LING288

Making Communication Accessible

S2 Day 2019

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
15cp at 100 level or above including LING111

Corequisites

Co-badged status

Unit description
This unit examines the impact of complex communication needs on a person's participation and inclusion in society. It explores theoretical models of disability, strategies to improve the communication outcomes of people with complex communication needs, and the facilitative role of communication partners. Students will engage in a work-integrated learning experience placement which may be undertaken across a range of sectors (e.g., government, not-for-profit, community-based organisations) and settings (e.g., disability policy, service planning or development, health promotion, advocacy, education, research). Students will complete approximately 70 hours of placement. They will also engage with lecture and tutorial materials, which will provide theoretical knowledge and background information relevant to disadvantage and social justice, inclusion, and other social challenges. This unit will foster an understanding of the theoretical and practical considerations related to inclusive communication highlighting strategies that facilitate successful communication for people with complex needs in a variety of real-world situations.

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:

Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.

Describe the impact of lifelong disability on communication for the individual, family, and society.

Give examples of multimodal communication approaches for people with complex communication needs.

Analyse an organisation's responsibilities towards individuals with complex communication needs.

Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

General Assessment Information

Rules and Penalties

For each written assignment, students must:

- Submit your assessment through the assignment tool in iLearn

- Add a footer to each page of the assessment, with page numbering, your name and student number, and the unit code in the footer: Student Name , Student Number, LING288.
- Use double-spacing between lines, and standard sized margins

Late submission and penalties

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- 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.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website https://students.mq.edu.au/study/my-study-program/special-consideration\
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Word limits

Word limits for assessments are set deliberately and you must submit work that is of the correct length.

Include the word count at the end of your assessment e.g.,

"... which is a therefore a valid reason for including this in the treatment approach." WORD COUNT: 1004 words

Calculate the word count electronically in MSWord by selecting/dragging the entire body of your text and then using the MSWord count tool, which is found under the Tools tab. This means that the word count will include headings, in-text citations, tables and figures.

The reference list at the end of an assessment is not included in the word count.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	25%	No	September 22, 11:59pm
Placement-based report	45%	No	November 17, 11:59pm
Presentation	25%	No	Weeks 12 and 13 - in class
Peer Review	5%	No	Weeks 12 and 13 - in class

Essay

Due: **September 22, 11:59pm**
Weighting: **25%**

Essay on the theoretical framework of disability and its application to the needs of people with disordered communication.

On successful completion you will be able to:

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Placement-based report

Due: **November 17, 11:59pm**
Weighting: **45%**

Reflection and analysis of the organization where the student undertook their PACE placement. Within the context of their PACE placement, students will apply the theoretical framework of disability to the needs of people with disordered communication.

On successful completion you will be able to:
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Presentation

Due: **Weeks 12 and 13 - in class**
Weighting: **25%**

Presentation including reflection and analysis of the student's PACE placement.

On successful completion you will be able to:
- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Peer Review

Due: **Weeks 12 and 13 - in class**
Weighting: **5%**

Peer review of student presentations.

On successful completion you will be able to:

- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

Delivery and Resources

Students will complete approximately 50 hours on placement and attend lectures, tutorials, and seminars on campus, which will provide theoretical knowledge and background information relevant to the PACE experience. Attendance at lectures, tutorials, and seminars is expected.

Unit Schedule

Weeks 1 - 4: Weekly lecture and weekly tutorial

Week 11: Lecture (no tutorial)

Weeks 12 - 13: Weekly seminar (no lectures)

Week	Lecture	Lecturer	Mode	Location
1	Models of disability, including the biopsychosocial model of disability	Johanna Korkalainen	Lecture	14 Sir Christopher Ondaatje Ave - T5 Theatre
2	Nature of lifelong disability and its impact on communication. Disability service provision in Australia	Elise Tobin	Lecture	14 Sir Christopher Ondaatje Ave - T5 Theatre
3	Multimodal communication approaches	Johanna Korkalainen	Lecture	14 Sir Christopher Ondaatje Ave - T5 Theatre
4	Ethical considerations and orientation to the PACE experience	Elise Tobin	Lecture	14 Sir Christopher Ondaatje Ave - T5 Theatre

11	Issues in social policy and lifelong disability	Johanna Korkalainen	Lecture	14 Sir Christopher Ondaatje Ave - T5 Theatre
12	Presentations	Johanna Korkalainen Elise Tobin	Seminar	Seminar Rooms (see timetable)
13	Presentations	Johanna Korkalainen Elise Tobin	Seminar	Seminar Rooms (see timetable)

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). 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). 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).

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

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 outcome

- Identify and compare research methodologies in communication disorders and critically

appraise research from a range of sources.

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

- Analyse an organisation's responsibilities towards individuals with complex communication needs.

- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

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

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.

- Describe the impact of lifelong disability on communication for the individual, family, and society.

- Give examples of multimodal communication approaches for people with complex communication needs.

- Analyse an organisation's responsibilities towards individuals with complex communication needs.

- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment tasks

- Essay
- Placement-based report
- Presentation
- Peer Review

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

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment tasks

- Essay
- Placement-based report
- Presentation

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

- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment tasks

- Essay
- Placement-based report
- Presentation
- Peer Review

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

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment tasks

- Essay
- Placement-based report
- Presentation
- Peer Review

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

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment task

- Placement-based report

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 outcomes

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs.
- Describe the impact of lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people with complex communication needs.
- Analyse an organisation's responsibilities towards individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources.

Assessment task

- Placement-based report

Changes from Previous Offering

Learning outcomes have been amended and approved by FSQC.

Assessment weightings have been changed and approved by FSQC.

Timetable organisation has been changed in weeks 12 and 13 to accommodate large number of student presentations.