SPH 310

Developmental Speech and Language Disorders

S1 Day 2019

Dept of Linguistics

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Convenor, Lecturer, Tutor
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Contact via iLearn (except for personal circumstances, then e-mail or phone)
Australian Hearing Hub; Office 3.501
15 minutes before and after the lectures Titia delivers

Lecturer
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SW12 552 (former C5A)
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Nan Xu-Rattanasone
nan.xu@mq.edu.au

Tutor
Elise Tobin
elise.tobin@mq.edu.au

Credit points
3

Prerequisites
[39cp at 100 level or above including (6cp in LING units at 200 level including LING210 or LING217)] or [(39cp at 100 level or above including LING111) and admission to (BHumanSc or BA-PsychBHumanSc or BPsych(Hons)BHumanSc or BSpHLScBHumanSc or BMedScs)]

Corequisites

Co-badged status

Unit description
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 infant, toddler, and pre-school years. Topics include: early communication and interaction, phonological and morphological development, and lexical development. These topics are discussed with respect to typical monolingual and bilingual language development, and with respect to less typical language development, including issues related to speech and language disorders, hearing impairment, and autism spectrum disorder. Links are made between research outcomes, the everyday lives of children with and without language difficulties, and the clinical practice. Students will also learn how to communicate about language development research to a non-expert audience, and how to analyse linguistic data in preparation of clinical diagnosis.

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:

Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication

Communicate a basic understanding of ways that speech, language, and communication development can be atypical

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

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

Analyse, interpret, and report on speech, language, and communication samples

Demonstrate the ability to work as part of a team to communicate language acquisition research and its implications to the general public

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 iLearn. All written assignments are submitted via Turnitin and 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 2019", 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 may 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 late submission of an assignment:

All requests for special consideration, including extensions, must be submitted via 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, within 5 days after the assignment deadline.

Late assignment submission:

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.

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)
Podcast research commentary	25%	No	Week 5
Case Report	30%	No	Week 9/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:
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development

Podcast research commentary

Due: **Week 5**
Weighting: **25%**

Students will work in groups to produce a short podcast aimed at parents of young children. In the podcast, the students will present parents with information about a research study on infant language development, and provide a balanced interpretation of the implications for how parents could scaffold their child's language development.

Each student will also submit a one-page guided reflection and mark their peers on their group work.

A student's mark is based on the group mark for the podcast (60%) and the individual mark for the reflection (20%) and the peer-mark (20%)

On successful completion you will be able to:

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 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
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- Demonstrate the ability to work as part of a team to communicate language acquisition research and its implications to the general public

Case Report

Due: **Week 9/Week 11**
Weighting: **30%**

Students will be provided with raw data of a speech and language assessment. They will submit a phonological analysis (part A; due in week 9) and a case report based on an analysis of the findings (part B; due in week 11).

On successful completion you will be able to:

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
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- 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

- 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:

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- Communicate a basic understanding of ways that speech, language, and communication development can be atypical
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- 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 readings on Leganto, weekly tutorials, and the resources on the iLearn page to support their learning.

All required readings and 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 15 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. 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

1. Issues and Methods in language development

2. Infant-Directed Speech

3. Early Communication

4. Late Talkers

5. Phonological Development - 1

6. Phonological Development - 2

7. Morphological Development

8. Phonological Disorder

9. Statistical Learning

10. Language Disorder

11. Bilingualism

12. The link between theory and practice

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

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 outcome

- Demonstrate the ability to work as part of a team to communicate language acquisition

research and its implications to the general public

Assessment task

- Podcast research commentary

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

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- 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
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Research Participation
- Podcast 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

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- 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
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Assessment tasks

- Research Participation
- Podcast 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

- Apply an advanced understanding of how typically developing children (0-5) develop speech, language, and communication
- Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech, language, and communication development
- Analyse, interpret, and report on speech, language, and communication samples

Assessment tasks

- Research Participation
- Podcast 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

- Communicate a basic understanding of ways that speech, language, and communication development can be atypical
- Analyse, interpret, and report on speech, language, and communication samples
- Demonstrate the ability to work as part of a team to communicate language acquisition research and its implications to the general public

Assessment tasks

- Podcast 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

- 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

- Podcast research commentary
- Case Report
- Exam