



SPH 310

Developmental Speech and Language Disorders

S1 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Convenor, Lecturer, Tutor

Titia Benders

titia.benders@mq.edu.au

Australian Hearing Hub; Office 3.501

Fridays 1pm-2pm (pre-register via e-mail)

Lecturer

Jae-Hyun Kim

jae-hyun.kim@mq.edu.au

Contact via e-mail

SW12 552 (former C5A)

By appointment only

Credit points

3

Prerequisites

39cp at 100 level or above including (6cp in LING units at 200 level including LING210 or LING217) or admission to (BHumanSc or BA-PsychBHumanSc or BPsych(Hons)BHumanSc or BSpHLScBHumanSc or BMedScs)

Corequisites

Co-badged status

Unit description

This unit examines developmental communication disorders in terms of their relevance to normal speech and language acquisition. Topics include: an overview of typical speech and language development; classification and causes of developmental speech and language disorders; and issues relating to speech and language disorders in children with hearing impairments, stuttering, and developmental disability, such as cerebral palsy and autism spectrum disorder. Links are made between theories of developmental disorders and clinical practice. The aim of the unit is for students to gain an understanding of the nature of developmental speech and language disorders. Students will also learn how to analyse linguistic data from children with a communication disorder, and 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:

1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
5. Analyse, interpret, and report on speech, language, and communication samples

General Assessment Information

Completion of All Assessment Tasks:

All assessment tasks, except for the research participation, are compulsory. It is a requirement of this unit that students make a serious attempt to complete the other three assessment tasks. Failure to make a serious attempt to complete these three assessment tasks may result in failure in the whole unit even if the total marks for completed tasks add up to more than 50%. In such cases, failure results from the learning outcomes of the unit not being met.

Assignment Submission:

All written assignments must be submitted via turnitin. For each written assignment, you **MUST** submit the assignment in pdf format. Add a footer to each page of the assignment, with page numbering, your name and student number, "SPH310 2018", and the assignment number clearly marked. Assignments without a footer may be returned late, may be marked incorrectly, or may not be accepted at all.

Students must keep a copy of each assignment as proof that it was completed and submitted in the event that a submitted assignment is misplaced or damaged.

Return of Marked Assignments:

Students' marked assignments will, in general, be returned to them within 3 weeks of submission. Students will receive letter grades (and not marks) for their assignments. Any marks that students may receive, see, or infer from a (Turnitin) rubric or otherwise are only approximations, and cannot form the basis for an appeal.

How to apply for a late submission of an assignment:

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation. Please make us aware of any circumstance that may affect your ability to complete an assessment on time. We are often

able to help you manage your study load if we are aware of the situation *before the assignment deadline*. Requests for special consideration must always be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au), within 5 days after the assignment deadline.

Late assignment submission:

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://student.s.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Appeals Against Grades:

If a student has a problem with the mark given for a particular assessment, the student should contact the Unit Convenor directly. A request for a re-mark must be lodged within two weeks of the date of receipt of the assessment. If a remark is granted, the final mark can be sustained, raised or lowered.

If a student wishes to appeal against a final grade for a unit, then the student should lodge their appeal via ask@mq.edu.au.

http://students.mq.edu.au/support/complaints_appeals/appeals/

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Participation	5%	No	Week 13 (ongoing)
Video research commentary	25%	No	Week 5
Case Report	30%	No	Week 11
Exam	40%	No	Exam period

Research Participation

Due: **Week 13 (ongoing)**

Weighting: **5%**

Research Participation is an optional component of some units offered by the Department of Linguistics. This usually involves a choice between either participating in research at the Department for Linguistics for credit or completing an alternative assessment task.

Experimental participation is your choice. You are free to choose whether you will participate. If you do not wish to participate you will have a choice of an alternative assessment for the same marks. If you choose to neither participate in one of the available research participation sessions nor to participate in any offered alternative assessment, you will not be awarded the 5% for this component of the unit.

On successful completion you will be able to:

- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development

Video research commentary

Due: **Week 5**

Weighting: **25%**

Students will work in groups to produce a short video aimed at parents of young children. In the video, the students will critically evaluate the advice provided to parents in various media outlets, compare this advice to actual research outcomes, and provide better evidence-based advice to parents. Each student will also submit a one-page guided reflection about their contribution to the group and learning experience. A student's mark is based on the group mark for the video (60%) and the individual mark for the reflection (40%).

On successful completion you will be able to:

- 1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development

Case Report

Due: **Week 11**

Weighting: **30%**

Students will be provided with raw data of a speech and language assessment. They will submit a report based on an analysis of the findings.

