style="list-style-type: none"><li>• Unit evaluations</li><li>• Class discussion covering aspects such as:<ul style="list-style-type: none"><li>◦ what have you learned this semester within your linguistic focus?</li><li>◦ what have you learned about how the study of language can contribute to our knowledge and understanding of other disciplines and aspects of human life?</li><li>◦ your experience of the unit and ideas for future years</li></ul></li></ul>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://unitguides.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

### Assessment tasks

- Literature search

- Reflections I, II, and III
- Oral Presentation
- Peer Feedback
- Project Proposal

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
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- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

### Assessment tasks

- Literature search
- Reflections I, II, and III
- Oral Presentation
- Peer Feedback
- Project Proposal

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:



## Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
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- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
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## Assessment tasks

- Literature search
- Reflections I, II, and III
- Oral Presentation
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## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions

## Assessment tasks

- Literature search
- Reflections I, II, and III

- Oral Presentation
- Peer Feedback
- Project Proposal

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

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- Literature search
- Reflections I, II, and III
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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Assessment tasks

- Literature search
- Reflections I, II, and III
- Oral Presentation
- Peer Feedback
- Project Proposal

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Describe the strengths and limitations of various linguistic research techniques
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Assessment tasks

- Literature search
- Reflections I, II, and III
- Oral Presentation

- Peer Feedback
- Project Proposal

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

### Assessment tasks

- Reflections I, II, and III
- Oral Presentation
- Peer Feedback
- Project Proposal

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

### Assessment tasks

- Reflections I, II, and III
- Peer Feedback
- Project Proposal