



# SPH 311

## Acquired Speech and Language Disorders

S2 Day 2016

*Dept of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	8

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor and Lecturer

Christine Taylor

[Christine.Taylor@mq.edu.au](mailto:Christine.Taylor@mq.edu.au)

Contact via Email

By appointment

Convenor

Linda Cupples

[linda.cupples@mq.edu.au](mailto:linda.cupples@mq.edu.au)

Contact via Email

AHH 3N.517

Administration

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Contact via Email

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

3

Prerequisites

6cp in LING units at 200 level including (LING220 or LING214 or LING217 or PSY238) or admission to (GDipSphComm or BMedScs)

Corequisites

Co-badged status

### Unit description

This unit deals with acquired communication disorders in terms of their relevance to normal language use. It commences with a general introduction to the structure of the human brain, particularly as it relates to language use. Throughout the unit, we build on this basis in considering different types of brain damage that are associated with communication disorders (for example, stroke, head injury, dementia). Topics include: aphasia for spoken and sign language; acquired reading and spelling disorders; closed head injury; schizophrenia; and dementia. The aim of the unit is for students to gain an understanding of the nature of acquired communication disorders, and also to learn how to interpret experimental and observational data obtained from patients in light of models of normal language and cognitive processing. Finally, students learn how to access and evaluate the literature related to communication disorders.

## 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:

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## General Assessment Information

Students' marked assignments will in general, be returned to them within 3 to 5 weeks of submission. **Please note that assignments cannot be accepted after the return of marked materials. Assignments can only be submitted via the turnitin link on the ilearn site.**

- All assignments submitted must be accompanied by a completed and signed coversheet from <http://www.ling.mq.edu.au/support/coversheet.htm>
- Note that you must keep a copy of your assignment as proof that it was completed and submitted, just in case the submitted assignment is deleted.

- Lateness penalty will be applied as 5% of the total mark for that assignment for every day late, therefore an assignment worth 30% of the total mark for the unit will incur a 1.5 mark deduction every day until the assignment is submitted.
- Requests for extensions for assignments are submitted online via Ask (<http://ask.mq.edu.au>) and granted by the Unit Convenors.

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)). In particular, all applications for special consideration need to be made online via Ask (<http://ask.mq.edu.au>). 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: [http://www.mq.edu.au/policy/docs/disruption\\_studies/Form\\_Disruption to Studies\\_PAF.pdf](http://www.mq.edu.au/policy/docs/disruption_studies/Form_Disruption_to_Studies_PAF.pdf). 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 collected and attached to 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.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Case Study</a>	40%	12/09/2016
<a href="#">Oral Presentation</a>	10%	28/10/2016 - 11/11/2016
<a href="#">Final Examination</a>	50%	Exam period

### Case Study

Due: **12/09/2016**

Weighting: **40%**

Students will be provided with assessment data collected from a single participant with an acquired language disorder. They will be required to summarise and interpret the data in relation to current literature in the field.

On successful completion you will be able to:

- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language

- Analyse and interpret the speech and language skills of people with acquired communication disorders

## Oral Presentation

Due: **28/10/2016 - 11/11/2016**

Weighting: **10%**

Students will be scheduled to deliver an oral presentation on ONE article chosen from a larger set prescribed by the course convenor. Students will work in a small group to prepare their presentation with accompanying PowerPoint slides. Students will present on either 28/10/2016, 4/11/2016, or 11/11/2016 and will submit their PowerPoint slides on the day of the presentation as part of the assessment requirements. Students will be assessed as a group.

On successful completion you will be able to:

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language

## Final Examination

Due: **Exam period**

Weighting: **50%**

Students will complete a formal examination covering the unit content. SIX questions will be included, FOUR of which must be answered within a one-hour period. A larger set of approximately SIXTEEN questions will be distributed in week 1.

On successful completion you will be able to:

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## Delivery and Resources

### Classes

A single 3-hour class is scheduled per week for this unit. Students are expected to attend a minimum of 75% of classes, which are activity- and discussion-based. Students will at various times be expected to have read prescribed articles/chapters in advance, considered their

answers to pre-set questions, and to participate in small groups.

### Required Reading

Mancinelli, J., & Klein, E. R. (2014). *Acquired language disorders: a case-based approach* (2nd edition). San Diego, CA: Plural Publishing Inc.

## Unit Schedule

### SPH311 Acquired Speech and Language Disorders: Lecture Schedule, S2 2016

(Lectures held on Friday from 11am to 2pm in W5AT2 Theatre)

Week	Date	Topic	Lecturer
1	05/08/2016	Introduction to acquired speech and language disorders	CT
2	12/08/2016	Traumatic Brain Injury (TBI)	CT
3	19/08/2016	Case Study (TBI)	CT
4	26/08/2016	Neuroanatomy and Neurophysiology	PR
5	02/09/2016	Aphasia I	CT
6	09/09/2016	Aphasia II	CT
7 <sup>[1]</sup>	16/09/2016	Motor Speech Disorder	CT
Mid-semester break			
8	07/10/2016	Acquired Reading and Spelling Disorders	CT
9	14/10/2016	Other Acquired Communication Disorders	CT
10	21/10/2016	Bilingual Aphasia	PR
11	28/10/2016	Student Presentations <sup>[2]</sup>	CT
12	04/11/2016	Student Presentations <sup>[2]</sup>	CT
13	11/11/2016	Student Presentations, Revision and Exam Preparation <sup>[2][3]</sup>	CT

Note CT = Christine Taylor; PR = Peter Roger

<sup>[1]</sup> Case Study due on Monday September 12th (approximately 2,000 words, worth 40%)

[2] Students submit their PPT slides on the day of their presentation as part of the assessment requirements (group mark for assignment, worth 10%)

[3] Final exam worth 50%

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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).

## Further guidance re: Academic Honesty

As a good student, you 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.

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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**

- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment task**

- Case Study

## **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**

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment tasks**

- Case Study
- Oral Presentation

## **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**

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment tasks**

- Case Study
- Oral Presentation

## **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**

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment tasks**

- Case Study
- Oral Presentation

- Final Examination

## 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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

### Assessment tasks

- Case Study
- Oral Presentation
- Final Examination

## 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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired

communication disorders

- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment tasks**

- Case Study
- Oral Presentation
- Final Examination

## **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**

- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

## **Assessment tasks**

- Case Study
- Oral Presentation
- Final Examination

## **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**

- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders

## **Assessment task**

- Case Study

## **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**

- Analyse and interpret the speech and language skills of people with acquired communication disorders

## **Assessment task**

- Oral Presentation