On successful completion you will be able to:

- 1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
- 5. Analyse, interpret, and report on speech, language, and communication samples

Exam

Due: **Exam period**

Weighting: **40%**

Students will undertake an examination covering course content.

On successful completion you will be able to:

- 1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development

Delivery and Resources

Students will have access to weekly lectures, weekly tutorials, and the resources on the iLearn page to support their learning.

All lecture materials are assessable content for the exam, and provide the necessary content knowledge for successful completion of the assignments.

Tutorials are specifically designed to develop the skills required for successful completion of the assignments.

We welcome all your questions during lectures, during tutorials, and during the 10 minutes before and after lectures/tutorials. Please never hesitate to come talk to us! We strictly

adhere to posting all written student questions and answers on iLearn. Our aim in doing this is providing all students with access to the same information. You can ask questions directly on the iLearn discussion fora, for your peers, tutor, or lecturer to answer (recommended option). You may also e-mail your lecturer or tutor, with the request that they post the question (anonymously) with the answer on iLearn. Questions of a personal nature are of course excluded from this procedure. Please contact Titia Benders (the unit convenor) directly if you have any personal questions or concerns.

Unit Schedule

Week	Lecture Topic	Lecturer	Tutorial
1	Introduction	TB & JK	Situating language development in society; Introduction to Assignment 1
2	Early communication	JK	Developing rubric for Assignment 1; Finalising groups and choice of news article/ media reports.
3	Infant-directed speech	TB	Supervised group work on assignment 1: discuss and interpret research articles
4	Early communication difficulty	JK	Supervised group work on assignment 1: formulating informed advice
5	Phonological development	TB	Supervised group work on assignment 1: putting it all together
6	On-line learning exercise (Easter Monday)	TB	The principles of phonological analysis for young children
7	Morphological development	TB	Phonological Analysis
8	Phonological disorder	JK	Morphological Analysis
9	Statistical learning	TB	Analysis of speech and language by children with a speech/language disorder
10	Link between theory and practice	TB & JK	Other assessments of children with a speech/language disorder
11	Late talkers	JK	Link between theory and practice: Perception and production
12	Bilingualism	t.b.c.	Link between theory and practice: Early communication
13	Bilingualism	JK	Exam revision

*TB = Titia Benders

*JK = Jae-Hyun Kim

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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) 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

IT Help

For help with University computer systems and technology, visit 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

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

- 1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- 5. Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Research Participation
- Video research commentary
- Case Report
- Exam

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

- 1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society
- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- 5. Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Research Participation
- Video research commentary
- Case Report
- Exam

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

- 1. Apply an advanced understanding of how typically developing children (0-5) develop

speech, language, and communication

- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- 5. Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Research Participation
- Video research commentary
- Case Report
- Exam

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

- 2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 5. Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Video research commentary
- Case Report
- Exam

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 outcome

- 3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society

Assessment tasks

- Video research commentary
- Case Report
- Exam

Changes from Previous Offering

In the 2018 offering, assessment tasks and learning outcomes were changed (see below for details). Changes have gone through the University's Quality Assurance mechanism (FSQC) for approval.

Assessment tasks change:

Assessment task 2 has changed in the following ways:

- from week 7 to week 5
- change from a 2000 word written essay to a research commentary in a 5-minute video directed at a general audience;
- from an individual assignment to group work.

The deadline for Assessment task 3 has changed from week 10 to week 11.

Learning outcomes were changed.

The 2017 learning outcomes were:

1. Describe typical patterns of speech and language development
2. Demonstrate an understanding of the ways in which speech and language development can be impaired
3. Evaluate theories and research relating to typically developing and impaired communication development
4. Analyse, interpret and report on speech and language samples
5. Discuss methods of communication assessment from the perspective of the various health professionals within the Australian Context
6. Demonstrate proficient written language skills across a variety of tasks including academic essay, professional report and critical review.
7. Demonstrate an understanding of the impact of children's communication difficulties on their family and on their own ability to participate in society.
8. Engage in research pertaining to speech and language

The 2018 unit outcomes are:

The aim of this unit is to provide an overview and discussion of typical as well as atypical development of speech, language, and communication in the first five years.

At the end of this unit, students will be able to:

1. Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication;
2. Communicate a basic understanding of ways that speech, language, and communication development can be atypical
3. Analyse the impact that (atypical) speech, language, and communication development has on the children's family and on their own ability to participate in society.
4. Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development; and
5. Analyse, interpret, and report on speech, language, and communication samples.

Changes since First Published

Date	Description
13/02/2018	The changes to the previous offering have been included.